

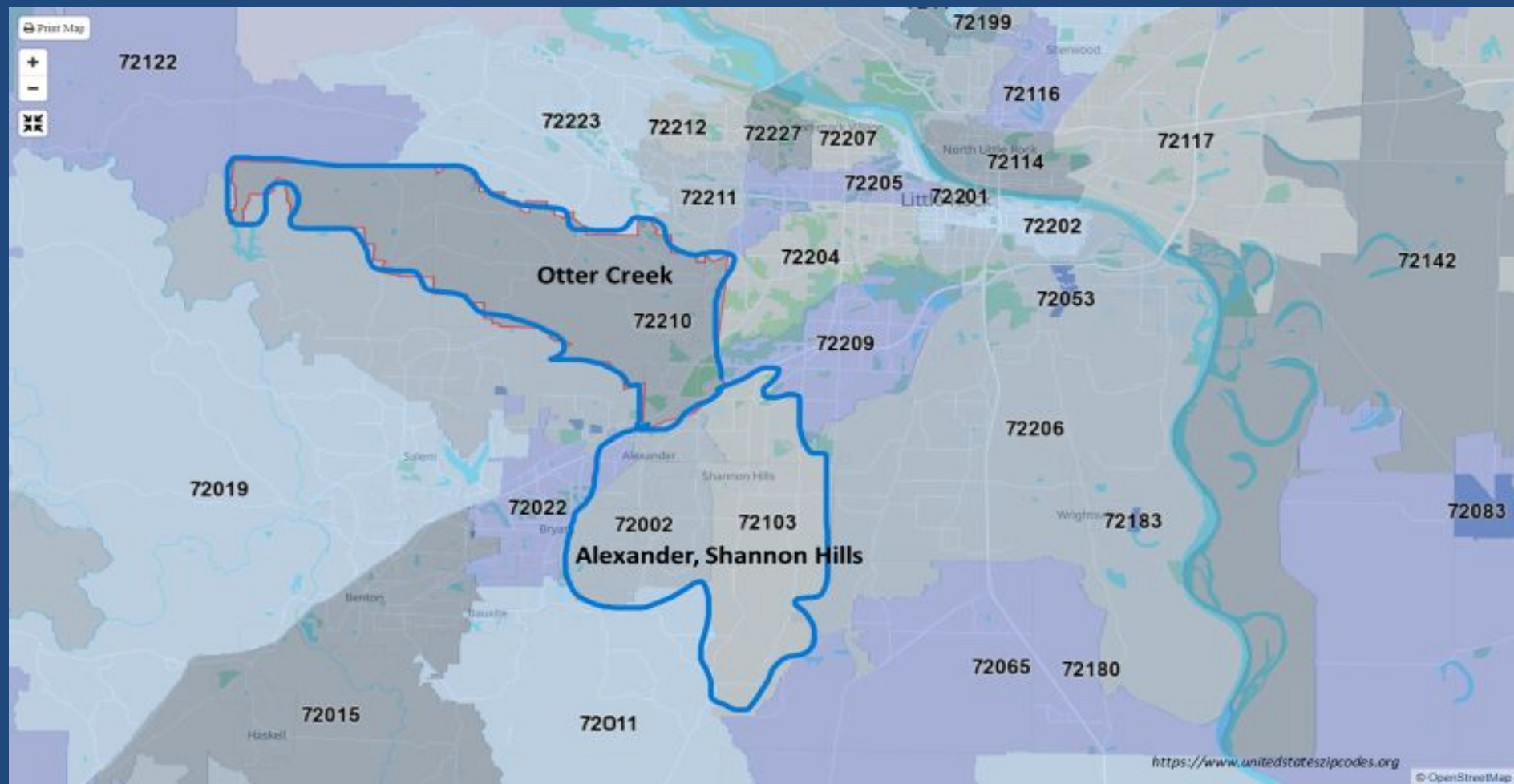
Central Arkansas Regional Landscape Analysis

72210 (Otter Creek),
72103 (Mabelavel+Shannon Hills),
72002 (Alexander)

Terri Guy, Ed.D.
October 3, 2025

Introduction

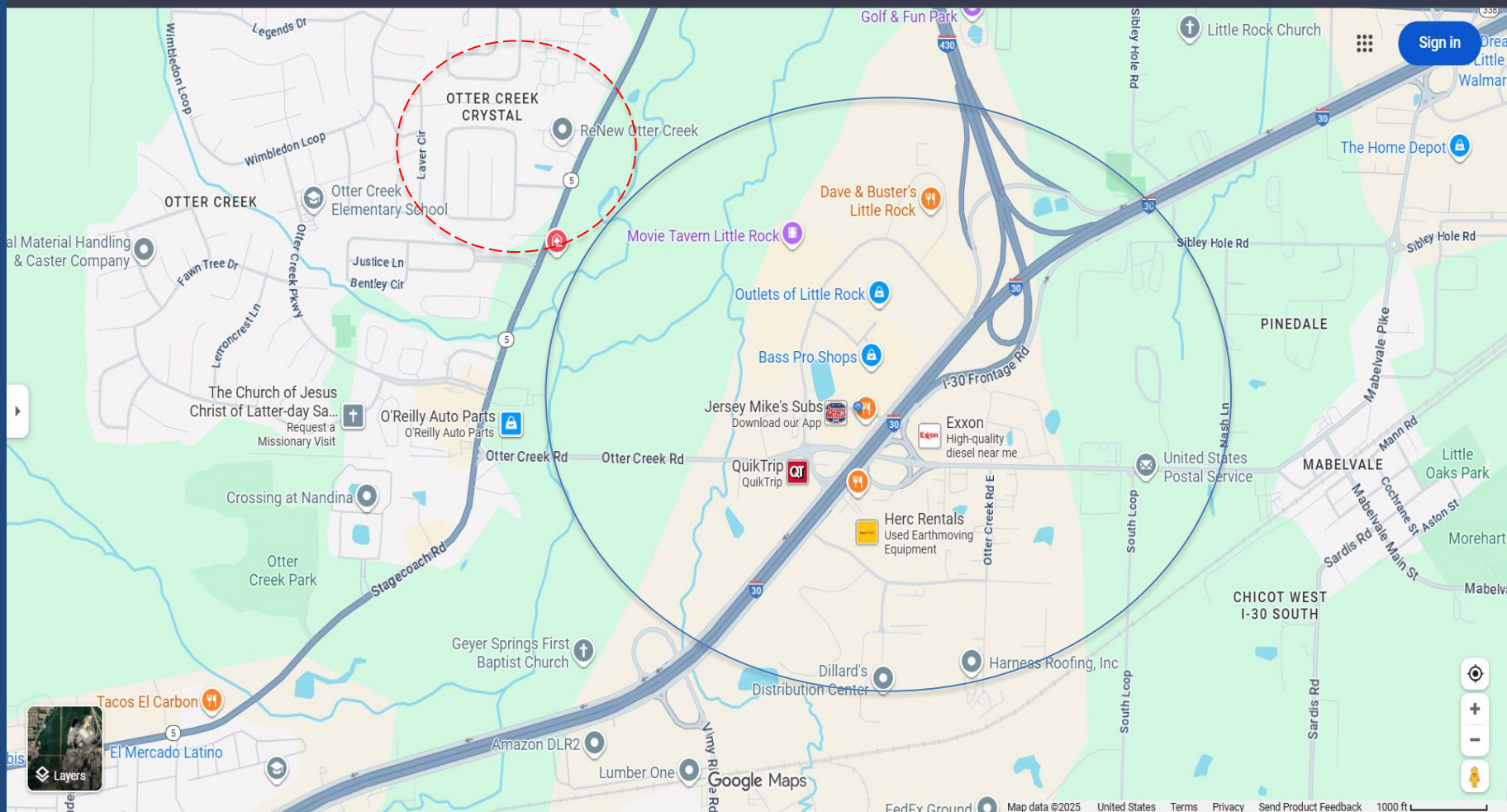
- Families in the Mabelvale West Corridor of Southwest Little Rock face equity gaps.
- Neighborhoods analyzed: Otter Creek, Shannon Hills, Alexander
- Why selected: high, school-age populations, rising birth rates, gaps in school performance



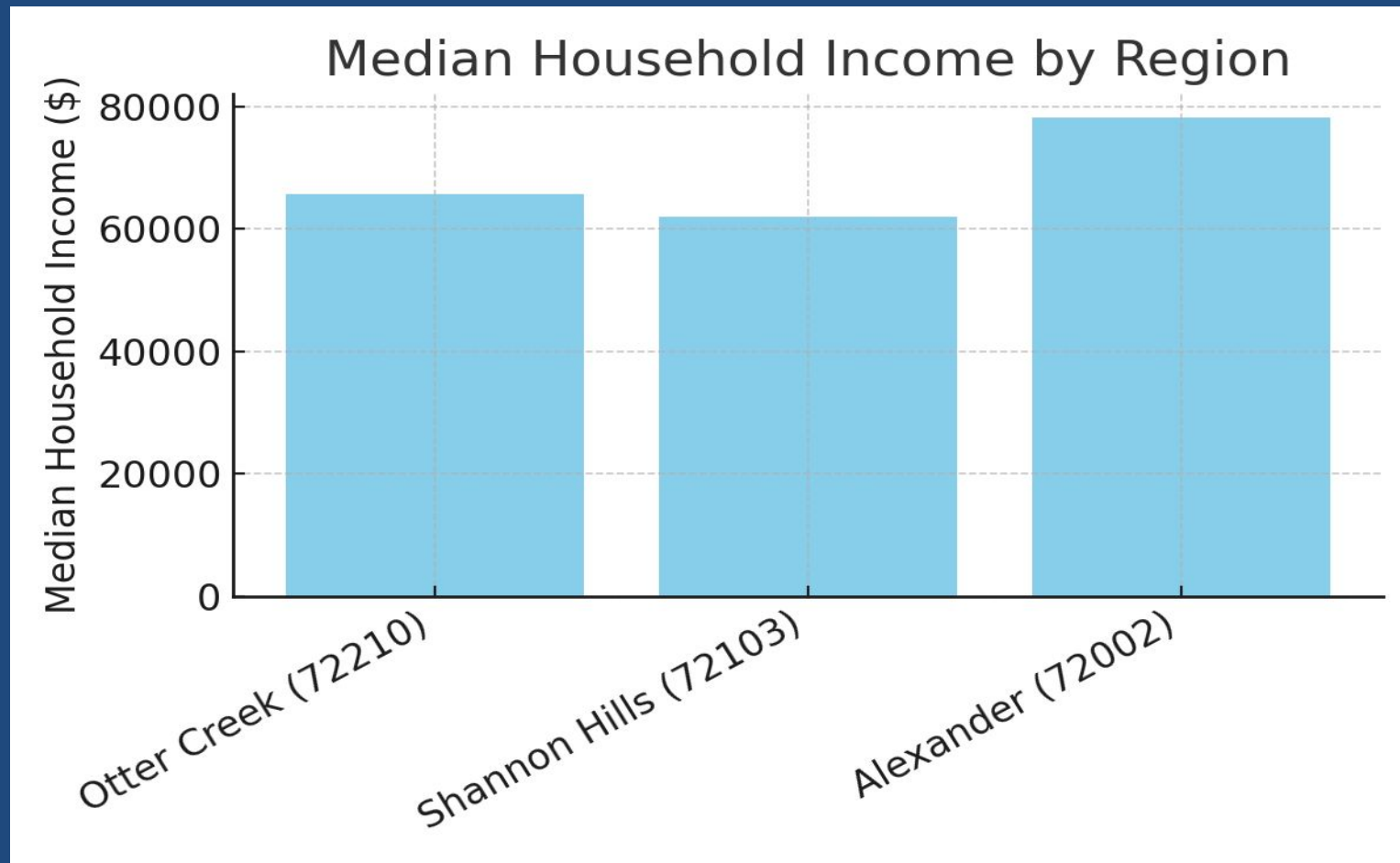
Demographics Snapshot

- Otter Creek:
 - 46% White,
 - 38% Black,
 - 7% Hispanic
- Mabelvale+
Shannon Hills:
 - 60% White,
 - 20% Black,
 - 9% Hispanic
- Alexander:
 - 67% White,
 - 16% Black,
 - 8% Hispanic

Community Assets and Economic Vitality

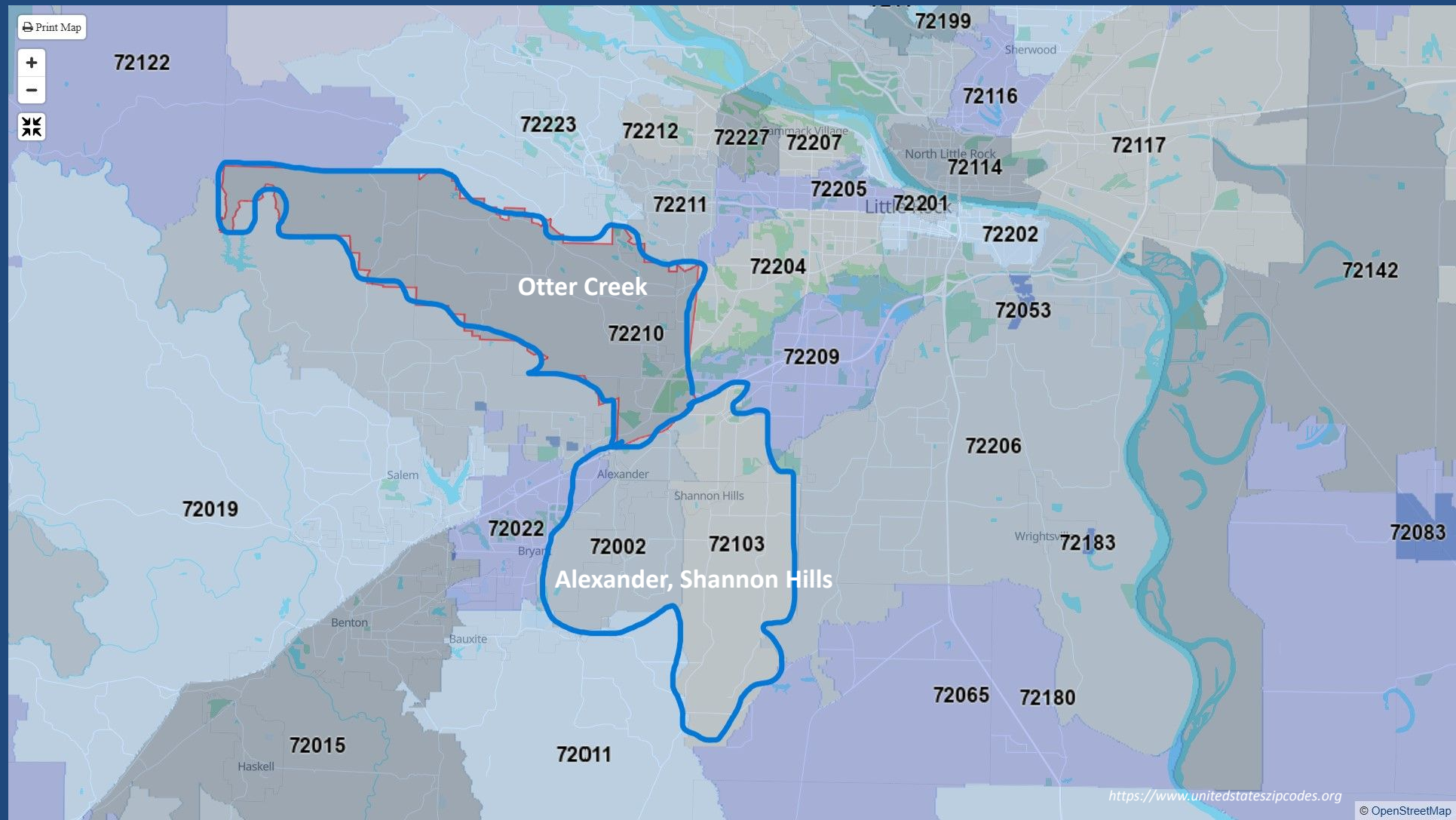


Economic Indicators



Economic Landscape

- Median income:
 - Alexander \$78,260;
 - Otter Creek \$65,675;
 - Shannon Hills \$61,967
- College attainment:
 - Otter Creek 35%,
 - Shannon Hills 18%
- Poverty rate: ~13%, higher among children (23–27%)
- Implication: Economic disparities shape schooling readiness



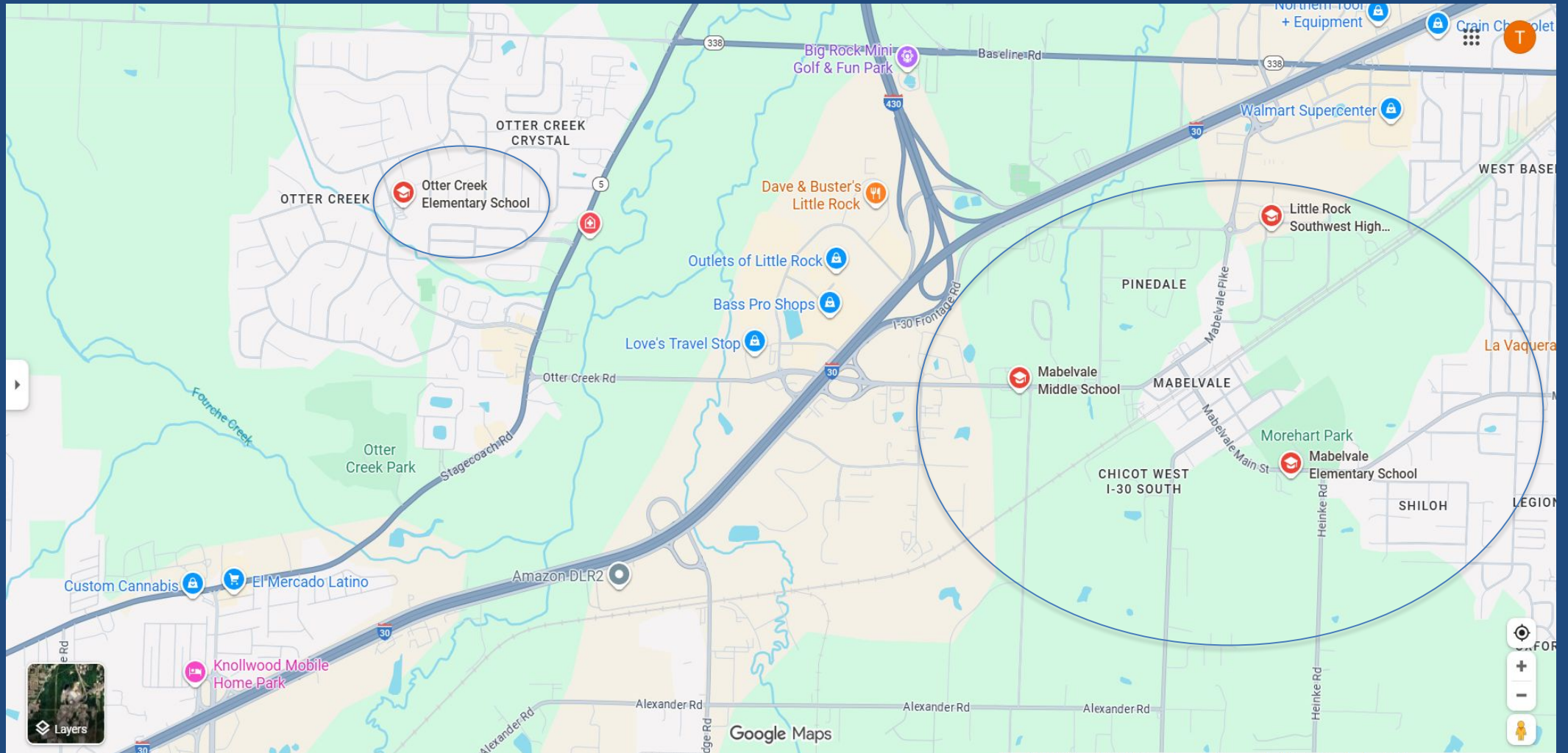
Health and Safety

- Violent crime:
 - Alexander lowest (3/1,000)
 - Shannon Hill's highest (6/1,000)
- Property crime:
 - 9–11 per 1,000 across zones
- Access: all areas have healthcare and healthy food
- Implication: Equity is needed in property crime areas

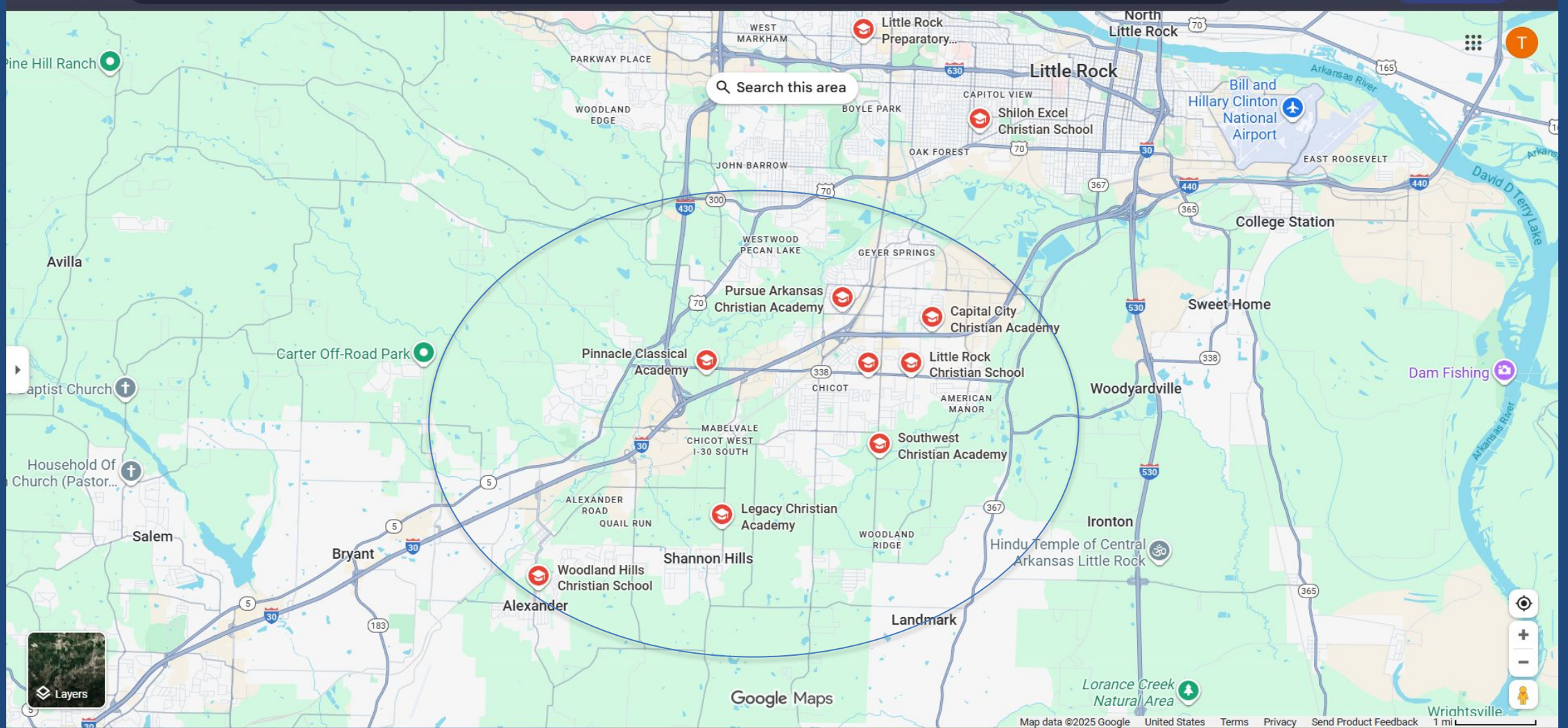
Employment Landscape

- Otter Creek: Retail, Healthcare (Outlets of Little Rock, Walmart)
- Shannon Hills: Health, Warehousing, Manufacturing (Baptist Health, Amazon Distribution Center)
- Alexander: Transportation, Logistics (Dillard's Distribution Center)
- Implication: Career-connected learning opportunities

Traditional Public School Options



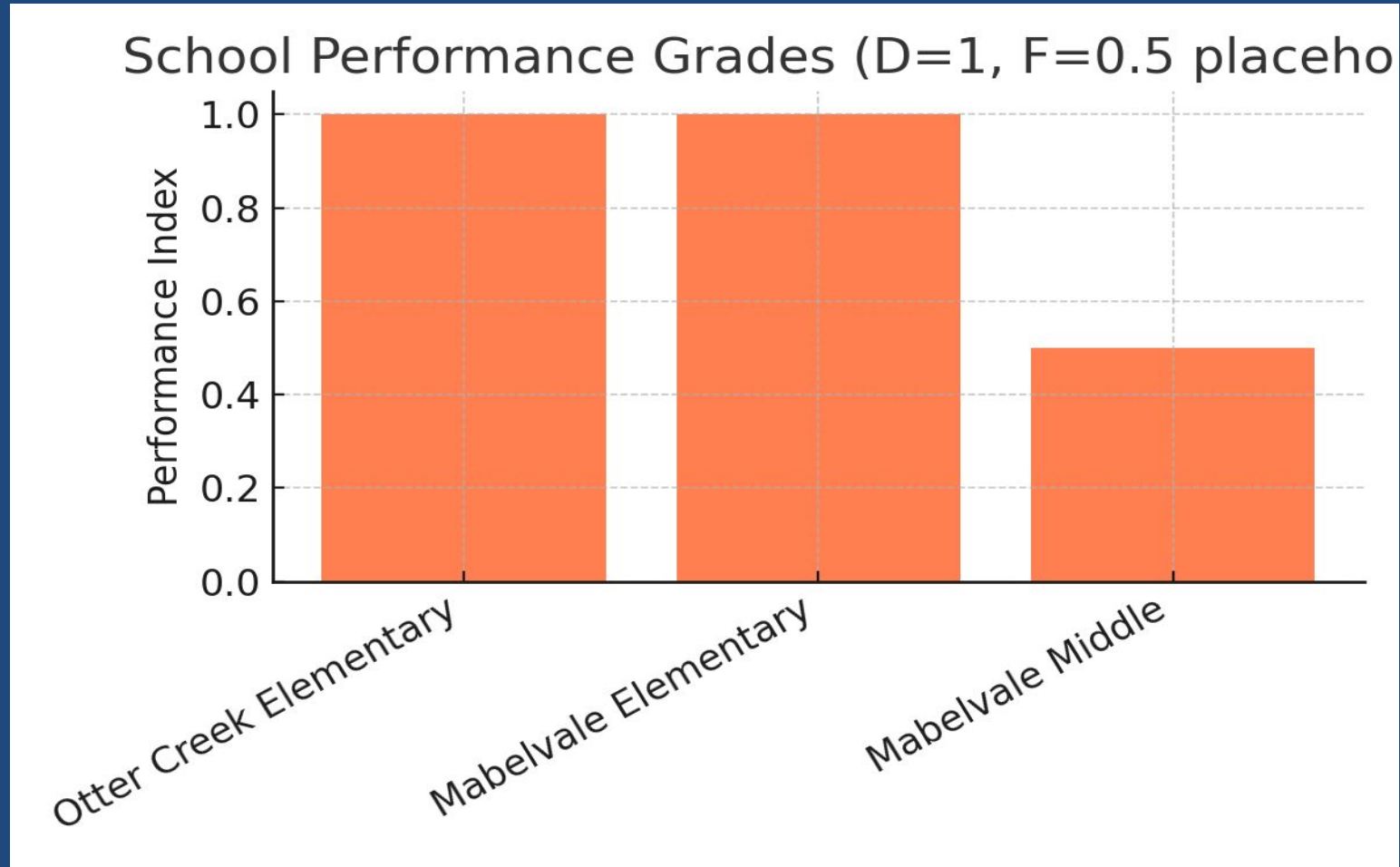
Private School Options



Current Educational Landscape

- Otter Creek Elementary – 372 students, D grade, declining enrollment
- Mabelvale Elementary – 346 students, D grade, declining
- Mabelvale Middle – F grade, declining enrollment
- Little Rock Southwest HS – low performance
- Implication: Consistent underperformance K–12

School Performance Overview



Emerging Themes

- High need for elementary stability
- Population growth vs. school outcomes (Alexander growth)
- Community opportunity vs. safety tensions

Tensions & Opportunities

- Tension: Families face underperforming schools despite stable community assets
- Opportunity: Anchor employers and multilingual households enable partnerships
- Tension: Alexander's growth strains school options

Why a New School is Needed

- Students are funneled into consistently underperforming schools despite strong community assets.
- A new school can bridge opportunity gaps with high-quality early education, literacy foundations, and responsive partnerships.
- 2023 Arkansas Learns Act Implications
 - Early Childhood Initiatives
 - Arkansas' Right to Read Act
 - 3rd grade promotion

Implications for Design

- Early Literacy Readiness
- Benefits Target Community
 - could Montessori appeal to the families seeking innovative non-traditional schooling that fosters independence and creativity ?
 - Montessori's proven outcomes (executive functioning, self-regulation, and strong literacy/numeracy foundations could be a strong differentiator
 - Positioning as the first charter Montessori option in my catchment could be a major competitive edge
- Multilingual engagement (Spanish + English)

Next Steps

- Seek family input across zip codes
- Map early learning feeder gaps (esp. Alexander)
- Refine model for early literacy readiness
- Build partnerships with anchor employers and leaders

References

- <https://data.census.gov>
- <https://www.unitedstateszipcodes.org>
- <https://dese.ade.arkansas.gov/Offices/public-school-accountability/school-performance/school-letter-grade>

The Grove Academy, Inc.

70% Enrollment Contingency Plan

FY2027-28 through FY2031-32

This plan governs how The Grove Academy operates if enrollment lands at 70% of the Base Plan target in any year -- 63 students instead of 90 in Year 1, scaling up to 215 instead of 308 by Year 5. It identifies what must stay funded regardless of enrollment, what flexes down first, what requires a Board-level cash decision, and the specific data points that trigger each one. It is designed to be adopted as the operating budget the moment a trigger fires (see Section 5), not built from scratch under pressure.

1. Revised Budget Assumptions

- Enrollment is modeled at 70% of the Base Plan every year, which works out to a 69.8-70.0% ratio once rounded to whole students -- 63/98/137/176/215 against a Base Plan of 90/140/196/252/308.
- Revenue lines are split into two behaviors: formula/per-pupil revenue (State Per Pupil, Title I-A, PD, ELL, IDEA Part B, CEP, ESA, Charter Facilities Fund, Title II-A, Title III-A) scales down with the enrollment ratio, exactly as it would in reality. Fixed-award revenue (CSP, Medicaid, Title IV-A, and the Year 1 Startup Grant) is modeled flat, since none of these are tied to headcount -- a lower enrollment scenario does not reduce a competitive grant or a federal minimum entitlement.
- This tab's revenue section was recently extended to include Title II-A, Title III-A, Title IV-A, and the Startup Grant -- all of which exist in the Base Plan but had not yet been added here. Before this update, Year 1's modeled shortfall was overstated by roughly \$341,000, almost entirely the missing Startup Grant, which is fixed regardless of enrollment.
- Personnel costs assume classroom teacher FTE is fully protected (see Section 2) while Director of Operations and Registrar are eliminated every year, not merely delayed.

2. Five-Year Financial Snapshot at 70% Enrollment

	Year 1 2027-28	Year 2 2028-29	Year 3 2029-30	Year 4 2030-31	Year 5 2031-32
Enrollment (70% scenario)	63	98	137	176	215
Base Plan Enrollment (reference)	90	140	196	252	308
Total Revenue	\$1,542,507	\$1,632,196	\$1,981,107	\$2,047,982	\$2,498,654
Total Expenses	\$1,216,038	\$1,605,765	\$1,860,240	\$2,166,252	\$2,476,825
Surplus / (Deficit)	\$326,469	\$26,431	\$120,868	(\$118,269)	\$21,829
Personnel % of Contingency Revenue	54.5%	70.4%	65.7%	73.2%	68.4%

Year 4 is the one year that does not balance on its own (-\$118,269) even after removing Director of Operations and Registrar. This is not a modeling artifact -- it is driven by the same CSP grant cliff that affects the Base Plan (CSP revenue drops from \$383,797 in Year 3 to \$0 in Year 4), landing on top of a revenue base that is already 30% smaller. Every other year is positive.

For Comparison: Base Plan (100% Enrollment)

	Year 1 2027-28	Year 2 2028-29	Year 3 2029-30	Year 4 2030-31	Year 5 2031-32
Base Plan Surplus	\$267,912	\$119,201	\$334,339	\$217,228	\$476,915
Revenue Shortfall vs. Base Plan	(\$308,317)	(\$486,041)	(\$681,433)	(\$877,879)	(\$1,074,325)

The revenue shortfall vs. the Base Plan widens from -\$308,317 in Year 1 to -\$1,074,325 by Year 5 -- the cost of a sustained 30% enrollment miss is real and grows every year, even with every available cost lever pulled.

3. Staffing Changes

Classroom Staffing — No Change (Protected)

Arkansas class-size ratios (22:1 Kindergarten, 25:1 Grades 1+) require a minimum of 2 sections per grade band. At 70% enrollment, every grade still exceeds the single-section cap, so the 70% scenario needs the exact same number of classroom sections as the Base Plan, every year. Classroom teacher FTE cannot legally shrink with a 30% enrollment miss -- General Ed, Special Ed/ELL, PE, Arts, and Paraprofessional staffing and cost are identical to the Base Plan in every year of this scenario.

Administrative / Operations Staffing Changes

Position	Year 1 2027-28	Year 2 2028-29	Year 3 2029-30	Year 4 2030-31	Year 5 2031-32
Director of Operations -- eliminated, all 5 years	\$91,855	\$95,289	\$98,861	\$102,575	\$106,438
Registrar -- eliminated, all 5 years	\$61,193	\$63,400	\$65,696	\$68,084	\$70,567
Combined Personnel Savings vs. Base Plan	\$153,048	\$158,689	\$164,557	\$170,659	\$177,006

Both positions' duties are absorbed by the Office Manager, who remains in place in every scenario. This is the full extent of the personnel-side savings available -- every other position on the Personnel tab is either classroom-protected or already minimal (a single Office Manager and Head of School).

4. Protected Priorities

Every dollar in the budget falls into one of three tiers. This is the reference key for what changes -- and what doesn't -- the moment a trigger in Section 5 fires.

Tier 1 — Protected (funded regardless of enrollment)

- Classroom teacher FTE (Gen Ed, SpEd/ELL, PE, Arts, Paraprofessional) -- legally required by AR class-size ratios; cannot reduce below minimum sections without a ratio waiver.
- Head of School -- single point of instructional and legal accountability to the authorizer; cannot go unfilled.
- Special Education & ELL compliance services -- federally mandated (IDEA, Title VI); non-negotiable regardless of budget position.
- Licensed Counselor and Nurse (in-house FTE, Personnel tab) -- both brought on as 1.0 FTE positions rather than contracted services; no gap in student support coverage under this plan.
- Rent/Mortgage, Facility Upkeep, Utilities -- 12% of State Per Pupil revenue is dedicated to facilities every year (70/20/10 split); this dollar amount flexes down with actual enrollment, assuming lease terms allow it. If the real lease is a fixed obligation instead, this reverts to a flat dollar figure and the Contingency surplus shown above would be smaller than modeled.
- Core literacy & math curriculum (CKLA, Reveal Math, Phonics First) -- purchased per section, not per student; underpins the 150-minute protected literacy block commitment.
- Audit, Accounting, Legal, Insurance -- statutory/fiduciary requirements for any open-enrollment charter; non-discretionary.
- Payroll tax & retirement obligations (FICA, AR Teacher Retirement, and health insurance) -- legal and contractual obligations tied to whatever staff are employed, not optional once staff are on payroll.

Tier 2 — Flexible (first to delay or cut)

- Director of Operations -- eliminated entirely, all 5 years; Office Manager absorbs duties (see Section 3).
- Registrar -- eliminated entirely, all 5 years; Office Manager absorbs registration functions (see Section 3).
- Travel -- cut 50%; reduce non-essential conference/site-visit travel.
- Field trips, discretionary classroom technology refresh beyond Chromebooks -- reduce or defer to Year 2 once enrollment stabilizes.
- Staff/Student Recruitment beyond the core Marketing line -- scale back broad recruitment once initial enrollment is known; redirect remaining budget toward Tier 3.
- Office furniture/supplies (non-essential) -- defer non-essential purchases; use existing inventory.

Tier 3 — Board-Level Cash Decision (contingent on trigger)

- Marketing budget -- tension: this is the lever that fixes low enrollment, not a place to cut. The Contingency Budget holds it flat, but the Board may vote to increase it, funded from Tier 2 savings, if a lottery/enrollment shortfall is confirmed early enough to still recruit.
- City Year contract scope -- contracted at \$150/student, legitimately scales down with lower enrollment, but reduces Tier III student support capacity; the Board should weigh this against SAP/MTSS commitments before approving a reduction.
- Facility footprint / lease renegotiation -- if an enrollment shortfall looks durable (confirmed at 2+ enrollment checkpoints), the Board should explore renegotiating or subletting unused square footage rather than carrying a fixed lease sized for 100% enrollment indefinitely.
- Working capital line of credit draw - activate if the Contingency 70% tab shows a negative Ending Cash Balance in any month (see Section 5).

5. Board Decision Trigger Timeline (Year 1)

Each row ties a specific DESE enrollment/funding checkpoint to a threshold and the exact Board action it requires. Bring this plan and the workbook's Contingency 70% tab to any meeting where a trigger fires.

Timing	Data Point	Threshold	Board Action	Owner
Spring (~Apr, pre-opening)	Lottery closes / enrollment commitments finalized (SchoolMint)	< 85% of cap target	Board notified; Head of School prepares Contingency 70% tab for review at next meeting; no spending changes yet.	Head of School
Jul 1 (opening estimate)	Initial DESE enrollment count sets Year 1 foundation funding estimate	< 85% confirmed	Board reviews and formally adopts (or declines to adopt) the Contingency 70% budget as the operating budget for the year.	Full Board
Jul 1 (opening)	CSP grant award status	Delayed, reduced, or not yet awarded	Independent trigger, treated as more severe than enrollment shortfall alone; Board must approve a bridge financing plan (HOPE LOC draw) immediately, regardless of enrollment.	Board Treasurer + Head of School
Aug (Day 1 count)	First official DESE enrollment count (Ark. Code §6-23-501 deadline)	< 70% of target	Contingency 70% tab activated as the live operating budget; Tier 2 items frozen/delayed effective immediately.	Head of School, ratified by Board
Oct	Charter Facilities Fund first estimated/disbursed	Any shortfall vs. Contingency Facilities line	Board reviews Monthly Cash Flow tab; approves HOPE Enterprise LOC draw if Ending Cash Balance has gone negative in any month to date.	Board Treasurer
Dec	DESE adjusts foundation funding to Q1 actual ADM	ADM confirms enrollment still < 70%	Full Board conducts formal mid-year budget amendment using Contingency 70% figures as the new baseline; confirms Tier 2 cuts remain in effect.	Full Board
Any month	Monthly Cash Flow tab shows negative Ending Cash Balance	Ending Cash < \$0	Immediate Board notification (does not wait for next scheduled meeting); HOPE Enterprise LOC draw approved same week.	Board Treasurer + Head of School

6. How the Plan Stays Compliant and Protects Core Instruction

- Class-size compliance is never at risk: because 2 sections per grade band are needed at both 100% and 70% enrollment, no scenario in this plan requires exceeding the 22:1/25:1 ratios or seeking a waiver.
- IDEA and Title VI obligations are unaffected: Special Education, ELL compliance staffing, and the in-house Counselor/Nurse positions sit in Tier 1 and are funded in every scenario modeled here.
- The 150-minute protected literacy block and core curriculum purchases (Tier 1) are insulated from enrollment swings because they are priced per section, not per student.

- Every cut required to reach the figures in Section 2 comes from Tier 2 (Director of Operations, Registrar, travel, discretionary technology, non-essential recruitment and supplies) -- none of it touches direct instruction, compliance staffing, or facilities safety.
- Year 4 remains the one year this plan cannot fully self-fund from its own revenue. The mitigation is not a further personnel cut (none remain in Tier 2 by Year 4) but a Board-level decision from Tier 3 -- most likely a HOPE Enterprise LOC draw funded by reserves built in the stronger years -- consistent with the trigger timeline in Section 5.

Source: The Grove Academy Five-Year Budget workbook (Contingency 70%, Staffing Changes, Protected Priorities, and Board Decision Timeline tabs), recalculated July 2026. The workbook is the authoritative source; this plan reflects a single point-in-time snapshot and should be regenerated if assumptions change.

The Grove Academy — Contingency Budget @ 70% Enrollment

Models a downside scenario where actual enrollment lands at 70% of the enrollment-cap plan in every year. see Cost Behavior column.

ENROLLMENT (70% Scenario)	
Grade	Cost Behavior
Kindergarten	70% of base
1st	70% of base
2nd	70% of base
3rd	70% of base
4th	70% of base
5th	70% of base
Total Enrollment (70% scenario)	
Base Plan Enrollment (for reference)	
Enrollment Ratio (Contingency / Base)	

REVENUE	
Line Item	Cost Behavior
State Per Pupil (Foundation Funding)	scale
Title I	scale
Professional Development (categorical)	scale
English Language Learners	scale
IDEA	scale
CSP (Charter Schools Program grant)	flat
Community Eligibility Provision (CEP)	scale
Enhanced Student Achievement (ESA)	scale
Charter Facilities Fund	scale
Medicaid Reimbursement	flat
Total Revenue	
Base Plan Total Revenue (for reference)	

PERSONNEL EXPENSES	
Line Item	Cost Behavior
Administrators	protected minus staffing delay
Teachers	protected — unchanged
Operations Staff	protected minus staffing delay
Other Staff	protected — unchanged
Total Personnel Expenses	
% of Contingency Revenue	

FACILITIES EXPENSES	
Line Item	Cost Behavior
Rent/Mortgage	scale — 70% of 12% facilities allocation
Facility Upkeep	scale — 20% of 12% facilities allocation
Utilities	scale — 10% of 12% facilities allocation
Total Facilities Expenses	

INSTRUCTIONAL MATERIALS	
Line Item	Cost Behavior

K-5 ELA Curriculum	<i>fixed</i>
K-5 Math Curriculum	<i>fixed</i>
K-5 Science Curriculum	<i>fixed</i>
K-5 Phonics First Curriculum	<i>fixed</i>
Staff Technology	<i>fixed</i>
Software for Classroom Instruction	<i>fixed</i>
Class Technology (Chromebooks)	<i>scale</i>
Field Trips	<i>scale</i>
Professional Development (instructional)	<i>fixed</i>
Teacher Supplies	<i>fixed</i>
Total Instructional Materials	

OPERATIONAL EXPENSES	
Line Item	Cost Behavior
Audit	<i>fixed</i>
Accounting	<i>fixed</i>
Legal	<i>fixed</i>
Therapy Services (OT/PT/Speech)	<i>fixed</i>
Copier Lease	<i>fixed</i>
Insurance (property, liability, DOM, student)	<i>fixed</i>
Phone & Internet	<i>fixed</i>
Postage	<i>fixed</i>
Marketing	<i>fixed</i>
Food and Nutrition Staff (Contracted)	<i>fixed</i>
Tech Support	<i>scale — approx., enrollment-driven component of formula</i>
Travel	<i>discretionary — cut</i>
Meals for Students	<i>scale — matches CEP reimbursement</i>
City Year Contract	<i>scale — priced per student</i>
Total Operational Expenses	

CONTINGENCY BOTTOM LINE	
Total Revenue	
Total Expenses (Personnel + Facilities + Instr. + Operational)	
Surplus / (Deficit)	
<i>Personnel as % of Contingency Revenue</i>	
<i>Base Plan Surplus / (Deficit) — for comparison</i>	
<i>Revenue Shortfall vs. Base Plan</i>	

ADDITIONAL FEDERAL & STARTUP REVENUE DETAIL (feeds Total Revenue, row 28)

Title II-A	<i>scale</i>
Title III-A (Low/Conservative scenario)	<i>scale</i>
Title IV-A (SSAE)	<i>flat</i>
Startup Grant Revenue (BES + Charter Sch)	<i>flat</i>
Student Growth Funding	<i>flat</i>
Special Ed High-Cost Occurrences	<i>flat</i>

Personnel and facilities are held at levels required by law/contract, not simply scaled by 70% —

Year 1	Year 2	Year 3	Year 4	Year 5
28	28	28	28	28
35	35	35	35	35
	35	35	35	35
		39	39	39
			39	39
				39
63	98	137	176	215
90	140	196	252	308
70.0%	70.0%	69.9%	69.8%	69.8%

Year 1	Year 2	Year 3	Year 4	Year 5
\$514,206	\$799,876	\$1,118,194	\$1,436,512	\$1,754,830
\$50,873	\$79,135	\$110,628	\$142,120	\$173,613
\$2,363	\$3,675	\$5,138	\$6,600	\$8,063
\$7,088	\$11,025	\$15,413	\$19,800	\$24,188
\$11,340	\$17,640	\$24,660	\$31,680	\$38,700
\$483,101	\$483,101	\$383,797	-	-
\$71,442	\$111,132	\$155,358	\$199,584	\$243,810
\$27,770	\$43,198	\$60,390	\$77,581	\$94,772
\$28,261	\$58,981	\$79,345	\$102,166	\$124,986
\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
\$1,542,507	\$1,632,196	\$1,981,107	\$2,047,982	\$2,498,654
\$1,850,824	\$2,118,236	\$2,662,540	\$2,925,861	\$3,572,978

Year 1	Year 2	Year 3	Year 4	Year 5
\$128,650	\$133,556	\$104,120	\$108,045	\$112,127
\$651,173	\$951,479	\$1,130,836	\$1,322,194	\$1,526,244
\$61,193	\$63,400	\$65,696	\$68,084	\$70,567
-	-	-	-	-
\$841,016	\$1,148,435	\$1,300,653	\$1,498,323	\$1,708,938
54.5%	70.4%	65.7%	73.2%	68.4%

Year 1	Year 2	Year 3	Year 4	Year 5
\$43,193	\$67,190	\$93,928	\$120,667	\$147,406
\$12,341	\$19,197	\$26,837	\$34,476	\$42,116
\$6,170	\$9,599	\$13,418	\$17,238	\$21,058
\$61,705	\$95,985	\$134,183	\$172,381	\$210,580

Year 1	Year 2	Year 3	Year 4	Year 5
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\$11,200	\$5,600	\$5,600	\$5,600	\$5,600
\$8,000	\$4,000	\$4,000	\$4,000	\$4,000
\$7,196	\$3,598	\$3,598	\$3,598	\$3,598
\$7,000	\$3,500	\$3,500	-	-
\$9,100	\$2,600	\$1,950	\$1,300	\$1,300
\$4,000	\$4,000	\$6,000	\$8,000	\$10,000
\$18,900	\$10,500	\$11,743	\$11,733	\$11,727
\$630	\$980	\$1,370	\$908	\$907
\$40,500	\$40,500	\$40,500	\$40,500	\$40,500
\$2,500	\$3,500	\$4,500	\$5,500	\$6,500
\$109,026	\$78,778	\$82,761	\$81,139	\$84,133

Year 1	Year 2	Year 3	Year 4	Year 5
-	\$20,000	\$20,000	\$20,000	\$20,000
\$36,000	\$48,000	\$48,000	\$60,000	\$60,000
\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
\$4,000	\$4,000	\$5,000	\$6,000	\$6,000
\$15,000	\$20,000	\$25,000	\$30,000	\$35,000
\$6,000	\$6,000	\$6,000	\$6,000	\$6,000
\$2,500	\$2,500	\$2,500	\$2,500	\$2,500
\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
\$30,000	\$22,000	\$22,000	\$22,000	\$22,000
\$8,400	\$12,600	\$15,937	\$19,276	\$22,617
\$1,500	\$3,000	\$4,500	\$6,000	\$7,500
\$71,442	\$111,132	\$155,358	\$199,584	\$243,810
\$9,450	\$13,335	\$18,348	\$23,048	\$27,748
\$204,292	\$282,567	\$342,643	\$414,408	\$473,174

\$1,542,507	\$1,632,196	\$1,981,107	\$2,047,982	\$2,498,654
\$1,216,038	\$1,605,765	\$1,860,240	\$2,166,252	\$2,476,825
\$326,469	\$26,431	\$120,868	(\$118,269)	\$21,829
54.5%	70.4%	65.7%	73.2%	68.4%
\$267,912	\$119,202	\$334,339	\$217,228	\$476,915
(\$308,317)	(\$486,041)	(\$681,433)	(\$877,879)	(\$1,074,325)

3150	4900	6850	8800	10750
2913.75	4532.5	6336.25	8140	9943.75
10000.0	10000.0	10000.0	10000.0	10000.0
\$325,000	\$0	\$0	\$0	\$0
0	0	0	0	0
0	0	0	0	0

Staffing Changes — 70% C

Key finding: because Arkansas class-size teacher FTE cannot legally shrink with a

CLASSROOM STAFFING — NO CH
Grade Band
Kindergarten (22:1 max)
1st Grade (25:1 max)
2nd Grade (25:1 max)
3rd-5th Grade (as added)

Result: General Education Teacher FTE, Sp

ADMINISTRATIVE / OPERATIONS
Position
Director of Operations
Registrar (0.5 FTE, Year 2)
Registrar (1.0 FTE)

Total Administrator Savings (Dean of
Total Operations Staff Savings (Regis

TOTAL PERSONNEL SAVINGS vs.
Combined Savings

Note: Because this model prices each positio

Contingency Scenario

le ratios (22:1 K, 25:1 Gr.1+) require a minimum of 2 sections per grade band, a 70% enrollment
30% enrollment miss — the savings have to come from administrative timing and non-personne.

CHANGE (Protected)
Base Plan Sections
2 sections (40 students)
2 sections (50 students)
2 sections (50 students)
2 sections per grade

ecial Ed/ELL, PE, Arts, and Paraprofessional counts are UNCHANGED in every year of the 70% scenario. 1

STAFFING CHANGES
Change
Eliminate entirely -- Office Manager absorbs Dean of Ops duties at 70% enrollment (all 5 years)
Not applicable -- current Personnel tab models Registrar as 1.0 FTE from Year 1 (see row 18)
Eliminate entirely -- Office Manager absorbs registration duties at 70% enrollment (all 5 years)

Ops delay)
Registrar delay)

BASE PLAN

on at that year's flat average-salary rate (not a per-employee tenure track), delaying a hire by one year costs

scenario needs the SAME number of classroom sections as the 100% plan in every year. Classroom cuts instead.

70% Sections Needed	
70% Sections Needed	Rationale
2 sections (28 students)	Still exceeds single-section cap of 22
2 sections (35 students)	Still exceeds single-section cap of 25
2 sections (35 students)	Still exceeds single-section cap of 25
2 sections per grade	Still exceeds single-section cap of 25

Teacher salary cost is identical to the Base Plan — see Budget!row 36, referenced directly in the Contingency 70% tab.

Year 1	Year 2	Year 3	Year 4	Year 5
\$91,855	\$95,289	\$98,861	\$102,575	\$106,438
-	-	-	-	-
\$61,193	\$63,400	\$65,696	\$68,084	\$70,567

\$91,855	\$95,289	\$98,861	\$102,575	\$106,438
\$61,193	\$63,400	\$65,696	\$68,084	\$70,567

\$153,048	\$158,689	\$164,557	\$170,659	\$177,006
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nothing extra in the year it is finally filled — the savings shown are the full, uncompensated benefit of the delay.

Protected Priorities — 70% Enrollment Contingency

Three tiers: what is funded no matter what, what flexes down first, and what is cut when the Contingency 70% tab is triggered.

TIER 1 — PROTECTED (funded regardless of enrollment)
Item
Classroom teacher FTE (Gen Ed, SpEd/ELL, PE, Arts, Para)
Head of School
Special Education & ELL compliance services
<i>Licensed Mental Health Therapist (contracted) -- converted to in-house FTE</i>
Rent/Mortgage, Facility Upkeep, Utilities
Core literacy & math curriculum (CKLA, Reveal Math, Phonics First)
Audit, Accounting, Legal, Insurance
Payroll tax & retirement obligations (FICA, AR Teacher Retirement)

TIER 2 — FLEXIBLE (first to delay or cut)
Item
Director of Operations position
Registrar position (1.0 FTE)
Travel
Field trips, discretionary classroom technology refresh beyond Chromebooks
Staff/Student Recruitment (beyond core Marketing line)
Office furniture/supplies (non-essential)

TIER 3 — BOARD-LEVEL CASH DECISION (contingent on trigger)
Item
Marketing budget
City Year contract scope
Facility footprint / lease renegotiation

Working capital line of credit draw (HOPE Enterprise)
CSP grant contingency planning

cy

it is held for a Board-level cash decision. Use this as the reference key

Why
Legally required by AR class-size ratios (22:1 K, 25:1 Gr.1+); cannot reduce below minimum sections without a ratio waiver.
Single point of instructional and legal accountability to the authorizer; cannot go unfilled.
Federally mandated (IDEA, Title VI); non-negotiable regardless of budget position.
Resolved: this contracted service was intentionally converted to a 1.0 FTE Licensed Counselor position (Personnel/C23, \$60,000 base salary) beginning
12% of State Per Pupil revenue is dedicated to facilities every year (70% Rent, 20% Upkeep, 10% Utilities) — this dollar amount flexes with actual enrollment,
Purchased per section, not per student; underpins the 150-minute protected literacy block commitment.
Statutory/fiduciary requirements for any open-enrollment charter; non-discretionary.
Legal obligation tied to whatever staff are employed — not optional once staff are on payroll.

Why
Eliminated entirely, all 5 years -- Office Manager absorbs duties permanently at 70% enrollment; see Staffing Changes tab.
Eliminated entirely, all 5 years -- Office Manager absorbs registration functions at 70% enrollment; see Staffing Changes tab.
Cut 50% — reduce non-essential conference/site-visit travel.
Reduce or defer to Year 2 once enrollment stabilizes.
Scale back broad recruitment spend once initial enrollment is known — redirect any remaining budget toward Tier 3 below.
Defer non-essential purchases; use existing inventory.

er)
Why
Tension: this is the lever that FIXES low enrollment, not a place to cut. Contingency Budget holds it flat, but Board may vote to increase it, funded from Tier 2 savings, if a lottery/enrollment shortfall is confirmed early enough to still recruit.
Contracted at \$150/student — legitimately scales down with lower enrollment, but reduces Tier III student support capacity; Board should weigh against the SAP/MTSS commitments before approving a reduction.
If enrollment shortfall looks durable (confirmed at 2+ enrollment checkpoints), Board should explore renegotiating or subletting unused square footage rather than carrying a fixed lease sized for 100% enrollment indefinitely.

Activate if the Contingency 70% tab shows a negative Ending Cash Balance in any month — see Board Decision Trigger Timeline tab.

CSP now modeled under the Realistic-Low scenario (~\$1.5M total) with funds spread across the actual implementation window (Year 1 – partial Year 3) rather than a Year 1 lump sum — see CSP Scenario Planning tab. Years 4-5 receive \$0 CSP; this is the single biggest swing factor in the whole model and should be

Board Decision Trigger Timeline — Year 1

Ties each DESE enrollment/funding checkpoint (see Monthly Cash Flow tab)

Timing	Data Point
Spring (~Apr, pre-opening)	Lottery closes / enrollment commitments finalized
Jul 1 (opening estimate)	Initial DESE enrollment count sets Year 1 foundation funding estimate
Jul 1 (opening)	CSP grant award status
Aug (Day 1 count)	First official DESE enrollment count (Ark. Code §6-23-501 deadline)
Oct	Charter Facilities Fund first estimated/disbursed (per DESE memo)
Dec	DESE adjusts foundation funding to Q1 actual ADM
Feb-Mar (Year 2 lottery opens)	Year 2 enrollment pipeline (applications to date)
Mar-Apr (3-quarter ADM / Cycle 6)	DESE final true-up of Year 1 foundation funding
Any month	Monthly Cash Flow tab shows negative Ending Cash Balance

Cross-reference: DESE per-pupil funding timing is detailed on the Monthly Cash Flow tab with AI

to a specific enrollment threshold and the Board action it requires. Bring the Contingency 70% a trigger fires.

Trigger Threshold	Board Action Required
< 85% of enrollment-cap target	Board notified; Head of School prepares Contingency 70% tab for review at next meeting; no spending changes yet.
< 85% of target confirmed	Board reviews and formally adopts (or declines to adopt) the Contingency 70% budget as the operating budget for the year.
CSP delayed, reduced, or not yet awarded	Independent trigger — treat as more severe than enrollment shortfall alone; Board approve a bridge financing plan immediately, regardless of enrollment.
< 70% of target	Contingency 70% tab activated as the live operating budget; Tier 2 (Flexible) items in Protected Priorities tab frozen/delayed effective immediately.
Any shortfall vs. Contingency 70% Facilities Fund line	Board reviews Monthly Cash Flow tab; approves HOPE Enterprise LOC draw if Ending Cash Balance has gone negative in any month to date.
ADM confirms enrollment still < 70%	Board conducts formal mid-year budget amendment using Contingency 70% figures as the new baseline; confirms Tier 2 cuts remain in effect.
Pipeline trending < 85% of Year 2 target	Board decides whether to proceed with Year 2 hiring ramp (per Base Plan) or hold at Year 1 staffing levels pending final Year 2 lottery results.
Final ADM locks in enrollment below 70%	Board conducts year-end solvency review: confirm minimum 30-days-cash target met; decide on reserve draw-down, LOC balance carry, or further Tier 2/3 cuts for Year 2.
Ending Cash Balance < \$0 in any month	Immediate Board notification (does not wait for next scheduled meeting); HOPE Enterprise LOC draw approved same week.

v tab (Distribution Assumptions block). CSP and Charter Facilities Fund timing assumptions there should nita Freer, State Funding Coordinator (501-682-4484).

tab to any meeting where

Decision Owner
Head of School
Full Board
Board Treasurer + Head of School
Head of School, ratified by Board
Board Treasurer
Full Board
Full Board
Full Board + Treasurer
Board Treasurer + Head of School

be updated once confirmed



Department of the Treasury
Internal Revenue Service
Tax Exempt and Government Entities
P.O. BOX 2508
Cincinnati, OH 45201

THE GROVE ACADEMY, INC
C/O TERRI GUY
54 PINEDALE CIRCLE
MABELVALE, AR 72103

Date:
05/27/2026
Employer ID number:
41-2615144
Person to contact:
Name: Heather Butler
ID number: 5577511
Telephone: 877-829-5500
Accounting period ending:
December 31
Public charity status:
170(b)(1)(A)(ii)
Form 990 / 990-EZ / 990-N required:
Yes
Effective date of exemption:
November 06, 2025
Contribution deductibility:
Yes
Addendum applies:
No

Dear Applicant:

We're pleased to tell you we determined you're exempt from federal income tax under Internal Revenue Code (IRC) Section 501(c)(3). Donors can deduct contributions they make to you under IRC Section 170. You're also qualified to receive tax deductible bequests, devises, transfers or gifts under Section 2055, 2106, or 2522. This letter could help resolve questions on your exempt status. Please keep it for your records.

Organizations exempt under IRC Section 501(c)(3) are further classified as either public charities or private foundations. We determined you're a public charity under the IRC Section listed at the top of this letter.

Information for Charter Schools

You're not subject to the specific publishing requirements of Revenue Procedure 75-50, 1975-2 C.B., page 587, as long as you operate under a contract with the local government. If your method of operation changes to the extent that your charter is not approved, terminated, cancelled or not renewed, you should notify us. You'll also be required to comply with Revenue Procedure 75-50.

If we indicated at the top of this letter that you're required to file Form 990/990-EZ/990-N, our records show you're required to file an annual information return (Form 990 or Form 990-EZ) or electronic notice (Form 990-N, the e-Postcard). If you don't file a required return or notice for three consecutive years, your exempt status will be automatically revoked.

If we indicated at the top of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

For important information about your responsibilities as a tax-exempt organization, go to www.irs.gov/charities. Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

Sincerely,

Stephen A. Martin

Stephen A. Martin
Director, Exempt Organizations
Rulings and Agreements



July 14, 2026

Arkansas Charter Authorizing Panel:

It is with great enthusiasm that I offer my strong support for the charter application of The Grove Academy and its Chief Executive Officer and Founder, Dr. Terri Guy.

Dr. Guy is currently a Fellow with BES, a highly selective and nationally recognized nonprofit organization that develops exceptional leaders to design, found, and lead high-performing urban charter schools. Through my work alongside her during this Fellowship, I have had the privilege of observing firsthand her unwavering commitment, deep sense of purpose, and genuine care for the Southwest Little Rock community she proudly calls home. Dr. Guy brings passion, purpose, and expertise to her work, grounded in extensive experience across both school-based and broader academic leadership roles.

With over a decade of experience in education, Dr. Guy has served as a teacher, principal, reading specialist, non-traditional teacher preparation advisor, Teacher Residency Site Coordinator, and higher education instructor. Throughout her career, she has consistently demonstrated a strong ability to elevate student outcomes, build and coach effective teams, and create systems that support sustained academic excellence.

Dr. Guy's vision for The Grove Academy is deeply rooted in the needs of the community she serves. She has designed the school with the community and for the community, grounding her model in direct feedback and data collected through a comprehensive regional analysis of the Mabelvale West Corridor, including the Otter Creek (72210), Mabelvale (72103), and surrounding areas. Her model emphasizes a student-centered, literacy-enriched program grounded in strong relationships, real-world learning, and high-quality project-based instruction. This approach is intentionally designed to meet students where they are by addressing gaps in learning through a strategic and responsive staffing model.

Importantly, Dr. Guy has an authentic and personal connection to the Mabelvale community. As a resident, her commitment extends far beyond professional responsibility—this is her home. She has intentionally and consistently engaged families, stakeholders, and community members throughout the design process to ensure the school reflects the voices, values, and needs of those it will serve. Her leadership reflects both humility and conviction, resulting in a model that is responsive, inclusive, and impactful.

The Grove Academy's K–5 model is thoughtfully designed to ensure students achieve academic proficiency and develop into independent thinkers. The school is committed to improving student outcomes in literacy and mathematics, with a particular focus on ensuring all students become proficient readers by the end of third grade. Ultimately, The Grove Academy seeks to reduce the number of students at risk of not meeting third-grade promotion benchmarks and to set a strong foundation for long-term success.

Working alongside Dr. Guy has been a truly rewarding experience. I have learned a great deal from her—not only about effective school leadership, but also about the strength and richness of the community she aims to serve. I have the utmost confidence that her leadership and vision will result in a high-quality educational option where students can flourish and reach their fullest potential.

With great enthusiasm, I offer my full and unequivocal support for Dr. Terri Guy and The Grove Academy charter application.

Best regards,

Lenisha Broadway Roberts

Lenisha Broadway Roberts
Senior Director of School Success, BES
lroberts@bes.org | 501.454.0044



THE GROVE ACADEMY

Explore. Learn. Flourish.

2027-2028 ACADEMIC CALENDAR

JULY 2027						AUGUST 2027							SEPTEMBER 2027							IMPORTANT DATES & EVENTS										JANUARY 2028							FEBRUARY 2028							MARCH 2028			
S M T W T F S						S M T W T F S							S M T W T F S							Teachers First Day Jul 26										S M T W T F S							S M T W T F S							S M T W			
1 2 3						1 2 3 4 5 6 7							1 2 3 4							Professional Development Jul 26-Aug 13										1 2							1 2 3 4 5 6							1 2			
4 5 6 7 8 9 10						8 9 10 11 12 13 14							5 6 7 8 9 10 11							Students First Day Aug 16										3 4 5 6 7 8 9							7 8 9 10 11 12 13							6 7 8 9			
11 12 13 14 15 16 17						15 16 17 18 19 20 21							12 13 14 15 16 17 18							Labor Day - No School Sep 6										10 11 12 13 14 15 16							14 15 16 17 18 19 20							13 14 15 16			
18 19 20 21 22 23 24						22 23 24 25 26 27 28							19 20 21 22 23 24 25							Curriculum Planning Early Release Days (1:00 PM) Sep 3, Oct 1, Nov 5, Dec 3, Feb 4, Mar 3, Apr 7, May 5										17 18 19 20 21 22 23							21 22 23 24 25 26 27							20 21 22 23			
25 26 27 28 29 30 31						29 30 31							26 27 28 29 30							Parent Teacher Conference Oct 15										24 25 26 27 28 29 30							28 29							27 28 29 30			
																				Fall Break - No School Oct 18-19										31																	
																				Thanksgiving Holiday - No School Nov 22-26																											
																				Winter Break - No School Dec 20-Jan 4																											
																				Teachers Return Jan 3																											
																				Martin Luther King, Jr. Day - No School Jan 17																											
																				Parent Teacher Conference Mar 17																											
																				Spring Break - No School Mar 20-24																											
																				Students/Teachers Last Day May 26																											
OCTOBER 2027						NOVEMBER 2027							DECEMBER 2027							QUARTER END DATES										APRIL 2028							MAY 2028							JUNE 2028			
S M T W T F S						S M T W T F S							S M T W T F S							Quarter 1 Ends October 15										S M T W T F S							S M T W T F S							S M T W			
1 2						1 2 3 4 5 6							1 2 3 4							Quarter 2 Ends December 17										1 2							1 2 3 4 5 6 7							1			
3 4 5 6 7 8 9						7 8 9 10 11 12 13							5 6 7 8 9 10 11							Quarter 3 Ends March 10										3 4 5 6 7 8 9							8 9 10 11 12 13 14							5 6 7 8			
10 11 12 13 14 15 16						14 15 16 17 18 19 20							12 13 14 15 16 17 18							Quarter 4 Ends May 25										10 11 12 13 14 15 16							15 16 17 18 19 20 21							12 13 14 15			
17 18 19 20 21 22 23						21 22 23 24 25 26 27							19 20 21 22 23 24 25																	17 18 19 20 21 22 23							22 23 24 25 26 27 28							19 20 21 22			
24 25 26 27 28 29 30						28 29 30							26 27 28 29 30 31																	24 25 26 27 28 29 30							29 30 31							26 27 28 29			
COLOR LEGEND						ASSESSMENT WINDOWS														SCHOOL HOURS		GRADING PERIODS							 SNOW *5 snow days are built into this calendar. If additional snow days are required, May 30 - June 1 will be utilized (or the curriculum planning period) to make up the required 1,068 hours.																		
No School for Students						BOY K-1 ATLAS Literacy Screener Aug 30 - Sep 16														Student Hours		Quarter 1 Ends October 15, 2027																									
Teacher Professional Development						BOY K-1 ATLAS Math Screener Aug 30 - Sep 16														7:30 AM - 2:55 PM		Quarter 2 Ends December 17, 2027																									
Curriculum Planning Release at 1:00 PM - 1:00 PM						K-1 ATLAS Interim Dec 1 - Dec 16														Curriculum Planning Early Release		Quarter 3 Ends March 10, 2028																									
Parent Conferences						MOY ATLAS Literacy Screener Jan 10 - Jan 14 (Qualifying Students based on indicator)														7:30 AM - 1:00 PM		Quarter 4 Ends May 25, 2028																									
Assessment Window																				Office Hours																											
Students First Day and Last Day																				7:00 AM - 4:00 PM																											

The Grove Academy Emergency Operations Plan (EOP)

1. Introduction and Purpose

1.1 Purpose of the Plan

- Define the objective of the EOP: to protect students, staff, and visitors during emergencies, minimize disruption, and ensure a swift and coordinated response.

1.2 Scope

- Describe the scope of the plan, including the types of emergencies it covers (e.g., natural disasters, medical emergencies, violence, etc.).

1.3 Assumptions

- Include any assumptions about available resources, local support, and coordination with emergency services.
-

2. Emergency Response Framework — Preparedness

2.1 Emergency Response Team

- Identify key individuals who will be responsible for emergency operations, including:
 - **Incident Commander:** Oversees the overall response.
 - **Emergency Response Coordinator:** Manages communication and logistical coordination.
 - **Safety Officer:** Ensures health and safety during response activities.
 - **Public Information Officer:** Communicates with the public, media, and families.

2.2 Roles and Responsibilities

- Define the roles and responsibilities for each team member during an emergency.

2.3 Communication Protocols

- Establish communication strategies and protocols, including:
 - Internal communication (to staff, students, and families).
 - External communication (with local emergency services, law enforcement, etc.).
 - Communication equipment (radio, phone systems, public address system, etc.).

2.4 Memorandum of Understanding

- Establish an understanding/agreement with businesses to provide services, if possible, to school districts in the event of an incident that disrupts routine contract services or requires additional services.

2.5 Comprehensive School Safety Assessment

- School districts shall conduct a comprehensive school safety assessment every three (3) years to assess the safety, security, accessibility, and emergency preparedness of district buildings and grounds in collaboration with local law enforcement, fire, and emergency management officials.
-

3. Emergency Procedures and Protocols — Response and Recovery

3.1 Evacuation Procedures

- Detail evacuation routes, assembly areas, and procedures to ensure safe evacuation of all individuals in the event of a fire, bomb threat, or other emergencies.
 - Include maps of evacuation routes and exits.
 - Specify procedures for students with disabilities.

3.2 Shelter-in-Place Procedures

- Define what constitutes a shelter-in-place situation (e.g., tornado, chemical spill, active assailant).
 - Specify the locations of safe rooms or areas for sheltering.
 - Outline actions for staff to take to secure the building.

3.3 Lockdown Procedures

- Develop detailed procedures for a lockdown scenario, such as in response to an active shooter or external threat.

- o Steps to secure doors and windows, communication with law enforcement, and accounting for all individuals.

3.4 Medical Emergencies

- Identify procedures for handling medical emergencies, including:
 - o First-aid protocols.
 - o Location of first aid kits and emergency medical supplies.
 - o Procedures for summoning emergency medical services (EMS).

3.5 Special Situations

- Address responses to other potential emergencies, such as:
 - o Hazardous material spills.
 - o Severe weather events (e.g., earthquakes, floods, hurricanes).
 - o Civil disturbances or violent incidents.

3.6 Reunification/Reverse Evacuation

- Timely reunification of students with their families while maintaining order and accountability after an incident

3.7 Psychological and Emotional Recovery

- Community Crisis Response Team
-

4. Resources and Logistics

4.1 Resource Inventory

- Maintain an inventory of emergency supplies and resources, including:
 - o First aid kits, emergency food and water, flashlights, batteries, and blankets.
 - o Communication tools (e.g., two-way radios, cell phones, etc.).
 - o Fire extinguishers, emergency lighting, and signage.

4.2 Facility Assessment

- Conduct a risk assessment of your physical facilities, identifying areas of vulnerability (e.g., weak structural points, inadequate evacuation routes, etc.).
- Ensure the facilities are properly equipped with fire alarms, sprinkler systems, and emergency exits.

4.3 Partnerships and External Support

- Identify partnerships with local law enforcement, fire departments, and healthcare providers to support emergency operations.
 - Establish procedures for requesting external resources (e.g., ambulances, search-and-rescue teams, etc.).
-

5. Training and Drills

5.1 Staff Training

- Outline the training requirements for all staff members, including:
 - Basic emergency response training (e.g., first aid, CPR, evacuation).
 - Specific role-based training (e.g., for Incident Commanders, Safety Officers).

5.2 Student and Parent Education

- Plan regular drills and provide educational materials to students and parents regarding emergency procedures.
- Ensure students are aware of evacuation routes, lockdown procedures, and where to go in case of emergencies.

5.3 Drills and Exercises

- Schedule regular drills to practice different types of emergencies, including:
 - Fire drills.
 - Evacuation drills.
 - Active shooter and lockdown drills.
 - Conduct tabletop exercises with the Emergency Response Team to review procedures and improve coordination.
-

6. Continuity of Operations (COOP)

6.1 Business Continuity

- Develop procedures to ensure the continuation of essential school operations following an emergency. This includes:
 - Maintaining communication with staff, students, and parents.
 - Ensuring academic continuity (e.g., remote learning options, rescheduling classes).

6.2 Post-Emergency Recovery

- Outline the recovery process after an emergency, including:

- o Psychological support for students and staff (e.g., counseling services).
 - o Damage assessment and repair of facilities.
 - o Ongoing communication with families and the community.
-

7. Plan Review and Improvement

7.1 Plan Review

- The EOP should be reviewed and updated annually or after any significant changes to school operations, facilities, or personnel.

7.2 After-Action Review (AAR)

- Following any real emergency or drill, conduct an after-action review (AAR) to assess the effectiveness of the response.
 - o Identify strengths and areas for improvement.
 - o Update the plan based on lessons learned.
-

8. Appendices

- **Appendix A:** Contact Information for Emergency Response Team and Local Agencies (fire department, law enforcement, hospitals, etc.)
- **Appendix B:** Site Maps (showing evacuation routes, shelter-in-place locations, and first-aid stations).
- **Appendix C:** Sample Communication Templates (e.g., phone tree, social media posts, letter to parents).
- **Appendix D:** Resource Inventory List (detailing emergency supplies and equipment).
- **Appendix E:** Training Records and Drill Logs.

The Grove Academy Proposed Ma

Time	Kindergarten & Grade 1		Grade 2
	Section 1	Section 2	Section 1
7:30–8:00	Arrival /Morning Meetyin / Breakfast In the Classroom	Arrival /Morning Meetyin / Breakfast In the Classroom	Arrival /Morning Meetyin / Breakfast In the Classroom
8:00–8:30	Protected Literacy Block Whole Group Phonics	Protected Literacy Block Whole Group Phonics	Protected Literacy Block Whole Group Phonics
8:30-9:00	Protected Literacy Block Structured Learning Stations + Small Group	Protected Literacy Block Structured Learning Stations + Small Group	Protected Literacy Block Structured Learning Stations + Small Group
9:00-9:30	Protected Literacy Block Structured Learning Stations + Small Group	Protected Literacy Block Structured Learning Stations + Small Group	Protected Literacy Block Structured Learning Stations + Small Group
9:30-10:00	Protected Literacy Block Structured Learning Stations + Small Group	Protected Literacy Block Structured Learning Stations + Small Group	Protected Literacy Block Structured Learning Stations + Small Group
10:00–10:30	Protected Literacy Block Structured Learning Stations + Small Group	Protected Literacy Block Structured Learning Stations + Small Group	Protected Literacy Block Structured Learning Stations + Small Group
10:30-11:00	Protected Literacy Block Intervention/Acceleration	Protected Literacy Block Intervention/Acceleration	Protected Literacy Block Intervention/Acceleration
11:00-11:30	K Lunch 1st Lunch	K Lunch 1st Lunch	Lunch 11:15–11:45
11:30–12:00	K Recess 1st Recess	K Recess 1st Recess	Recess 11:45–12:15
12:00–12:30	Specials 12:00–12:50	Specials 12:00–12:50	Math 12:15
12:30-1:00	Math 12:55	Math 12:55	Math
1:00-1:30	Math	Math	Math

1:30-2:10	Math	Math	Specials 1:30-2:20
2:10-2:50	Content Block	Content Block	Content Block
2:50-2:55	Dismissal ~2:55	Dismissal ~2:55	Dismissal ~2:55

Master Schedule | Grades K–5 | 7:30 AM- 2:55 PM

Grade 2	Grade 3	
Section 2	Section 1	Section 2
Arrival /Morning Meetyin / Breakfast In the Classroom	Arrival /Morning Meetyin / Breakfast In the Classroom	Arrival /Morning Meetyin / Breakfast In the Classroom
Protected Literacy Block Whole Group Phonics	Protected Core Block A Whole Group	Protected Core Block A Whole Group
Protected Literacy Block Structured Learning Stations + Small Group	Protected Core Block A Structured Learning Stations + Small Group	Protected Core Block A Structured Learning Stations + Small Group
Protected Literacy Block Structured Learning Stations + Small Group	Protected Core Block A Structured Learning Stations + Small Group	Protected Core Block A Structured Learning Stations + Small Group
Protected Literacy Block Structured Learning Stations + Small Group	Protected Core Block A Structured Learning Stations + Small Group	Protected Core Block A Structured Learning Stations + Small Group
Protected Literacy Block Structured Learning Stations + Small Group	Protected Core Block A Intervention/Acceleration	Protected Core Block A Intervention/Acceleration
Protected Literacy Block Intervention/Acceleration	Recess	Recess
Lunch 11:15–11:45	Specials	Specials
Recess 11:45–12:15	Specials 11:50	Specials 11:50
Math 12:15	Lunch 11:50-12:20	Lunch 11:50-12:20
Math	Protected Core Block B 12:20 Whole Group	Protected Core Block B 12:20 Whole Group
Math	Protected Core Block B Structured Learning Stations + Small Group	Protected Core Block B Structured Learning Stations + Small Group

Specials 1:30–2:20	Protected Core Block B Structured Learning Stations + Small Group	Protected Core Block B Structured Learning Stations + Small Group
Content Block	Content Block	Content Block
Dismissal ~2:55	Dismissal ~2:55	Dismissal ~2:55

M	
Grade 4 + 5	
Section 1	Section 2
Arrival /Morning Meetyin / Breakfast In the Classroom	Arrival /Morning Meetyin / Breakfast In the Classroom
Specials	Specials
Specials 8:50	Specials 8:50
Recess 8:50-9:20	Recess 8:50-9:20
Protected Core Block A Whole Group 9:20	Protected Core Block A Whole Group 9:20
Protected Core Block A Structured Learning Stations + Small Group	Protected Core Block A Structured Learning Stations + Small Group
Protected Core Block A Structured Learning Stations + Small Group	Protected Core Block A Structured Learning Stations + Small Group
Protected Core Block A Structured Learning Stations + Small Group	Protected Core Block A Structured Learning Stations + Small Group
Protected Core Block A Intervention/Acceleration	Protected Core Block A Intervention/Acceleration
Lunch 11:50-12:20	Lunch 11:50-12:20
Protected Core Block B 12:20 Whole Group	Protected Core Block B 12:20 Whole Group
Protected Core Block B Structured Learning Stations + Small Group	Protected Core Block B Structured Learning Stations + Small Group

**Instructional Day
6 hours 25 minutes**

**Annual Instructional
Hours
1,107.6**

Protected Core Block B Structured Learning Stations + Small Group	Protected Core Block B Structured Learning Stations + Small Group
Content Block	Content Block
Dismissal ~2:55	Dismissal ~2:55

The Grove Academy Proposed Master Schedule | Grade 1

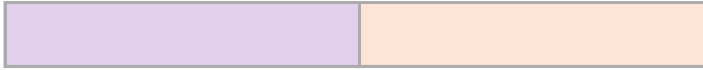
Time	Kindergarten & Grade 1	
	Section 1	Section 2
7:30–8:00	Arrival /Morning Meetyin / Breakfast In the Classroom	Arrival /Morning Meetyin / Breakfast In the Classroom
8:00–8:30	Protected Literacy Block Whole Group Phonics	Protected Literacy Block Whole Group Phonics
8:30–9:00	Protected Literacy Block Structured Learning Stations + Small Group	Protected Literacy Block Structured Learning Stations + Small Group
9:00–9:30	Protected Literacy Block Structured Learning Stations + Small Group	Protected Literacy Block Structured Learning Stations + Small Group
9:30–10:00	Protected Literacy Block Structured Learning Stations + Small Group	Protected Literacy Block Structured Learning Stations + Small Group
10:00–10:30	Protected Literacy Block Structured Learning Stations + Small Group	Protected Literacy Block Structured Learning Stations + Small Group
10:30–11:00	Protected Literacy Block Intervention/Acceleration	Protected Literacy Block Intervention/Acceleration
11:00–11:30	K Lunch 11:00–11:30 1st Lunch 11:05–11:35	K Lunch 11:00–11:30 1st Lunch 11:05–11:35
11:30–12:00	K Recess: 11:30–12:00 1st Recess: 11:35–12:05	K Recess: 11:30–12:00 1st Recess: 11:35–12:05
12:00–12:30	Specials 12:00–12:50	Specials 12:00–12:50
12:30–1:00	Math 12:55–2:10	Math 12:55–2:10
1:30–2:10	Math (cont.)	Math (cont.)
2:10–2:50	Science/Social Studies/ Real-World Application	Science/Social Studies/ Real-World Application
2:50–2:55	Dismissal ~2:55	Dismissal ~2:55

des K-2 | 7:30 AM – 2:55 PM

Grade 2

Section 1	Section 2
Arrival /Morning Meetyin / Breakfast In the Classroom	Arrival /Morning Meetyin / Breakfast In the Classroom
Protected Literacy Block Whole Group Phonics	Protected Literacy Block Whole Group Phonics
Protected Literacy Block Structured Learning Stations + Small Group	Protected Literacy Block Structured Learning Stations + Small Group
Protected Literacy Block Structured Learning Stations + Small Group	Protected Literacy Block Structured Learning Stations + Small Group
Protected Literacy Block Structured Learning Stations + Small Group	Protected Literacy Block Structured Learning Stations + Small Group
Protected Literacy Block Structured Learning Stations + Small Group	Protected Literacy Block Structured Learning Stations + Small Group
Protected Literacy Block Intervention/Acceleration	Protected Literacy Block Intervention/Acceleration
Lunch 11:15–11:45	Lunch 11:15–11:45
Recess 11:45–12:15	Recess 11:45–12:15
Math 12:15–1:30	Math 12:15–1:30
Math (cont.)	Math (cont.)
Specials 1:30–2:20	Specials 1:30–2:20
Science/Social Studies/ Real-World Application	Science/Social Studies/ World Application Real-
Dismissal ~2:55	Dismissal ~2:55

The Grove Academy Proposed Master Schedule Grades 3-5 7:30 A			
Time	Grade 3		Grade 4
	Section 1	Section 2	Section 1
7:30–8:00	Arrival /Morning Meetyin / Breakfast In the Classroom	Arrival /Morning Meetyin / Breakfast In the Classroom	Arrival /Morning Meetyin / Breakfast In the Classroom
8:00–8:30	Protected Core Block A Whole Group	Protected Core Block A Whole Group	Specials
8:30-9:00	Protected Core Block A Structured Learning Stations + Small Group	Protected Core Block A Structured Learning Stations + Small Group	Specials 8:50
9:00-9:30	Protected Core Block A Structured Learning Stations + Small Group	Protected Core Block A Structured Learning Stations + Small Group	Recess 8:50-9:20
9:30-10:00	Protected Core Block A Structured Learning Stations + Small Group	Protected Core Block A Structured Learning Stations + Small Group	Protected Core Block A Whole Group 9:20
10:00–10:30	Protected Core Block A Intervention/Acceleration	Protected Core Block A Intervention/Acceleration	Protected Core Block A Structured Learning Stations + Small Group
10:30-11:00	Recess	Recess	Protected Core Block A Structured Learning Stations + Small Group
11:00-11:30	Specials	Specials	Protected Core Block A Structured Learning Stations + Small Group
11:30–12:00	Specials 11:50	Specials 11:50	Protected Core Block A Intervention/Acceleration
12:00–12:30	Lunch 11:50-12:20	Lunch 11:50-12:20	Lunch 11:50-12:20
12:30-1:00	Protected Core Block B 12:20 Whole Group	Protected Core Block B 12:20 Whole Group	Protected Core Block B 12:20 Whole Group
1:00-1:30	Protected Core Block B Structured Learning Stations + Small Group 12:50	Protected Core Block B Structured Learning Stations + Small Group 12:50	Protected Core Block B Structured Learning Stations + Small Group 12:50
1:30-2:10	Protected Core Block B Structured Learning Stations + Small Group 1:20	Protected Core Block B Structured Learning Stations + Small Group 1:20	Protected Core Block B Structured Learning Stations + Small Group 1:20
2:10–2:50	Protected Core Block B Science/Social Studies/ Real-World Application	Protected Core Block B Science/Social Studies/ Real-World Application	Protected Core Block B Science/Social Studies/ Real-World Application
2:50–2:55	Dismissal ~2:55	Dismissal ~2:55	Dismissal ~2:55



AM – 2:55 PM
4 + 5
Section 2
Arrival /Morning Meetyin / Breakfast In the Classroom
Specials
Specials 8:50
Recess 8:50-9:20
Protected Core Block A Whole Group 9:20
Protected Core Block A Structured Learning Stations + Small Group
Protected Core Block A Structured Learning Stations + Small Group
Protected Core Block A Structured Learning Stations + Small Group
Protected Core Block A Intervention/Acceleration
Lunch 11:50-12:20
Protected Core Block B 12:20 Whole Group
Protected Core Block B Structured Learning Stations + Small Group 12:50
Protected Core Block B Structured Learning Stations + Small Group 1:20
Protected Core Block B Science/Social Studies/ Real-World Application
Dismissal ~2:55

Specials Rotation – The Grove

Kindergarten & Grade 1 | 12:00–1:00

Specials	Monday	Tuesday	Wednesday
Art	Section 1	Section 2	Section 1
Music	Section 2	Section 1	Section 2
PE	Section 1	Section 2	Section 2
	Section 2	Section 1	Section 1

Grade 2 | 1:30–2:20

Specials	Monday	Tuesday	Wednesday
Art	Section 1	Section 2	Section 1
Music	Section 2	Section 1	Section 2
PE	Section 1	Section 2	Section 2
	Section 2	Section 1	Section 1

Grades 3, 4 & 5 | 9:50–10:40 / 7:50–8:40

Specials	Monday	Tuesday	Wednesday
Art	Gr 3 S1	Gr 4&5 S1	Gr 3 S2
Music	Gr 4&5 S1	Gr 3 S1	Gr 4&5 S2
PE	Gr 3 S2	Gr 4&5 S2	Gr 3 S1
Lab	Gr 4&5 S2	Gr 3 S2	Gr 4&5 S1

Academy		
12:00–12:50		
Thursday	Friday	Time
Section 2	Section 1	12:00–12:50
Section 1	Section 2	12:00–12:50
Section 1	Section 1	12:00–12:50
Section 2	Section 2	12:00–12:50

Thursday	Friday	Time
Section 2	Section 1	1:30–2:20
Section 1	Section 2	1:30–2:20
Section 1	Section 1	1:30–2:20
Section 2	Section 2	1:30–2:20

30–8:20		
Thursday	Friday	Time
Gr 4&5 S2	Gr 3 S1	9:50–10:40
Gr 3 S2	Gr 4&5 S1	9:50–10:40
Gr 4&5 S1	Gr 3 S2	9:50–10:40
Gr 3 S1	Gr 4&5 S2	9:50–10:40

Lunch & Recess Schedule – The Grove Academy

Grade Group	Lunch Time	Recess Time
Kindergarten	11:00–11:25/11:30	11:30–12:00
Grade 1	11:05–11:35	11:35–12:05
Grade 2	11:15–11:45	11:45–12:15
Grade 3	11:25–11:55	10:40–11:20 (Recess before lunch)
Grade 4	11:45–12:15	After lunch
Grade 5	11:50–12:20	After lunch

ademy
Notes
K first lunch wave
1st Grade second wave
Recess precedes lunch for Gr 3
4th Lunch wave
5th Lunch wave

THE GROVE ACADEMY

Explore. Learn. Flourish.

STUDENT ACCELERATION PLAN (SAP)

MTSS Tier II/III Documentation — Year Zero Academic Support Record

STUDENT INFORMATION

Student Name	Click here to enter text.	Grade	Click here to enter text.
Teacher	Click here to enter text.	Content Area	Click here to enter text.
Date Initiated	Click here to enter text.	Review Date	Click here to enter text.

ACCELERATION PLAN

Targeted Skills Focus	Minutes / Week	Group Size
Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.

INTERVENTION DELIVERY

Staffing Roles	Progress Monitoring Cadence
☐ Lead Teacher ☐ Teacher Resident ☐ High-Impact Tutor ☐ SPED Teacher ☐ Other: Click here to enter text.	☐ Weekly ☐ Biweekly ☐ Monthly

GROWTH TARGETS

Priority Standard(s)

Click here to enter text.

Baseline Performance

Click here to enter text.

Expected Growth Goal

Click here to enter text.

Evidence of Success

Click here to enter text.

ENTRY & EXIT CRITERIA

Entry Criteria *(examples: universal screener • formative assessment • ATLAS interim • teacher recommendation • MTSS team decision)*

Click here to enter text.

Exit Criteria *(examples: meets grade-level benchmark • demonstrates mastery of priority skills • sustained growth on progress monitoring • MTSS team recommendation)*

Click here to enter text.

PROGRESS REVIEW LOG

Review Date	Student Progress	Next Steps	Staff Initials
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

MTSS TEAM DECISION

☐Continue Intervention
 ☐Intensify Support
 ☐Fade Support
 ☐Exit Intervention

Comments

Click here to enter text.

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MTSS TEAM SIGNATURES

Name / Role	Signature	Date
Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.

THE GROVE ACADEMY

Executive 90-Day Launch Plan

Founder & Chief Executive Officer

Explore. Learn. Flourish.

HORIZON GOAL

Successful launch and stabilization of The Grove Academy during the first 90 instructional days while achieving:

- High-quality instruction
- Strong school culture
- Operational excellence
- Financial stability
- Family confidence
- Full authorizer compliance

BY DAY 90...

- ✓ Instructional systems are fully implemented.
- ✓ School culture is predictable and consistent.
- ✓ Students demonstrate strong attendance and engagement.
- ✓ Families report high satisfaction.
- ✓ The Board receives reliable performance data.
- ✓ The school is positioned for long-term success.

Prepared for Board of Directors

Prepared by Dr. Terri Guy, Founder & CEO

Academic Year 2027–2028 (Year 1)

Classification Confidential Board Working Document

DAYS 1–30: LAUNCH & ESTABLISH

The Grove Academy | Founder & Chief Executive Officer

HORIZON GOAL Successful launch and stabilization of The Grove Academy during the first 90 instructional days — achieving high-quality instruction, strong school culture, operational excellence, financial stability, family confidence, and full authorizer compliance.

90-DAY OUTCOME By Day 90: instructional systems fully implemented, school culture predictable and consistent, students demonstrate strong attendance and engagement, families report high satisfaction, board receives reliable performance data.

Executive Success Indicators	
Success Indicator	Measures / Evidence
Instructional systems are launched and visible in all classrooms	
Every student knows the GROVE expectations by name and practice	
Every family has been contacted with a positive message	
All operational systems are functioning without significant escalation	
100% of staff are present, oriented, and performing assigned roles	
Board has received opening data and financial baseline	

Executive Priorities						
Domain	Executive Priority	Major Milestone	Owner	Due Date	Evidence of Success	Status
Instruction	Protected 150-min Literacy Block launched with fidelity		CEO			
	Walkthrough schedule established and operational		CEO			
	Lesson internalization process introduced to all teachers		CEO			

	Small-group instruction begins in all K–5 classrooms		CEO			
	DIBELS/MAP baseline data collected		CEO			
Culture	GROVE framework is explicitly taught in all classrooms		CEO			
	Morning Community Meetings operational in every room		CEO			
	School-wide behavior matrix introduced and posted		CEO			
	Arrival, hallway, cafeteria, and dismissal routines established		CEO			
	PBIS Tier 1 recognition system active		CEO			
Operations	Transportation, food service, and front office systems operational		CEO			
	Technology devices distributed and accounts activated		CEO			
	Safety protocols reviewed; first drill scheduled		CEO			
	Payroll and purchasing controls confirmed with back-office provider		CEO			
	ClassDojo/Remind family communication platforms live		CEO			
People	100% of Year 1 staff hired and onboarded		CEO			
	Pre-service professional development complete		CEO			
	Weekly leadership team meeting cadence established		CEO			

	Performance expectations communicated to all staff		CEO			
	Staff morale baseline established		CEO			
Family	Opening Day and Family Orientation complete		CEO			
	Every family contacted positive outreach within first 2 weeks		CEO			
	Weekly family communication system active		CEO			
	Attendance communication protocol in place		CEO			
	Family Guide distributed to all households		CEO			
Finance	Cash flow reviewed with back-office provider		CEO			
	Opening enrollment confirmed; ADM projection updated		CEO			
	Budget-to-actual report baseline established		CEO			
	Grant drawdown schedule confirmed		CEO			
	Purchasing approval controls operational		CEO			
Governance	First board meeting of school year complete		CEO			
	Opening dashboard presented to board		CEO			
	Key policy approvals confirmed prior to opening		CEO			

	Authorizer reporting calendar confirmed		CEO			
	Board committee meetings scheduled		CEO			
Partnerships	City Year AmeriCorps members embedded and oriented		CEO			
	UA Little Rock residency placement confirmed		CEO			
	Daycare pipeline communication active		CEO			
	AR Kids Read hosting confirmed		CEO			
	Community center relationships activated		CEO			

Executive Milestones — Days 1–30: Launch & Establish

Milestone	Owner	Due Date	Status	Evidence / Notes
100% of staff hired and onboarded before Day 1	CEO			
Opening Day executed successfully	CEO			
All classroom routines established and operational	CEO			
Family Orientation complete; all families reached	CEO			
GROVE framework launched school-wide	CEO			
Morning Community Meetings operational in all rooms	CEO			
ClassDojo and Remind platforms active	CEO			

First board meeting of school year complete	CEO			
Payroll processed without error	CEO			
First safety drill completed and debriefed	CEO			
Cash flow projection reviewed with back-office provider	CEO			
City Year members embedded and oriented	CEO			

Executive Response Plan

Issue Identified	Root Cause	Corrective Action	Owner	Deadline	Follow-Up Evidence

DAYS 31–60: ASSESS & ADJUST

The Grove Academy | Founder & Chief Executive Officer

HORIZON GOAL Successful launch and stabilization of The Grove Academy during the first 90 instructional days — achieving high-quality instruction, strong school culture, operational excellence, financial stability, family confidence, and full authorizer compliance.

90-DAY OUTCOME By Day 90: instructional systems fully implemented, school culture predictable and consistent, students demonstrate strong attendance and engagement, families report high satisfaction, board receives reliable performance data.

Executive Success Indicators

Success Indicator	Measures / Evidence
Student attendance is at or above 95% ADA	
Intervention groups are operating with all identified Tier 2 students	
Walkthrough and coaching cycle data shows instructional growth	
Families report satisfaction with communication quality	
Budget-to-actual is within acceptable variance; no cash flow concern	
PBIS Tier 1 data confirms majority of students meeting expectations	

Executive Priorities

Domain	Executive Priority	Major Milestone	Owner	Due Date	Evidence of Success	Status
Instruction	Walkthrough data used to drive coaching conversations		CEO			
	First data team meeting complete; instructional adjustments made		CEO			
	Intervention groups formed using DIBELS benchmark data		CEO			

	Lesson internalization process operating with fidelity		CEO			
	MTSS Tier 1 fidelity confirmed through observation data		CEO			
Culture	First PBIS data review complete; Tier 1 effectiveness assessed		CEO			
	Student behavior trends analyzed; Tier 2 students identified		CEO			
	Restorative practice protocols introduced to all staff		CEO			
	Student attendance at or above 95% ADA		CEO			
	GROVE recognition events held; community norms strengthened		CEO			
Operations	Operations systems assessed; adjustments documented		CEO			
	Technology troubleshooting resolved; usage data reviewed		CEO			
	First safety drill complete and debriefed		CEO			
	Food service quality and compliance reviewed		CEO			
	Front office systems functioning without escalation		CEO			
People	Instructional coaching cycle (Cycle 1) completes for all teachers		CEO			
	First formal performance check-in with all staff		CEO			
	PLC/collaborative planning meetings operating weekly		CEO			

	Staff retention risks identified; retention conversations initiated		CEO			
	Substitutes and coverage systems tested and refined		CEO			
Family	First family learning night complete (literacy focus)		CEO			
	Family communication quality reviewed; adjustments made		CEO			
	First family survey administered and results analyzed		CEO			
	Attendance concerns proactively communicated to families		CEO			
	Family volunteer opportunities launched		CEO			
Finance	First budget-to-actual report reviewed		CEO			
	Enrollment variance assessed; scenario plan updated if needed		CEO			
	Grant reimbursement submitted on schedule		CEO			
	30-day cash flow projection reviewed		CEO			
	Financial dashboard presented to Finance Committee		CEO			
Governance	Month 2 board meeting complete with full dashboard review		CEO			
	Academic and enrollment data shared with full board		CEO			
	Finance Committee reviewed budget-to-actual		CEO			

	Any open policy items resolved		CEO			
	Authorizer reporting obligations confirmed and on track		CEO			
Partnerships	City Year mid-month check-in complete; student impact reviewed		CEO			
	UA Little Rock residency progress reviewed with university liaison		CEO			
	Community partner communication log updated		CEO			
	New partnership opportunities evaluated		CEO			
	Partnership impact data collected and shared with board		CEO			

Executive Milestones — Days 31–60: Assess & Adjust

Milestone	Owner	Due Date	Status	Evidence / Notes
DIBELS benchmark window complete; data reviewed in team meeting	CEO			
Intervention groups formed and operational	CEO			
Coaching Cycle 1 complete for all teachers	CEO			
First family learning night (literacy) complete	CEO			
First family survey administered	CEO			
PBIS first data review complete; Tier 2 students identified	CEO			
First budget-to-actual report reviewed by Finance Committee	CEO			

Grant reimbursement submitted on schedule	CEO			
Second board meeting complete with enrollment and finance update	CEO			
SST process initiated for any identified students	CEO			
Staff retention check-ins complete	CEO			
Partnership progress reviewed with all active partners	CEO			

Executive Response Plan

Issue Identified	Root Cause	Corrective Action	Owner	Deadline	Follow-Up Evidence

DAYS 61–90: STABILIZE & SUSTAIN

The Grove Academy | Founder & Chief Executive Officer

HORIZON GOAL Successful launch and stabilization of The Grove Academy during the first 90 instructional days — achieving high-quality instruction, strong school culture, operational excellence, financial stability, family confidence, and full authorizer compliance.

90-DAY OUTCOME By Day 90: instructional systems fully implemented, school culture predictable and consistent, students demonstrate strong attendance and engagement, families report high satisfaction, board receives reliable performance data.

Executive Success Indicators

Success Indicator	Measures / Evidence
Benchmark data shows measurable growth from baseline for all student groups	
School climate is predictable, positive, and consistent across all spaces	
Student attendance sustained at or above 95% ADA through Day 90	
Families report high satisfaction in 90-day survey	
The board receives a comprehensive, data-rich dashboard at Day 90 meeting	
The school is fully compliant with all authorizer reporting obligations	

Executive Priorities

Domain	Executive Priority	Major Milestone	Owner	Due Date	Evidence of Success	Status
Instruction	First benchmark assessment window complete (DIBELS/MAP)		CEO			
	Benchmark data drives regrouping of intervention students		CEO			

	Coaching Cycle 2 complete; teacher growth documented		CEO			
	MTSS Tier 2 students receiving targeted intervention with fidelity		CEO			
	School-wide literacy data shows growth from baseline		CEO			
Culture	PBIS Tier 1 data confirms 80%+ of students meeting expectations		CEO			
	Tier 2 supports fully operational for identified students		CEO			
	SST process has reviewed all Tier 2/3 students		CEO			
	School climate survey administered to students and families		CEO			
	Student attendance sustained at or above 95% ADA		CEO			
Operations	All operational systems stable; no unresolved escalations		CEO			
	Second safety drill complete		CEO			
	Technology use integrated into daily instruction		CEO			
	Facilities review complete; any maintenance concerns addressed		CEO			
	Operations self-assessment complete; Year 2 planning begins		CEO			
People	90-day staff performance review complete		CEO			
	Teacher retention commitments secured for remainder of year		CEO			

	Professional development plan for second semester finalized		CEO			
	Staff climate survey administered		CEO			
	Leadership team conducting effective weekly meetings with data		CEO			
Family	Second family learning night complete (math focus)		CEO			
	90-day family survey results analyzed and shared back with families		CEO			
	Family conference window scheduled and communicated		CEO			
	Attendance and engagement data reviewed with family engagement lens		CEO			
	Family advisory structure established or confirmed		CEO			
Finance	90-day budget-to-actual reviewed; mid-year projections updated		CEO			
	Enrollment confirmed; ADM updated for state reporting		CEO			
	Any budget adjustments presented to board for approval		CEO			
	Cash-on-hand at or above 30-day target		CEO			
	Grant compliance reporting current; next submissions planned		CEO			
Governance	Day 90 board meeting complete with comprehensive dashboard		CEO			

	Board receives first academic outcome data (benchmark results)		CEO			
	Board self-assessment scheduled for mid-year		CEO			
	Charter compliance checks complete		CEO			
	Board committee chairs report to full board on Q1 progress		CEO			
Partnerships	City Year impact report prepared for board		CEO			
	UA Little Rock semester reviews complete		CEO			
	All active partnerships assessed against goals		CEO			
	New Year 2 partnership opportunities identified		CEO			
	Partnership report shared in board packet		CEO			

Executive Milestones — Days 61–90: Stabilize & Sustain

Milestone	Owner	Due Date	Status	Evidence / Notes
First benchmark assessment window complete (DIBELS + MAP)	CEO			
Benchmark data drives Tier 2 regrouping and Coaching Cycle 2	CEO			
90-day staff performance reviews complete	CEO			
90-day family survey results analyzed and shared with families	CEO			

School climate survey administered	CEO			
Second safety drill complete	CEO			
Budget-to-actual reviewed; mid-year projections updated	CEO			
Cash-on-hand at or above 30-day target confirmed	CEO			
Day 90 board meeting: full dashboard + benchmark data presented	CEO			
Board receives first academic outcome data	CEO			
Charter compliance review complete	CEO			
Year 2 partnership and staffing planning initiated	CEO			

Executive Response Plan

Issue Identified	Root Cause	Corrective Action	Owner	Deadline	Follow-Up Evidence

LAUNCH QUALITY DASHBOARD

Weekly performance monitoring | Days 1–90 | Reviewed every Friday by CEO

This dashboard is the CEO's primary weekly monitoring tool during the first 90 instructional days. Each indicator is reviewed every Friday. Indicators that fall outside target are flagged for immediate executive response using the Response Plan framework.

Average Daily Attendance (ADA)	≥ 95%					
Chronic Absenteeism Rate	< 10%					
Teacher Attendance Rate	≥ 97%					
Office Discipline Referrals (Weekly)	Decreasing trend					
Literacy Block Fidelity (% of rooms)	100%					
Walkthrough Completion Rate	100% of schedule					
Lesson Plan Submission Rate	100% weekly					
Intervention Groups Operational	All Tier 2 students					
Family Communication (ClassDojo response rate)	> 80%					
Enrollment vs. Projection	≥ 95% of target					
Cash on Hand (Days)	≥ 30 days					
Budget Variance (YTD)	Within ±5%					
Grant Drawdowns On Schedule	100% on time					
Board Deliverables Submitted	100% on time					

Active Community Partner Engagements	≥ 4 per month					
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Dashboard Indicator Reference Guide

Indicator	How to Read It / When to Act
Average Daily Attendance	If below 95%, identify which students are absent and why. Contact families same day. Trigger executive review if trend persists 3+ days.
Chronic Absenteeism	Any student missing 10%+ of days is chronically absent. Flag at Day 18 (≥2 absences) for proactive outreach.
Literacy Block Fidelity	CEO or Dean conducts walkthroughs to verify 150-minute block is protected and teacher-led small groups are running. 100% is the non-negotiable floor.
Walkthrough Completion	If walkthroughs fall below schedule, coaching lag follows. Reschedule within the same week — do not carry over.
Office Referrals	Rising referral rate signals Tier 1 fidelity concerns. Review GROVE matrix implementation school-wide. Activate Tier 2 review if trend persists 2+ weeks.
Cash on Hand	If below 30 days, activate financial review with back-office provider. If below 20 days, notify Finance Committee immediately.
Budget Variance	Variance >5% (positive or negative) triggers a written explanation in the next board packet. Variance >10% requires board notification within 5 business days.



2026-27 Andrew Carnegie Foundation Charter School Startup Funding and Launch Support Grant Application

Applications for the 2026-27 Andrew Carnegie Foundation Charter School Startup Funding and Launch Support Awards will be accepted on a rolling basis through Friday, July 31, 2026. Applicants will be notified of funding decisions no later than August 28, 2026.

Instructions: Through the generous support of the Andrew Carnegie Foundation, BES will award up to **four (4) \$50,000 Startup Funding Awards** to Fellows who are launching or in the early years of leading high-quality, trajectory-changing schools. In addition, these four Fellows and any other eligible Fellows selected by the committee will receive a **full scholarship (valued at \$30,000) for BES School Launch Support (formerly known as Follow On Support/FOS) during the 2026-27 school year.** Information submitted through this application will be used to determine eligibility and selection for both the 2026-27 Andrew Carnegie Foundation Startup Funding Awards and the School Launch Support scholarships. Based on available funding and selection criteria, BES may award one or both forms of support. This application provides an opportunity to share current and updated information regarding your school's readiness, financial needs, launch progress, planned use of funding, and commitment to participating in BES Follow On Support. Since this funding is made possible through the generous support of the Andrew Carnegie Foundation, which is committed to expanding opportunity and economic mobility, applicants will also be asked to describe how their school model is designed to improve long-term outcomes and economic mobility for students and families.

Selection Criteria:

Applications will be evaluated based on:

- Progress toward launch since submission of a charter application and a BES Startup Funding Application (if applicable)
- Evidence of readiness to launch an excellent, trajectory-changing school
- Demonstrated financial need and a thoughtful plan to use grant funds
- Likelihood that the Andrew Carnegie Foundation award will meaningfully strengthen a successful launch
- The extent to which the proposed school model is designed to expand opportunity and improve long-term outcomes and economic mobility for students and families
- Commitment to fully participating in BES School Launch Support

Eligibility:

To be eligible for consideration, applicants must:

- Be a current BES Fellow launching a BES-supported school [who is in good standing](#).
- Be opening a school by **Fall 2028**.
- Be in **Year 0, Year 1, or Year 2 of school operation during the 2026-27 school year**.



- Have a signed School Launch Support or Follow On Support Agreement, or be prepared to execute one prior to receiving funding, if awarded.
- Commit to fully participating in BES School Launch Support during the 2026-27 school year if awarded a scholarship.

Recipients must remain in good standing with BES, meet [the expectations](#) outlined in their Fellowship and School Launch Support or Follow On Support agreements, and continue to satisfy all applicable grant requirements in order to remain or, for those not awarded funds, become eligible for future funding.

Award Terms

Startup Funding Awards are expected to be disbursed in two installments:

- **60%** of the award will be disbursed upon execution of the grant agreement and satisfaction of all award conditions.
- The remaining **40%** will be distributed within four months and upon BES's confirmation that the recipient remains in good standing, is actively engaged in School Launch Support, and has made satisfactory progress toward launch.

To remain eligible for future funding, recipients must continue to:

- Remain in good standing with BES;
- Meet the expectations outlined in their Fellowship, School Launch Support or Follow On Support, and grant agreements; and
- Satisfy all applicable grant requirements.

BES reserves the right to delay, modify, or withhold future award disbursements if these conditions are not met

Please make a copy of this document and complete all applicable sections below and submit your application in Microsoft Word or Google Docs, along with any updated supporting materials, to **development@bes.org** by **July 31, 2026**. If you have questions regarding the application or eligibility, please contact **development@bes.org**.

Required Application Materials

1. [Contact Information](#)
2. [School Information](#)
3. [Current School Year \(2026-27\)](#)
4. [Current Charter Authorization Status](#)
5. [Progress Since Your BES Startup Funding Application](#)
6. [Current Startup Funding & Capital Raised](#)
7. [Need for Carnegie Startup Funding](#)
8. [Proposed Use of Funds](#)
9. [School Launch Support / Follow On Support Commitment](#)
10. [Personal Leadership Development Plan](#)

11. [Required Attachments: Evidence of Readiness to Launch an Excellent Trajectory-Changing School](#)
12. [Additional Information \(Optional\)](#)
13. [Applicant Certification](#)

1. Contact Information

BES Fellow Name:					
Race/Ethnicity:					
Phone Number:		Email:			
Mailing Address:					
City:		State:		Zip:	

2. School Information

Name of School:				
Date of school's planned opening (mm/yyyy):				
School Location:	Address or which local school district(s) (and sub-district if applicable) will the school be located?			
School Website:				
Name of Board Chair:		Email of Board Chair:		
Name of School Finance Person:		Email of School Finance Person:		



3. Current School Year (2026-27):

Year 0 (Planning Year)

Year 1

Year 2

4. Current Charter Authorization Status:

- Planning to submit a Charter Application
- Charter Application Submitted; Awaiting Decision
- Charter Approved
- Charter Approved, School Opening Deferred
- Other (Please Explain)

5. Progress Since Your BES Startup Funding Application

Since submitting your BES Startup Funding Application, please summarize the most significant progress your school has made toward launch. Highlight measurable accomplishments and major milestones where possible.

Please include updates, as applicable, related to:

- Charter authorization
- Facility
- Enrollment
- Staffing
- Board development
- Community engagement
- Partnerships
- Fundraising
- Other key milestones

Please limit your response to 1-2 pages.

6. Current Startup Funding & Capital Raised

Please provide an updated summary of startup funding (i.e. CSP, CSGF, private foundations, local partners) your school has secured or expects to receive. Please list the sources and amounts, and indicate whether you have already applied for funding or whether the funding has already been awarded.

Funding Source	Amount	Applied or Awarded?
ex: CSP	\$200,000	Applied
ex: CSGF	\$250,000	Applied; moved forward as finalist for funding

7. Need for Carnegie Startup Funding

Please describe why your school is seeking a \$50,000 Andrew Carnegie Foundation Startup Funding Award.

In your response, address:

- Your greatest remaining startup funding needs.
- Why these needs are critical to opening a high-quality school
- How this award will strengthen your school's successful opening and accelerate your readiness to launch.

(750-word maximum)

8. Proposed Use of Funds

If awarded the \$50,000 Startup Funding Award, how would you use these funds?

Please provide an estimated budget and brief description.

Category	Estimated Amount
Personnel	
Curriculum & Instruction	
Student Recruitment & Enrollment	



Technology	
Furniture/Equipment	
Community Engagement	
Professional Services (describe)	
Other (describe)	

Please explain how these expenditures will accelerate your school’s readiness and support a successful launch:

(750-word maximum)

9. School Launch Support / Follow On Support Commitment

I agree to the terms of participation and am committed to fully engaging in [School Launch Support \(formerly known as Follow On Support\)](#) in 2026-2027.

10. Personal Leadership Development Plan

Please share your [personal leadership development plan](#) so that the review committee understands how BES School Launch Support will support your development during in 2026-27.

11. Required Attachments: Evidence of Readiness to Launch an Excellent, Trajectory-Changing School

Describe and attach evidence (this may include attachments to the application and/or hyperlinks) that your school is on track to become an excellent, trajectory-changing school. If your anticipated school opening timeline has changed since you submitted your original charter application and/or your original BES Startup Funding Application (if applicable), please explain the reasons for the change and the evidence that demonstrates your continued readiness to launch successfully. **Please limit your response to 1-2 pages.**

Please provide evidence of:

How your school is uniquely positioned to improve student outcomes. Feel free to share an attachment or include hyperlinks if applicable and more efficient.

- Y0: Please share a brief response on how you plan to drive strong instruction in Y1.
- Y1: Share the anchor systems that will allow you to drive and deliver strong instruction to students in Y1.
- Y2: Share your student achievement data and a plan for driving instruction over the next school year.

Enrollment and Community Demand

Y0 Leaders only:

Number of signed intent-to-enroll forms for 2027-28	
Number of completed family interest surveys for 2027-28	
Target student enrollment for Y1 and Y2	

Y1 Leaders only:

Target student enrollment for 2026-27	
Number of fully enrolled students (all paperwork submitted)	
Number of completed applications (in addition to those fully enrolled) that are still in process	
Number of students on a waitlist (if applicable)	
List of community partnerships	

Y2 Leaders only:

Target student enrollment for 2026-27	
Number of fully enrolled students (all paperwork submitted)	
Number of completed applications (in addition to those fully enrolled) that are still in process	
Number of returning students for 2026-27	
Number of students on a waitlist (if applicable)	
List of community partnerships	

Operational and Financial Readiness:

Please note that we know that many of these documents will be further developed through your participation in School Launch Support. Please feel free to attach or hyperlink your current working drafts.

Y0 Leaders only:

Progress towards securing a facility: Facility pipeline, LOI, or draft or signed lease agreement:	
Names of the members of your facilities team: Broker, General Contractor and Architect :	
Draft Y0 and operating budget for the next 3-5 years:	
List of completed and outstanding authorizer requirements needed to open:	
Draft fundraising plan:	

Draft hiring plan:	
--------------------	--

Y1 Leaders only:

Confirmation of timeline for final facility inspections:	
Signed lease for the year:	
List of staff roles (instructional and non-instructional) filled and existing vacancies:	
Board approved budget for the upcoming year and working draft of a multi-year budget:	
List of completed and outstanding authorizer milestones:	
Draft fundraising plan:	

Y2 Leaders only:

Current lease agreement:	
Plan to secure permanent facility, if applicable:	
List of staff roles (instructional and non-instructional) filled and existing vacancies:	
Any authorizer evaluation and/or any letter(s) of concern:	

Draft fundraising plan:	
-------------------------	--

Strong Leadership and an Engaged Governing Board:

YO leaders only - Signed contract with the board (<i>As noted in meeting minutes. Please do not share a copy of the contract.</i>)	
An updated board roster	
Proof of regular meetings: a board meeting calendar, agendas and accompanying meeting minutes.	
Strong board attendance and participation in meetings (as captured by meeting minutes)	
Approved or draft strategic plan	
Evidence that the board has completed an evaluation of the school leader (<i>As noted in meeting minutes. Please do not share a copy of the evaluation.</i>)	

Briefly explain how your school will expand long-term economic mobility and opportunity for students and families.

--

Additional Attachments

Please feel free to attach any additional materials that demonstrate your progress toward launch, including updates on your charter approval and/or significant authorizer updates.

--



12. Additional Information (Optional)

Is there any additional information the selection committee should consider that is not captured elsewhere in this application?

13. Applicant Certification

I certify that the information provided in this application is accurate and complete to the best of my knowledge.

I understand that receipt of an Andrew Carnegie Foundation Startup Funding Award and/or School Launch Support scholarship is contingent upon my continued eligibility, maintaining good standing with BES, fulfilling the expectations outlined in my Fellowship, School Launch Support / Follow On Support, and grant agreements, and satisfying all applicable grant requirements. I understand that failure to meet these expectations may result in delayed, reduced, or discontinued funding.

Applicant Signature:

Date:

-END OF APPLICATION-

The Grove Academy

Five-Year Budget

FY2027-28 through FY2031-32

The Grove Academy's five-year budget grows from \$1.85M in Year 1 (90 students, K-1) to \$3.57M in Year 5 (308 students, full K-5 capacity), maintaining a positive operating surplus every year and building cash reserves from 62 days on hand in Year 1 to 167 days by Year 5. Personnel costs now correctly include the \$6,000/FTE health insurance line across every position. Two years -- Year 2 and Year 4 -- run tighter than the rest once that correction and full reserve testing are applied; both are addressed in Sections 4-5. The plan is built to be conservative where funding is uncertain and protected where Arkansas law and IDEA/Title VI compliance leave no discretion.

1. Key Assumptions

- Enrollment ramps from 90 students (K-1, two sections each) in Year 1 to 308 students (K-5, two sections per grade) in Year 5, adding one grade level per year — this drives both the revenue base and the classroom staffing plan.
- State Foundation Funding is held flat at \$8,162/student (the FY2025-26 confirmed rate) across all five years; no assumption is made about future legislative increases.
- Enhanced Student Achievement (ESA) uses the conservative <70% F&R tier rate (\$551/student, applied to 80% of enrollment) even though the school's attendance zone will likely qualify for a higher tier (70-90% or 90%+) once Cycle 2 data is confirmed — this understates ESA revenue on purpose.
- Title II-A (\$50/student), Title III-A (Low scenario: 25% EL share at \$185/student), and Title IV-A (\$10,000/year flat) are planning placeholders, since no per-pupil rate exists for a district that has not yet received a federal Funding Notification.
- CSP (Charter Schools Program) follows the Realistic-Low award scenario (~\$1.35M spread across Years 1-3, \$0 in Years 4-5) rather than the full requested amount.
- Startup Grant Revenue in Year 1 (\$325,000) combines a confirmed \$75,000 BES grant with an anticipated \$250,000 Charter School Growth Fund award.
- Leadership remains a single-track structure -- Head of School plus Director of Operations -- rather than adding a separate Chief Executive position; this keeps Administrator FTE flat at 2 across all five years.
- Every position's fringe cost now correctly includes \$6,000/year in health insurance per FTE (in addition to FICA and Arkansas Teacher Retirement). A formula error that had silently omitted this for every position, every year, has been corrected sheet wide.

2. Five-Year Financial Snapshot

Enrollment	Year 1 2027-28	Year 2 2028-29	Year 3 2029-30	Year 4 2030-31	Year 5 2031-32
Enrollment	90	140	196	252	308
Total Revenue	\$1,850,824	\$2,118,236	\$2,662,540	\$2,925,861	\$3,572,978
Total Expenses	\$1,582,912	\$1,999,035	\$2,328,201	\$2,708,633	\$3,096,063
Operating Surplus	\$267,912	\$119,201	\$334,339	\$217,228	\$476,915
Ending Cash Balance	\$267,912	\$387,114	\$721,453	\$938,681	\$1,415,596
Days Cash on Hand	61.8 days	70.7 days	113.1 days	126.5 days	166.9 days

3. Secured vs. Anticipated Funds

Revenue in this model falls into three tiers of certainty. Distinguishing them matters because a board or authorizer reviewing this budget needs to know how much of the plan survives if the least-certain dollars never arrive.

	Year 1 2027-28	Year 2 2028-29	Year 3 2029-30	Year 4 2030-31	Year 5 2031-32
Secured / Statutory Formula	\$1,026,385	\$1,498,610	\$2,091,608	\$2,688,116	\$3,284,623
Formula-Based, Rate Pending	\$91,338	\$136,525	\$187,135	\$237,745	\$288,355
Anticipated (CSP + CSGF)	\$733,101	\$483,101	\$383,797	\$0	\$0
Total Revenue	\$1,850,824	\$2,118,236	\$2,662,540	\$2,925,861	\$3,572,978

Secured / Statutory Formula (green)

State Per Pupil Foundation Funding, PD, ELL, ESA, IDEA Part B, Charter Facilities Fund, Medicaid Reimbursement, CEP meal reimbursement, and the confirmed \$75,000 BES grant. These are statutory entitlements tied to enrollment or actual services delivered - the program itself is not in question, though exact dollar amounts adjust each year to confirmed Cycle 2 counts.

Formula-Based, Rate Pending Confirmation (amber)

Title I-A, Title II-A, Title III-A, and Title IV-A. Federal law guarantees these programs to an operating LEA, but The Grove has not yet received its first Title Funding Notification, so the per-pupil rates used here are planning placeholders rather than confirmed allocations.

Anticipated / At-Risk (red)

The CSP grant (~39% of Year 1 revenue) and the \$250,000 Charter School Growth Fund award are the two largest line items not yet contractually secured. Combined, they represent 40% of Year 1 revenue, tapering to 18% by Year 3 and 0% by Year 4 - this is the single biggest source of variance in the entire five-year plan.

4. Reserve Strategy

The model tests every year against a 30-day minimum operating reserve (Budget tab, row 98) before counting any additional surplus, and a target days -cash-on-hand calculator (row 110) lets the board set a higher bar as the school matures.

- Days cash on hand grows from 61.8 (Year 1) to 166.9 (Year 5), comfortably above the 30-day floor in every year once the school is operating -- growth is not perfectly linear, since Years 2 and 4 carry higher relative cost load (see Key Risks).
- Year 1 carries no pre-opening reserve in this model (Beginning Balance = \$0) the board should decide whether to fund a bridge reserve ahead of opening, since most state/federal disbursements do not begin until October (Monthly Cash Flow tab) while payroll and startup costs begin in July.
- Categorical carryover is capped by law at 20% of the current year's ESA/ELL/PD allocation, and at least 85% of current-year ESA funds must be spent — the reserve strategy for these funds is spend-down, not accumulation. A live compliance check is built into the Monthly Cash Flow tab (rows 54-58).
- A working capital line of credit through HOPE Enterprise Corporation is identified as the backstop if the 70%-enrollment contingency scenario ever shows a negative ending cash balance in any month (see Board Decision Timeline and Protected Priorities tabs).

5. Key Risks

- Two years run tight after the 30-day reserve test: Year 2's additional surplus is -\$41,677 and Year 4's is -\$4,989 -- the only negative figures in the five-year model. Cumulative Ending Cash Balance still grows every year (reserves built in surplus years cover both gaps), but neither year fully self-funds on its own. Year 4's tightness traces to a specific, identifiable cause below (the CSP cliff); Year 2's is a byproduct of the corrected, higher personnel cost load landing in a lower-revenue year.
- CSP cliff: CSP grant revenue drops from \$383,797 in Year 3 to \$0 in Year 4, while classroom teacher FTE keeps expanding on schedule (2 more teachers as a grade is added) regardless of that drop. Normal enrollment-driven revenue growth that year is about \$447,000, but the CSP cliff increases \$384,000 of it, leaving only \$63,000 of net revenue growth against \$381,000 of expense growth. This is the single largest identified swing factor in the whole five-year plan.

- CSP concentration risks more broadly: nearly 40% of Year 1 revenue and most of the Year 1-3 anticipated funds tier depend on a competitive federal grant landing at the Realistic-Low estimate. A lower or later award would need to be offset by cash reserves or delayed non-essential spending (see the 70% Enrollment Contingency Plan).
- Charter School Growth Fund timing: the \$250,000 anticipated award is conditional on release between October and June 30 of the planning year - if it slips past Year 1 or doesn't materialize, only the confirmed \$75,000 BES grant is available to offset Year 1 instructional materials costs.
- Facilities cost structure: rent/utilities are modeled as 12% of per-pupil-linked revenue (a percentage that flexes down with enrollment). If the actual lease is a fixed dollar obligation instead, facilities costs as a share of revenue (currently 6.5% growing to 11.8%) would not shrink under an enrollment shortfall, and the Contingency 70% surplus would be smaller than modeled.
- F&R tier classification: ESA is intentionally modeled at the lowest (<70%) tier rate; if Cycle 2 data instead confirms a 70-90% or 90%+ tier, actual ESA revenue will exceed this budget (upside), but the reverse conservative logic doesn't apply to Title III-A, II-A, and IV-A, where the placeholder rates could move in either direction once real allocations are confirmed.
- Enrollment ramp execution: the entire staffing and revenue plan assumes the school fills two sections per grade band on schedule through the SchoolMint lottery process; the Contingency 70% and Staffing Changes tabs model the mitigation plan if enrollment falls short.

6. Staffing & Schedule Alignment

Personnel costs run 53-62% of revenue across all five years -- Year 2 sits at the high end (62%) since Foundation Funding hasn't yet caught up to the cost of staffing a second-grade band, and every position's fringe now correctly includes health insurance. This is still within typical charter benchmarks, and the model continues to meet the Arkansas LEARNS requirement that at least 80% of matrix-based school-level personnel dollars go to teacher salaries and raises, and the \$50,000 minimum teacher salary floor.

	Year 1 2027-28	Year 2 2028-29	Year 3 2029-30	Year 4 2030-31	Year 5 2031-32
Enrollment	90	140	196	252	308
Teacher FTE	10	14	16	18	20
Administrator FTE	2	2	2	2	2
Operations FTE	2	2	2	2	2
Total FTE	14	18	20	22	24
Personnel % of Revenue	53.7%	61.7%	55.0%	57.0%	52.8%

- Teacher FTE scales directly with the master schedule: two sections per grade band, one new grade added each year (K-1 in Year 1 through K-5 by Year 5), which is the legally binding floor under Arkansas class-size ratios (22:1 Kindergarten, 25:1 Grades 1+) — this FTE count cannot shrink even in the 70% enrollment contingency scenario.
- Administrative and operations staffing is held flat at 4 FTE (2 administrators -- Head of School and Director of Operations -- plus 2 operations staff -- Office Manager and Registrar) across all five years, reflecting a deliberate design choice: the Office Manager absorbs registration and, at 70% enrollment, operations duties too, rather than growing headcount ahead of enrollment. See the 70% Enrollment Contingency Plan for how these flexes under a shortfall.
- The daily master schedule (7:30 AM-2:55 PM, 178 instructional days) is verified against the Arkansas DESE 1,080-hour annual instructional requirement, and the 150-minute protected literacy block is staffed by the classroom teacher FTE above plus City Year support in a separate Tier III window — the schedule and staffing plan are built from the same underlying assumption set, not developed independently.
- Two new FTEs are brought in-house in Year 1 rather than contracted: a Licensed Counselor (\$60,000) and a Nurse (\$50,000), replacing a previously contracted mental health therapist line. A Gifted & Talented teacher FTE is added in Year 2. Special education, ELL, and compliance-related staffing are treated as protected (Tier 1) regardless of enrollment, consistent with IDEA and Title VI obligations.

THE GROVE ACADEMY

Procurement Plan

Purchasing Practices & Procedures

Explore. Learn. Flourish.

Document Type Internal Policy	Classification Confidential	Approved by Board of Directors
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PART I**Purchasing — Grant Funds***Practices & Procedures***Purpose**

This document prescribes the process for purchasing goods and services funded by federal and state formula and charter school grants to support the timely, cost-effective purchase of quality goods and services while ensuring compliance with state and federal rules and regulations. This document covers the purchase-to-payment process, including Authorization, Vendor Management, Vendor Selection, and Approved Purchase Methods.

Practice

- **Authorization: Only** those authorized in the procedures below have the authority to contract for goods and services which create financial obligations for The Grove Academy.
- **Compliance: All** actions, policies, and procedures will be completed in accordance with governmental regulations.
- **Code of Conduct: Those** operating on behalf of The Grove Academy will conduct themselves professionally and use methods that avoid appearances of impropriety or conflict of interest. Decisions will be made with integrity and objectivity in the best interest of the organization.

Any employee, agent, or officer with real or apparent potential or possible conflict of interest in a vendor bidding on proposed business must not participate in the selection, award, administration, or fulfillment of the contract. This also applies to any employee, agent, or officer who has a family member with a real or apparent conflict of interest in a vendor bidding on proposed business. If any such conflict exists, the individual must disclose the conflict and all relevant facts to the Chief Executive Officer and the Board Treasurer.

Gifts made with the intent of influencing the recipient's business decisions may not be accepted.

Applicability

These practices and procedures apply to the purchase of goods and services funded by local, state, federal, and competitive federal and state formula and charter school grants. Authorizers and other non-government grants fall under The Grove Academy's non-grant purchasing practices and procedures.

Responsibility

- **Chief Executive Officer: Responsible** for initiating purchases to ensure that purchases are made within the budget and requirements of the grant project, including qualifications as an allowable cost. Also responsible for monitoring and initiating changes to this document and for ensuring that purchasing policies and procedures are in accordance with applicable federal, state, and local laws, regulations, codes, and ordinances.

- **Dean of Operations: Responsible** for overall vendor management, category management, and overseeing the overall purchase process for goods and services to ensure the purchase of high-value products (cost, quality, and service) for each school served by The Grove Academy.
- **Chief Executive Officer, Dean of Operations, and Office Manager: Collectively** responsible for compliance with all policies and procedures for purchasing goods and services.

Procedures — Grant Funds

Authorization

All purchases must be approved by an Authorized Approver designated by The Grove Academy. Authorized Approvers are the **Chief Executive Officer (Founder)** and the **Board Treasurer**, who serve as the school's authorized financial signatories. Purchases requiring dual authorization or payment disbursements must be approved in accordance with the Board-approved financial controls and signature authority policy.

Vendor Management

The **Dean of Operations**, in collaboration with the **Chief Executive Officer**, manages vendor evaluations, prepares Requests for Proposals, reviews proposals, selects vendors, and manages vendor relations to maximize the value of each purchase (cost, quality, and service) for each school served by The Grove Academy.

Vendor Selection

The Grove Academy maintains a uniform vendor selection process. The thresholds and required steps are as follows:

Purchase Amount	Method Required	Key Requirements
Over \$20,000	Formal RFP	Dean of Operations prepares an RFP and requests quotes from at least three vendors (unless other methods are more effective in maximizing value). Dean of Operations, in collaboration with the CEO, performs a full analysis and evaluates proposals. Documentation supporting the selection process is retained by the Dean of Operations. No school will benefit at the expense of another school served by The Grove Academy.
Under \$20,000	Competitive Quotes	Determine the best method of evaluating potential vendors (RFP, negotiated price, discount, etc.). Competitive processes are used to the extent practicable; typical practice is to receive three competitive quotes. Dean of Operations performs an analysis and evaluates alternatives to select the option offering maximum value. Documentation supporting the selection process — including evidence of quotes obtained or reasons for not obtaining competitive pricing — is retained by the Dean of Operations.

Federal purchasing guidelines and Department of Education guidance memorandums govern all grant-funded purchases above the \$20,000 threshold.

Approved Purchase Methods

The following methods are the approved methods for purchasing goods and services funded by grant dollars.

Purchase Orders (POs)

The default method for purchasing goods. Purchase requests are submitted and approved through the established electronic process. Vendors acknowledge receipt and approval of the PO electronically to serve as evidence of an appropriate obligation. All obligations for grant purchases will be documented — whether via a properly dated contract, agreement, or confirmed purchase order.

Corporate Credit Cards

Use should be minimal for grant-funded purchases.

Vendor payment is executed by The Grove Academy's Back Office Provider and depends on the method of purchase used.

PART II**Purchasing — Non-Grant Funds***Practices & Procedures***Purpose**

This document establishes the policies and procedures governing the procurement of goods and services for The Grove Academy to ensure the timely acquisition of quality products and services in a cost-effective, transparent, and compliant manner.

Practice

- **Authorization: Only** those authorized in the procedures below have the authority to contract for goods and services which create financial obligations for The Grove Academy.
- **Compliance: All** actions, policies, and procedures will be completed in accordance with governmental regulations.
- **Code of Conduct: Those** operating on behalf of The Grove Academy will conduct themselves professionally and use methods that avoid appearances of impropriety. Decisions will be made with integrity and objectivity in the best interest of the organization.

Applicability

These practices and procedures govern the purchase of all goods and services except those listed below, which are subject to separate policies:

Category	Governing Document / Note
Purchases using grant funds	<i>See Purchasing – Grant Funds Practices & Procedures (OP-101b)</i>
Purchase of real estate	<i>Separate Board-approved process required</i>
Property management contracts	<i>Separate Board-approved process required</i>
Complex business arrangements	<i>Separate Board-approved process required</i>
Provision of educational or other services to students	<i>Separate Board-approved process required</i>
Transactions presenting significant compliance or business exposure	<i>Separate Board-approved process required</i>
Expense reports	<i>Governed by Expense Reimbursement Policy</i>
Insurance	<i>Governed by Risk Management Policy</i>
Payroll and employee compensation	<i>Governed by HR and Compensation Policy</i>
Employee travel and professional development reimbursements	<i>Governed by Travel & PD Reimbursement Policy</i>

Utility services (electricity, natural gas, water, sewer, internet, telecommunications)	<i>Governed by Facilities & Operations Policy</i>
Intergovernmental fees, taxes, licenses, permits, and regulatory filings	<i>Processed by Dean of Operations; no competitive bid required</i>
Emergency purchases (health, safety, or security)	<i>Subject to subsequent documentation and Board approval per Board policy</i>

Responsibility

- **Chief Executive Officer: Responsible** for monitoring and initiating changes to this document and for ensuring that purchasing practices and procedures are in accordance with applicable federal, state, and local laws, regulations, codes, and ordinances.
- **Dean of Operations: Responsible** for overall vendor management and overseeing the overall purchase process for goods and services.
- **Board of Directors: Establishes** approval authority for the purchasing process and contracts; approves Authorized Approvers.
- **Chief Executive Officer, Principal, Dean of Operations, and Office Manager: Collectively** responsible for compliance with all purchasing policies and procedures and for ensuring that purchases are made within their allowable budget and scope of business activities.

Procedures — Non-Grant Funds

Authorization

All purchases must be approved by an Authorized Approver. The Board of Directors has established the following Authorized Approvers:

Authorized Approver	Authority
Chief Executive Officer, Principal, and Dean of Operations	Authority to approve purchases within their budget or Board Discretionary Funds. All purchases must align within the budget and curriculum standards. Authorized Approvers may delegate their approval authority to others.
Board Treasurer	Authority to approve purchases within the budget for the applicable school year.

Vendor Management

- The Dean of Operations performs vendor evaluations, prepares Requests for Proposals, reviews proposals, selects vendors, and manages vendor relations to maximize value for The Grove Academy.
- For certain commodities, the Dean of Operations evaluates vendors and completes a vendor selection process and provides ongoing support and management for those vendors.

- Preferred vendors are evaluated by the Finance Committee. A formal RFP process may be performed. The vendor chosen by the Purchasing Department is recommended for purchases of specific goods and services.
- To control costs and continuously maximize value, vendor relations will be monitored and periodically reviewed.

Vendor Selection

The Grove Academy maintains a uniform vendor selection process, whether performed by the Dean of Operations or the Chief Executive Officer. The thresholds and required steps are as follows:

Purchase Amount	Method Required	Key Requirements
\$20,000 or over	Formal RFP	Dean of Operations prepares an RFP and requests quotes from at least three vendors (unless other methods are more effective in maximizing value for The Grove Academy). Dean of Operations or purchaser performs an analysis and evaluates alternatives to select the option of maximum value. Documentation supporting the selection process — including evidence of quotes obtained — is retained by the purchaser.
Under \$20,000	Competitive Quotes	Determine the best method of evaluating potential vendors (RFP, negotiated price, discount, etc.) and the goods or services they provide. Competitive processes are used to be practicable. Typical practice is to receive three competitive quotes. Dean of Operations or purchaser performs an analysis and evaluates alternatives to select the option of maximum value.

Approved Purchase Methods

The following methods are the approved and legally binding methods for purchasing goods and services on behalf of The Grove Academy, authorized by the Authorized Approver.

Purchase Orders (POs)	The default method for purchasing goods. Purchase requests are submitted and approved through the established electronic process.
Corporate Credit Cards	May be used by authorized cardholders for the purchase of goods, travel, and certain other expenses with a total value under \$2,000, inclusive of tax, delivery, and add-on costs. <i>Purchases must not be "split" into multiple transactions to avoid the \$2,000 ceiling.</i>

Non-PO Invoices

May be submitted to the Back Office Provider Accounts Payable if a vendor does not accept Purchase Orders or credit card payment. To be used by exception only — Non-PO Invoices are not substitutes for Purchase Orders.

Non-PO Invoices must be approved before payment is made.

Vendor payment is executed by The Grove Academy's Back Office Provider and depends on the method of purchase used.

The Grove Academy

1. Enrollment Lottery Procedures

Purpose

These procedures govern the administration of admissions lotteries whenever eligible applications exceed available seats. They ensure fairness, transparency, compliance with Arkansas Code § 6-23-306, and equitable access for all applicants.

Step	Timeline	Process	Family Communication
Close Open Enrollment	Published deadline	Verify eligible applications and determine whether a lottery is required.	Notify families whether a lottery will occur.
Lottery Announcement	≥7 calendar days before	Publish date, time, location, procedures.	Email, text, website and social media notice.
Conduct Lottery	Published date	Board oversees random anonymous lottery after applying legal preferences.	Results communicated within 1 business day.
Seat Offers	Within 24 hours	Offer seats and registration instructions.	Email, phone and text notification.
Waitlist Established	Immediately	Create numbered electronic waitlist.	Written waitlist notice.
Waitlist Management	Ongoing	Fill seats sequentially and document all actions.	Reminders and offer communications.
Additional Lottery	As needed	Conduct additional lottery if waitlist exhausted.	Public notice provided.
Documentation	Immediately after	Retain lottery reports, waitlist, communications and Board oversight records.	Policy available upon request.

2. Waitlist Management Plan

The official waitlist is maintained electronically in SchoolMint. All movement is timestamped and documented. Seats are offered strictly in lottery order except where Arkansas law permits otherwise.

Step	Timeline	Process	Family
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			Communication
Waitlist Created	Immediately	Assign numbered waitlist positions.	Written notification.
Record Maintenance	Ongoing	Maintain timestamps, movement history and status.	Families may update contact information.
Vacancy Identified	As needed	Verify next eligible applicant.	General status available upon request.
Offer Extended	Within 1 business day	Offer next available seat.	Email, phone and text.
Acceptance Deadline	5 business days	Accept/decline before offer expires.	Reminder before deadline.
Movement Documentation	Ongoing	Document every offer, acceptance, decline and withdrawal.	Families updated accordingly.
Closure	End of cycle	Archive waitlist and retain records.	Closure notice.

3. Sample Public Lottery Notice

PUBLIC NOTICE OF ENROLLMENT LOTTERY

The Grove Academy has received more eligible applications than available seats for one or more grade levels.

Date:

Time:

Location:

The lottery will be public, random, and anonymous and conducted in accordance with Arkansas Code § 6-23-306 and the Board-approved Enrollment and Lottery Policy.

The public is welcome to attend. Official results will be communicated to families within one business day.

Questions:

Phone:

Email:

Website:

4. Enrollment Records & Audit Procedures

SchoolMint serves as the official enrollment management system. Records are maintained electronically and available for DESE and Board review.

Enrollment Activity	Documentation Maintained	Responsible Party	Audit / Verification
Application Submission	Application, timestamp, supporting documents	Office Manager	Verify completeness.
Application Verification	Eligibility checklist	Office Manager	Confirm before lottery.
Lottery Preparation	Eligible applicant roster	Chief Executive Officer	Review preferences.
Lottery Administration	Lottery report, Board record	Board Chair	Retain official record.
Waitlist	Electronic waitlist, timestamps	Office Manager	Sequential movement verified.
Enrollment Offers	Emails, calls, texts	Office Manager	Communication log retained.
Offer Acceptance/Declination	Signed forms and notices	Office Manager	Verify before next offer.
Registration	Enrollment packet	Office Manager	Review for completeness.
Orientation	Attendance records	Office Manager	Verify onboarding.
Enrollment Verification	SIS records	Office Manager	Reconcile SchoolMint/SIS.
Annual Audit	Complete enrollment file	Chief Executive Officer	Annual compliance review.

The Grove Academy Professional Development Plan

Science of Reading Foundations (Phonics First, CKLA alignment)

Purpose	To ensure all educators understand the cognitive science underlying decoding, language comprehension, and reading development, and can deliver explicit, systematic instruction aligned to Arkansas SoR expectations
Implementation	Vendor-led training, internal coaching cycles, lesson study using Phonics First routines, and alignment walkthroughs connecting decoding instruction to CKLA knowledge-building
Evidence of Outcomes	Instructional walkthroughs, coaching cycles, and lesson artifacts demonstrate consistent implementation of Science of Reading practices and alignment Phonics First. Student screening and progress-monitoring data reflect growth in foundational literacy skills, Fidelity measures indicate increasing teacher proficiency and implementation consistency across classrooms.

Phonics First Curriculum Training

Purpose	To ensure consistent, high-quality whole-group phonics instruction that establishes strong surface learning at the start of the work period
Implementation	Initial vendor training, practice teaching with feedback, scripted routine rehearsals, and principal/coaching observations during the morning work cycle
Evidence of Outcomes	Walkthroughs, coaching cycles, and fidelity checks demonstrate consistent implementation of Phonics First routines and increasing teacher proficiency.

	Universal screening and progress-monitoring data reflect growth in phonemic awareness, decoding, and foundational reading skills.
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CKLA Small-Group Instruction

Purpose	To build teacher capacity to deliver Tier I literacy instruction through differentiated small groups that deepen comprehension and language development
Implementation	Initial vendor training, CKLA training modules, guided planning protocols, coaching on grouping using assessment data, and collaborative calibration of small-group lessons
Evidence of Outcomes	Walkthroughs and coaching cycles demonstrate effective use of assessment data and differentiated small-group instruction. Student work and formative assessments indicate growth in vocabulary, language comprehension, and reading comprehension. Calibration activities support instructional consistency across classrooms.

Reveal Math Curriculum Training

Purpose	To support conceptual understanding, mathematical discourse, and application through structured math instruction
Implementation	Vendor training, model lessons, math planning sessions focused on progression from explicit instruction to application, and observation-feedback cycles
Evidence of Outcomes	Walkthroughs and coaching cycles demonstrate consistent implementation of Reveal Math routines and mathematical discourse. Student work, formative assessments, and benchmark data indicate growth in

	conceptual understanding, procedural fluency, and application, Collaborative planning supports instructional consistency across classrooms.
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C3 Arkansas Hub

Purpose	To promote inquiry-based social studies instruction that develops civic understanding, critical thinking, disciplinary literacy, and the application of learning through authentic investigations and real-world problem solving
Implementation	Internally facilitated training question formulation, source analysis, discussion protocols, and lesson planning aligned to interdisciplinary real-world learning experiences. Teachers engage in collaborative planning and lesson study to design inquiry units that connect social studies content to authentic contexts.
Evidence of Outcomes	Classroom observations and lesson walkthroughs demonstrate implementation of inquiry practices. Teachers develop and facilitate interdisciplinary units aligned to real-world application. Student work reflects analysis, discussion, and evidence-based reasoning.

Mystery Science

Purpose	To strengthen scientific thinking through observation, questioning, investigation, and evidence-based reasoning while fostering curiosity and meaningful application of scientific concepts.
Implementation	Professional learning focused on facilitating phenomenon-based instruction, conducting investigations,

	promoting student discourse, and integrating hands-on activities. Teachers participate in collaborative planning and model lessons to support inquiry, experimentation, and the transfer of learning through authentic scientific experiences
Evidence of Outcomes	Classroom observations and lesson walkthroughs demonstrate implementation of inquiry practices. Teachers develop and facilitate interdisciplinary units aligned to real-world application. Student work reflects analysis, discussion, and evidence-based reasoning.

Small-Group Instruction & Differentiation

Purpose	To ensure embedded intervention and acceleration occur within Tier I instruction rather than pull-out remediation
Implementation	PD on flexible grouping, data-driven decision making, instructional rotations, and coaching support embedded during work periods
Evidence of Outcomes	Walkthroughs and coaching cycles demonstrate effective use of flexible grouping, instructional rotations, and embedded differentiation within Tier I. Data team artifacts and lesson plans reflect responsive instructional decisions, Progress-monitoring and benchmark data indicate timely intervention, acceleration, and improved student growth.

Using Data to Drive Instruction (MTSS)

Purpose	To strengthen prevention and early intervention by aligning formative,
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	BOY/MOY/EOY, and diagnostic data to instruction
Implementation	Training on screeners and diagnostics, data meetings, instructional response planning, and progress monitoring routines
Evidence of Outcomes	Data meeting artifacts, instructional response plans, and coaching cycles demonstrate effective use of screening, diagnostic, and formative assessment data to strengthen Tier I instruction and guide intervention decisions. Progress-monitoring and benchmark data reflect timely instructional adjustments, improved responsiveness to support, and accelerated student growth.

Daily Protected Reading and Writing Time (Structures)

Purpose	To ensure teachers can manage time, transitions, and instructional flow that supports deep engagement and differentiation
Implementation	Modeling of work period schedules, classroom walkthroughs, practice with routines, and coaching focused on pacing and student independence
Evidence of Outcomes	Walkthroughs and coaching cycles demonstrate effective management of instructional time, transitions, and work period routines. Classroom observations reflect consistent implementation of protected literacy structures and differentiated instruction Increasing student engagement and independence indicate that students are developing the habits necessary for sustained learning and ownership of their work

Structured Learning Stations

Purpose	To ensure classrooms are intentionally designed to support independence, clarity, and reduced cognitive load.
Implementation	Environment setup training, classroom audits, visual management tools, and peer learning walks
Evidence of Outcomes	Classroom audits, learning walks, and coaching cycles demonstrate consistent implementation of visual management systems, classroom routines, and organized learning environments. Observations indicate high levels of student independence, smooth transitions, and clear instructional expectations, while peer feedback and walkthrough data support continuous refinement of classroom structures.

Feedback & Instructional Coaching

Purpose	To continuously improve instructional quality and fidelity of implementation
Implementation	Weekly coaching cycles, observation-feedback loops, co-planning, TESS, targeted PD , and classroom walkthroughs.
Evidence of Outcomes	Coaching logs, observation-feedback cycles, and walkthrough data demonstrate increasing instructional quality and consistent implementation of the academic model. Teacher growth plans, TESS evaluations, and targeted professional learning reflect responsiveness to identified needs, Student achievement and classroom observation data indicate continuous improvement in instructional practice.

Strategic Staffing & Co-Teaching Models

Purpose	To ensure effective use of resident teachers, instructional support staff, and partners to expand instructional capacity
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Implementation	Role clarity training, co-teaching protocols, staffing alignment meetings, and instructional deployment planning
Evidence of Outcomes	Walkthroughs, coaching cycles, and collaborative planning artifacts demonstrate effective use of resident teachers, instructional support staff, and co-teaching practices. Role clarity and staffing alignment are evident through classroom observations and team meetings, while increased instructional capacity supports differentiated instruction and improved student outcomes

Family & Community Engagement (including daycare partnerships)

Purpose	To strengthen early literacy readiness, transitions, and continuity of learning
Implementation	Joint PD with partner organizations, family engagement training, and alignment meetings with feeder programs
Evidence of Outcomes	Family engagement data, partnership meetings, and transition activities demonstrate active collaboration with families and community partners. Participation and feedback data reflect strengthened home-school connections and increased continuity of learning that supports kindergarten readiness and successful transitions

Arkansas-Mandated PD (Child Maltreatment, Dyslexia, Mental Health, etc.)

Purpose	To ensure compliance with state requirements and educator readiness
Implementation	Online modules, summer completion windows, tracking through district systems
Evidence of Outcomes	Completion records and compliance monitoring demonstrate timely completion of Arkansas-required professional development. Classroom observations and staff

	collaboration indicate effective application of training and increased educator readiness to support students' academic, behavioral, and social-emotional needs.
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**Specialized Supports and Special Populations
(GT, SPED, EL, 504)**

Purpose	To ensure educators are equipped to provide equitable access to grade-level instruction through differentiation, accommodations, specialized services, language supports, and enrichment opportunities that address the diverse needs of students with disabilities, English learners, students receiving Section 504 services, and gifted and talented learners.s receiving services.
Implementation	Training includes: special education and EL compliance requirements, accommodations and modifications, gifted education strategies, differentiated instruction, co-teaching practices, progress monitoring, behavior supports, and collaboration among general education, special education, GT, and EL personnel. Ongoing coaching, case reviews, and collaborative planning meetings support implementation throughout the year.
Evidence of Outcomes	Classroom observations demonstrate effective implementation of differentiation, accommodations, and enrichment. Student support plans and progress-monitoring data are reviewed weekly. General education, special education, EL,

	and GT staff collaborate to provide coordinated services. Compliance requirements are met and students demonstrate growth toward individualized goals and advanced learning outcomes. Students across subgroups demonstrate equitable access to rigorous, grade-level instruction.
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The Grove Academy Proposed Mas

Time	Kindergarten & Grade 1		Grade 2
	Section 1	Section 2	Section 1
7:30–8:00	Arrival /Morning Meetyin / Breakfast In the Classroom	Arrival /Morning Meetyin / Breakfast In the Classroom	Arrival /Morning Meetyin / Breakfast In the Classroom
8:00–8:30	Protected Literacy Block Whole Group Phonics	Protected Literacy Block Whole Group Phonics	Protected Literacy Block Whole Group Phonics
8:30-9:00	Protected Literacy Block Structured Learning Stations + Small Group	Protected Literacy Block Structured Learning Stations + Small Group	Protected Literacy Block Structured Learning Stations + Small Group
9:00-9:30	Protected Literacy Block Structured Learning Stations + Small Group	Protected Literacy Block Structured Learning Stations + Small Group	Protected Literacy Block Structured Learning Stations + Small Group
9:30-10:00	Protected Literacy Block Structured Learning Stations + Small Group	Protected Literacy Block Structured Learning Stations + Small Group	Protected Literacy Block Structured Learning Stations + Small Group
10:00–10:30	Protected Literacy Block Structured Learning Stations + Small Group	Protected Literacy Block Structured Learning Stations + Small Group	Protected Literacy Block Structured Learning Stations + Small Group
10:30-11:00	Protected Literacy Block Intervention/Acceleration	Protected Literacy Block Intervention/Acceleration	Protected Literacy Block Intervention/Acceleration
11:00-11:30	K Lunch 1st Lunch	K Lunch 1st Lunch	Lunch 11:15–11:45
11:30–12:00	K Recess 1st Recess	K Recess 1st Recess	Recess 11:45–12:15
12:00–12:30	Specials 12:00–12:50	Specials 12:00–12:50	Math 12:15
12:30-1:00	Math 12:55	Math 12:55	Math
1:00-1:30	Math	Math	Math
1:30-2:10	Math	Math	Specials 1:30–2:20
2:10–2:50	Content Block	Content Block	Content Block
2:50–2:55	Dismissal ~2:55	Dismissal ~2:55	Dismissal ~2:55

Master Schedule | Grades K–5 | 7:30 AM- 2:55 PM

Grade 2	Grade 3		Grade 4
Section 2	Section 1	Section 2	Section 1
Arrival /Morning Meetyin / Breakfast In the Classroom	Arrival /Morning Meetyin / Breakfast In the Classroom	Arrival /Morning Meetyin / Breakfast In the Classroom	Arrival /Morning Meetyin / Breakfast In the Classroom
Protected Literacy Block Whole Group Phonics	Protected Core Block A Whole Group	Protected Core Block A Whole Group	Specials
Protected Literacy Block Structured Learning Stations + Small Group	Protected Core Block A Structured Learning Stations + Small Group	Protected Core Block A Structured Learning Stations + Small Group	Specials 8:50
Protected Literacy Block Structured Learning Stations + Small Group	Protected Core Block A Structured Learning Stations + Small Group	Protected Core Block A Structured Learning Stations + Small Group	Recess 8:50-9:20
Protected Literacy Block Structured Learning Stations + Small Group	Protected Core Block A Structured Learning Stations + Small Group	Protected Core Block A Structured Learning Stations + Small Group	Protected Core Block A Whole Group 9:20
Protected Literacy Block Structured Learning Stations + Small Group	Protected Core Block A Intervention/Acceleration	Protected Core Block A Intervention/Acceleration	Protected Core Block A Structured Learning Stations + Small Group
Protected Literacy Block Intervention/Acceleration	Recess	Recess	Protected Core Block A Structured Learning Stations + Small Group
Lunch 11:15–11:45	Specials	Specials	Protected Core Block A Structured Learning Stations + Small Group
Recess 11:45–12:15	Specials 11:50	Specials 11:50	Protected Core Block A Intervention/Acceleration
Math 12:15	Lunch 11:50-12:20	Lunch 11:50-12:20	Lunch 11:50-12:20
Math	Protected Core Block B 12:20 Whole Group	Protected Core Block B 12:20 Whole Group	Protected Core Block B 12:20 Whole Group
Math	Protected Core Block B Structured Learning Stations + Small Group	Protected Core Block B Structured Learning Stations + Small Group	Protected Core Block B Structured Learning Stations + Small Group
Specials 1:30–2:20	Protected Core Block B Structured Learning Stations + Small Group	Protected Core Block B Structured Learning Stations + Small Group	Protected Core Block B Structured Learning Stations + Small Group
Content Block	Content Block	Content Block	Content Block
Dismissal ~2:55	Dismissal ~2:55	Dismissal ~2:55	Dismissal ~2:55

e 4 + 5
Section 1
Arrival /Morning Meetyin / Breakfast In the Classroom
Specials
Specials 8:50
Recess 8:50-9:20
Protected Core Block A Whole Group 9:20
Protected Core Block A Structured Learning Stations + Small Group
Protected Core Block A Structured Learning Stations + Small Group
Protected Core Block A Structured Learning Stations + Small Group
Protected Core Block A Intervention/Acceleration
Lunch 11:50-12:20
Protected Core Block B 12:20 Whole Group
Protected Core Block B Structured Learning Stations + Small Group
Protected Core Block B Structured Learning Stations + Small Group
Content Block
Dismissal ~2:55

The Grove Academy Proposed Master Schedule | Grade 1

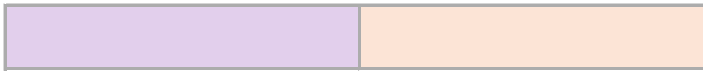
Time	Kindergarten & Grade 1	
	Section 1	Section 2
7:30–8:00	Arrival /Morning Meetyin / Breakfast In the Classroom	Arrival /Morning Meetyin / Breakfast In the Classroom
8:00–8:30	Protected Literacy Block Whole Group Phonics	Protected Literacy Block Whole Group Phonics
8:30–9:00	Protected Literacy Block Structured Learning Stations + Small Group	Protected Literacy Block Structured Learning Stations + Small Group
9:00–9:30	Protected Literacy Block Structured Learning Stations + Small Group	Protected Literacy Block Structured Learning Stations + Small Group
9:30–10:00	Protected Literacy Block Structured Learning Stations + Small Group	Protected Literacy Block Structured Learning Stations + Small Group
10:00–10:30	Protected Literacy Block Structured Learning Stations + Small Group	Protected Literacy Block Structured Learning Stations + Small Group
10:30–11:00	Protected Literacy Block Intervention/Acceleration	Protected Literacy Block Intervention/Acceleration
11:00–11:30	K Lunch 11:00–11:30 1st Lunch 11:05–11:35	K Lunch 11:00–11:30 1st Lunch 11:05–11:35
11:30–12:00	K Recess: 11:30–12:00 1st Recess: 11:35–12:05	K Recess: 11:30–12:00 1st Recess: 11:35–12:05
12:00–12:30	Specials 12:00–12:50	Specials 12:00–12:50
12:30–1:00	Math 12:55–2:10	Math 12:55–2:10
1:30–2:10	Math (cont.)	Math (cont.)
2:10–2:50	Science/Social Studies/ Real-World Application	Science/Social Studies/ Real-World Application
2:50–2:55	Dismissal ~2:55	Dismissal ~2:55

des K-2 | 7:30 AM – 2:55 PM

Grade 2

Section 1	Section 2
Arrival /Morning Meetyin / Breakfast In the Classroom	Arrival /Morning Meetyin / Breakfast In the Classroom
Protected Literacy Block Whole Group Phonics	Protected Literacy Block Whole Group Phonics
Protected Literacy Block Structured Learning Stations + Small Group	Protected Literacy Block Structured Learning Stations + Small Group
Protected Literacy Block Structured Learning Stations + Small Group	Protected Literacy Block Structured Learning Stations + Small Group
Protected Literacy Block Structured Learning Stations + Small Group	Protected Literacy Block Structured Learning Stations + Small Group
Protected Literacy Block Structured Learning Stations + Small Group	Protected Literacy Block Structured Learning Stations + Small Group
Protected Literacy Block Intervention/Acceleration	Protected Literacy Block Intervention/Acceleration
Lunch 11:15–11:45	Lunch 11:15–11:45
Recess 11:45–12:15	Recess 11:45–12:15
Math 12:15–1:30	Math 12:15–1:30
Math (cont.)	Math (cont.)
Specials 1:30–2:20	Specials 1:30–2:20
Science/Social Studies/ Real-World Application	Science/Social Studies/ World Application Real-
Dismissal ~2:55	Dismissal ~2:55

The Grove Academy Proposed Master Schedule Grades 3-5 7:30 A			
Time	Grade 3		Grade
	Section 1	Section 2	Section 1
7:30–8:00	Arrival /Morning Meetyin / Breakfast In the Classroom	Arrival /Morning Meetyin / Breakfast In the Classroom	Arrival /Morning Meetyin / Breakfast In the Classroom
8:00–8:30	Protected Core Block A Whole Group	Protected Core Block A Whole Group	Specials
8:30-9:00	Protected Core Block A Structured Learning Stations + Small Group	Protected Core Block A Structured Learning Stations + Small Group	Specials 8:50
9:00-9:30	Protected Core Block A Structured Learning Stations + Small Group	Protected Core Block A Structured Learning Stations + Small Group	Recess 8:50-9:20
9:30-10:00	Protected Core Block A Structured Learning Stations + Small Group	Protected Core Block A Structured Learning Stations + Small Group	Protected Core Block A Whole Group 9:20
10:00–10:30	Protected Core Block A Intervention/Acceleration	Protected Core Block A Intervention/Acceleration	Protected Core Block A Structured Learning Stations + Small Group
10:30-11:00	Recess	Recess	Protected Core Block A Structured Learning Stations + Small Group
11:00-11:30	Specials	Specials	Protected Core Block A Structured Learning Stations + Small Group
11:30–12:00	Specials 11:50	Specials 11:50	Protected Core Block A Intervention/Acceleration
12:00–12:30	Lunch 11:50-12:20	Lunch 11:50-12:20	Lunch 11:50-12:20
12:30-1:00	Protected Core Block B 12:20 Whole Group	Protected Core Block B 12:20 Whole Group	Protected Core Block B 12:20 Whole Group
1:00-1:30	Protected Core Block B Structured Learning Stations + Small Group 12:50	Protected Core Block B Structured Learning Stations + Small Group 12:50	Protected Core Block B Structured Learning Stations + Small Group 12:50
1:30-2:10	Protected Core Block B Structured Learning Stations + Small Group 1:20	Protected Core Block B Structured Learning Stations + Small Group 1:20	Protected Core Block B Structured Learning Stations + Small Group 1:20
2:10–2:50	Protected Core Block B Science/Social Studies/ Real-World Application	Protected Core Block B Science/Social Studies/ Real-World Application	Protected Core Block B Science/Social Studies/ Real-World Application
2:50–2:55	Dismissal ~2:55	Dismissal ~2:55	Dismissal ~2:55



AM – 2:55 PM
4 + 5
Section 1
Arrival /Morning Meetyin / Breakfast In the Classroom
Specials
Specials 8:50
Recess 8:50-9:20
Protected Core Block A Whole Group 9:20
Protected Core Block A Structured Learning Stations + Small Group
Protected Core Block A Structured Learning Stations + Small Group
Protected Core Block A Structured Learning Stations + Small Group
Protected Core Block A Intervention/Acceleration
Lunch 11:50-12:20
Protected Core Block B 12:20 Whole Group
Protected Core Block B Structured Learning Stations + Small Group 12:50
Protected Core Block B Structured Learning Stations + Small Group 1:20
Protected Core Block B Science/Social Studies/ Real-World Application
Dismissal ~2:55

Specials Rotation – The Grove

Kindergarten & Grade 1 | 12:00–1:00

Specials	Monday	Tuesday	Wednesday
Art	Section 1	Section 2	Section 1
Music	Section 2	Section 1	Section 2
PE	Section 1	Section 2	Section 2
	Section 2	Section 1	Section 1

Grade 2 | 1:30–2:20

Specials	Monday	Tuesday	Wednesday
Art	Section 1	Section 2	Section 1
Music	Section 2	Section 1	Section 2
PE	Section 1	Section 2	Section 2
	Section 2	Section 1	Section 1

Grades 3, 4 & 5 | 9:50–10:40 / 7:50–8:40

Specials	Monday	Tuesday	Wednesday
Art	Gr 3 S1	Gr 4&5 S1	Gr 3 S2
Music	Gr 4&5 S1	Gr 3 S1	Gr 4&5 S2
PE	Gr 3 S2	Gr 4&5 S2	Gr 3 S1
Lab	Gr 4&5 S2	Gr 3 S2	Gr 4&5 S1

Academy		
12:00–12:50		
Thursday	Friday	Time
Section 2	Section 1	12:00–12:50
Section 1	Section 2	12:00–12:50
Section 1	Section 1	12:00–12:50
Section 2	Section 2	12:00–12:50

Thursday	Friday	Time
Section 2	Section 1	1:30–2:20
Section 1	Section 2	1:30–2:20
Section 1	Section 1	1:30–2:20
Section 2	Section 2	1:30–2:20

30–8:20		
Thursday	Friday	Time
Gr 4&5 S2	Gr 3 S1	9:50–10:40
Gr 3 S2	Gr 4&5 S1	9:50–10:40
Gr 4&5 S1	Gr 3 S2	9:50–10:40
Gr 3 S1	Gr 4&5 S2	9:50–10:40

Lunch & Recess Schedule – The Grove Academy

Grade Group	Lunch Time	Recess Time
Kindergarten	11:00–11:25/11:30	11:30–12:00
Grade 1	11:05–11:35	11:35–12:05
Grade 2	11:15–11:45	11:45–12:15
Grade 3	11:25–11:55	10:40–11:20 (Recess before lunch)
Grade 4	11:45–12:15	After lunch
Grade 5	11:50–12:20	After lunch

ademy
Notes
K first lunch wave
1st Grade second wave
Recess precedes lunch for Gr 3
4th Lunch wave
5th Lunch wave

The Grove Academy Proposed Mas

Time	Kindergarten & Grade 1		Grade 2
	Section 1	Section 2	Section 1
7:30–8:00	Arrival /Morning Meetyin / Breakfast In the Classroom	Arrival /Morning Meetyin / Breakfast In the Classroom	Arrival /Morning Meetyin / Breakfast In the Classroom
8:00–8:30	Protected Literacy Block Whole Group Phonics	Protected Literacy Block Whole Group Phonics	Protected Literacy Block Whole Group Phonics
8:30-9:00	Protected Literacy Block Structured Learning Stations + Small Group	Protected Literacy Block Structured Learning Stations + Small Group	Protected Literacy Block Structured Learning Stations + Small Group
9:00-9:30	Protected Literacy Block Structured Learning Stations + Small Group	Protected Literacy Block Structured Learning Stations + Small Group	Protected Literacy Block Structured Learning Stations + Small Group
9:30-10:00	Protected Literacy Block Structured Learning Stations + Small Group	Protected Literacy Block Structured Learning Stations + Small Group	Protected Literacy Block Structured Learning Stations + Small Group
10:00–10:30	Protected Literacy Block Structured Learning Stations + Small Group	Protected Literacy Block Structured Learning Stations + Small Group	Protected Literacy Block Structured Learning Stations + Small Group
10:30-11:00	Protected Literacy Block Intervention/Acceleration	Protected Literacy Block Intervention/Acceleration	Protected Literacy Block Intervention/Acceleration
11:00-11:30	K Lunch 1st Lunch	K Lunch 1st Lunch	Lunch 11:15–11:45
11:30–12:00	K Recess 1st Recess	K Recess 1st Recess	Recess 11:45–12:15
12:00–12:30	Specials 12:00–12:50	Specials 12:00–12:50	Math 12:15
12:30-1:00	Math 12:55	Math 12:55	Math
1:00-1:30	Math	Math	Math
1:30-2:10	Math	Math	Specials 1:30–2:20
2:10–2:50	Content Block	Content Block	Content Block
2:50–2:55	Dismissal ~2:55	Dismissal ~2:55	Dismissal ~2:55

Master Schedule | Grades K–5 | 7:30 AM- 2:55 PM

Grade 2	Grade 3		Grade 4
Section 2	Section 1	Section 2	Section 1
Arrival /Morning Meetyin / Breakfast In the Classroom	Arrival /Morning Meetyin / Breakfast In the Classroom	Arrival /Morning Meetyin / Breakfast In the Classroom	Arrival /Morning Meetyin / Breakfast In the Classroom
Protected Literacy Block Whole Group Phonics	Protected Core Block A Whole Group	Protected Core Block A Whole Group	Specials
Protected Literacy Block Structured Learning Stations + Small Group	Protected Core Block A Structured Learning Stations + Small Group	Protected Core Block A Structured Learning Stations + Small Group	Specials 8:50
Protected Literacy Block Structured Learning Stations + Small Group	Protected Core Block A Structured Learning Stations + Small Group	Protected Core Block A Structured Learning Stations + Small Group	Recess 8:50-9:20
Protected Literacy Block Structured Learning Stations + Small Group	Protected Core Block A Structured Learning Stations + Small Group	Protected Core Block A Structured Learning Stations + Small Group	Protected Core Block A Whole Group 9:20
Protected Literacy Block Structured Learning Stations + Small Group	Protected Core Block A Intervention/Acceleration	Protected Core Block A Intervention/Acceleration	Protected Core Block A Structured Learning Stations + Small Group
Protected Literacy Block Intervention/Acceleration	Recess	Recess	Protected Core Block A Structured Learning Stations + Small Group
Lunch 11:15–11:45	Specials	Specials	Protected Core Block A Structured Learning Stations + Small Group
Recess 11:45–12:15	Specials 11:50	Specials 11:50	Protected Core Block A Intervention/Acceleration
Math 12:15	Lunch 11:50-12:20	Lunch 11:50-12:20	Lunch 11:50-12:20
Math	Protected Core Block B 12:20 Whole Group	Protected Core Block B 12:20 Whole Group	Protected Core Block B 12:20 Whole Group
Math	Protected Core Block B Structured Learning Stations + Small Group	Protected Core Block B Structured Learning Stations + Small Group	Protected Core Block B Structured Learning Stations + Small Group
Specials 1:30–2:20	Protected Core Block B Structured Learning Stations + Small Group	Protected Core Block B Structured Learning Stations + Small Group	Protected Core Block B Structured Learning Stations + Small Group
Content Block	Content Block	Content Block	Content Block
Dismissal ~2:55	Dismissal ~2:55	Dismissal ~2:55	Dismissal ~2:55

e 4 + 5
Section 1
Arrival /Morning Meetyin / Breakfast In the Classroom
Specials
Specials 8:50
Recess 8:50-9:20
Protected Core Block A Whole Group 9:20
Protected Core Block A Structured Learning Stations + Small Group
Protected Core Block A Structured Learning Stations + Small Group
Protected Core Block A Structured Learning Stations + Small Group
Protected Core Block A Intervention/Acceleration
Lunch 11:50-12:20
Protected Core Block B 12:20 Whole Group
Protected Core Block B Structured Learning Stations + Small Group
Protected Core Block B Structured Learning Stations + Small Group
Content Block
Dismissal ~2:55

The Grove Academy Proposed Master Schedule | Grade 1

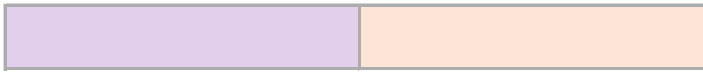
Time	Kindergarten & Grade 1	
	Section 1	Section 2
7:30–8:00	Arrival /Morning Meetyin / Breakfast In the Classroom	Arrival /Morning Meetyin / Breakfast In the Classroom
8:00–8:30	Protected Literacy Block Whole Group Phonics	Protected Literacy Block Whole Group Phonics
8:30–9:00	Protected Literacy Block Structured Learning Stations + Small Group	Protected Literacy Block Structured Learning Stations + Small Group
9:00–9:30	Protected Literacy Block Structured Learning Stations + Small Group	Protected Literacy Block Structured Learning Stations + Small Group
9:30–10:00	Protected Literacy Block Structured Learning Stations + Small Group	Protected Literacy Block Structured Learning Stations + Small Group
10:00–10:30	Protected Literacy Block Structured Learning Stations + Small Group	Protected Literacy Block Structured Learning Stations + Small Group
10:30–11:00	Protected Literacy Block Intervention/Acceleration	Protected Literacy Block Intervention/Acceleration
11:00–11:30	K Lunch 11:00–11:30 1st Lunch 11:05–11:35	K Lunch 11:00–11:30 1st Lunch 11:05–11:35
11:30–12:00	K Recess: 11:30–12:00 1st Recess: 11:35–12:05	K Recess: 11:30–12:00 1st Recess: 11:35–12:05
12:00–12:30	Specials 12:00–12:50	Specials 12:00–12:50
12:30–1:00	Math 12:55–2:10	Math 12:55–2:10
1:30–2:10	Math (cont.)	Math (cont.)
2:10–2:50	Science/Social Studies/ Real-World Application	Science/Social Studies/ Real-World Application
2:50–2:55	Dismissal ~2:55	Dismissal ~2:55

des K-2 | 7:30 AM – 2:55 PM

Grade 2

Section 1	Section 2
Arrival /Morning Meetyin / Breakfast In the Classroom	Arrival /Morning Meetyin / Breakfast In the Classroom
Protected Literacy Block Whole Group Phonics	Protected Literacy Block Whole Group Phonics
Protected Literacy Block Structured Learning Stations + Small Group	Protected Literacy Block Structured Learning Stations + Small Group
Protected Literacy Block Structured Learning Stations + Small Group	Protected Literacy Block Structured Learning Stations + Small Group
Protected Literacy Block Structured Learning Stations + Small Group	Protected Literacy Block Structured Learning Stations + Small Group
Protected Literacy Block Structured Learning Stations + Small Group	Protected Literacy Block Structured Learning Stations + Small Group
Protected Literacy Block Intervention/Acceleration	Protected Literacy Block Intervention/Acceleration
Lunch 11:15–11:45	Lunch 11:15–11:45
Recess 11:45–12:15	Recess 11:45–12:15
Math 12:15–1:30	Math 12:15–1:30
Math (cont.)	Math (cont.)
Specials 1:30–2:20	Specials 1:30–2:20
Science/Social Studies/ Real-World Application	Science/Social Studies/ World Application Real-
Dismissal ~2:55	Dismissal ~2:55

The Grove Academy Proposed Master Schedule Grades 3-5 7:30 A			
Time	Grade 3		Grade
	Section 1	Section 2	Section 1
7:30–8:00	Arrival /Morning Meetyin / Breakfast In the Classroom	Arrival /Morning Meetyin / Breakfast In the Classroom	Arrival /Morning Meetyin / Breakfast In the Classroom
8:00–8:30	Protected Core Block A Whole Group	Protected Core Block A Whole Group	Specials
8:30-9:00	Protected Core Block A Structured Learning Stations + Small Group	Protected Core Block A Structured Learning Stations + Small Group	Specials 8:50
9:00-9:30	Protected Core Block A Structured Learning Stations + Small Group	Protected Core Block A Structured Learning Stations + Small Group	Recess 8:50-9:20
9:30-10:00	Protected Core Block A Structured Learning Stations + Small Group	Protected Core Block A Structured Learning Stations + Small Group	Protected Core Block A Whole Group 9:20
10:00–10:30	Protected Core Block A Intervention/Acceleration	Protected Core Block A Intervention/Acceleration	Protected Core Block A Structured Learning Stations + Small Group
10:30-11:00	Recess	Recess	Protected Core Block A Structured Learning Stations + Small Group
11:00-11:30	Specials	Specials	Protected Core Block A Structured Learning Stations + Small Group
11:30–12:00	Specials 11:50	Specials 11:50	Protected Core Block A Intervention/Acceleration
12:00–12:30	Lunch 11:50-12:20	Lunch 11:50-12:20	Lunch 11:50-12:20
12:30-1:00	Protected Core Block B 12:20 Whole Group	Protected Core Block B 12:20 Whole Group	Protected Core Block B 12:20 Whole Group
1:00-1:30	Protected Core Block B Structured Learning Stations + Small Group 12:50	Protected Core Block B Structured Learning Stations + Small Group 12:50	Protected Core Block B Structured Learning Stations + Small Group 12:50
1:30-2:10	Protected Core Block B Structured Learning Stations + Small Group 1:20	Protected Core Block B Structured Learning Stations + Small Group 1:20	Protected Core Block B Structured Learning Stations + Small Group 1:20
2:10–2:50	Protected Core Block B Science/Social Studies/ Real-World Application	Protected Core Block B Science/Social Studies/ Real-World Application	Protected Core Block B Science/Social Studies/ Real-World Application
2:50–2:55	Dismissal ~2:55	Dismissal ~2:55	Dismissal ~2:55



AM – 2:55 PM
4 + 5
Section 1
Arrival /Morning Meetyin / Breakfast In the Classroom
Specials
Specials 8:50
Recess 8:50-9:20
Protected Core Block A Whole Group 9:20
Protected Core Block A Structured Learning Stations + Small Group
Protected Core Block A Structured Learning Stations + Small Group
Protected Core Block A Structured Learning Stations + Small Group
Protected Core Block A Intervention/Acceleration
Lunch 11:50-12:20
Protected Core Block B 12:20 Whole Group
Protected Core Block B Structured Learning Stations + Small Group 12:50
Protected Core Block B Structured Learning Stations + Small Group 1:20
Protected Core Block B Science/Social Studies/ Real-World Application
Dismissal ~2:55

Specials Rotation – The Grove

Kindergarten & Grade 1 | 12:00–1:00

Specials	Monday	Tuesday	Wednesday
Art	Section 1	Section 2	Section 1
Music	Section 2	Section 1	Section 2
PE	Section 1	Section 2	Section 2
	Section 2	Section 1	Section 1

Grade 2 | 1:30–2:20

Specials	Monday	Tuesday	Wednesday
Art	Section 1	Section 2	Section 1
Music	Section 2	Section 1	Section 2
PE	Section 1	Section 2	Section 2
	Section 2	Section 1	Section 1

Grades 3, 4 & 5 | 9:50–10:40 / 7:50–8:40

Specials	Monday	Tuesday	Wednesday
Art	Gr 3 S1	Gr 4&5 S1	Gr 3 S2
Music	Gr 4&5 S1	Gr 3 S1	Gr 4&5 S2
PE	Gr 3 S2	Gr 4&5 S2	Gr 3 S1
Lab	Gr 4&5 S2	Gr 3 S2	Gr 4&5 S1

Academy		
12:00–12:50		
Thursday	Friday	Time
Section 2	Section 1	12:00–12:50
Section 1	Section 2	12:00–12:50
Section 1	Section 1	12:00–12:50
Section 2	Section 2	12:00–12:50

Thursday	Friday	Time
Section 2	Section 1	1:30–2:20
Section 1	Section 2	1:30–2:20
Section 1	Section 1	1:30–2:20
Section 2	Section 2	1:30–2:20

30–8:20		
Thursday	Friday	Time
Gr 4&5 S2	Gr 3 S1	9:50–10:40
Gr 3 S2	Gr 4&5 S1	9:50–10:40
Gr 4&5 S1	Gr 3 S2	9:50–10:40
Gr 3 S1	Gr 4&5 S2	9:50–10:40

Lunch & Recess Schedule – The Grove Academy

Grade Group	Lunch Time	Recess Time
Kindergarten	11:00–11:25/11:30	11:30–12:00
Grade 1	11:05–11:35	11:35–12:05
Grade 2	11:15–11:45	11:45–12:15
Grade 3	11:25–11:55	10:40–11:20 (Recess before lunch)
Grade 4	11:45–12:15	After lunch
Grade 5	11:50–12:20	After lunch

ademy
Notes
K first lunch wave
1st Grade second wave
Recess precedes lunch for Gr 3
4th Lunch wave
5th Lunch wave

The Grove Academy
Year 0 Recruitment & Outreach Plan

Table 1. Year 0 Recruitment and Enrollment Timeline Goals

Strategy	Timeline	Goal
Conduct Regional Analysis	October 2025	Determine community needs supported by data
Attend community events	October 2025-December 2025	Attend 5 community events
Identify potential partnerships; secure partnership commitments	October 2025-December 2025	Total of 3 community partnerships secured
Conduct focus groups	October 2025-December 2025	Conduct a total of 3 focus groups
Gathers Family and Community Survey Responses	September 2025-November 2025	150 Survey Responses
Hosts or presents at events	January 2026-June 2026	A total of 5-7 events
Creates Marketing Materials and Presents Online presence	January 2026-March 2026	Active Social Media and School Website
Community Meetings	April 2026 - August 2026	A total of 3-4 meetings
Student Interest for Year 1 Enrollment	February 2026 - October 2026	100% Interest
Secure partnership commitments	January 2026 - September 2026	Total of 5 partnerships secured
Activate Parent Ambassadors	January 2026 - October 2026	Recruit 5-7 members
Attend or Host Summer Youth Events (age appropriate)	May 2026 – August 2026	5 Summer events
Launch Official Application to all social media platforms/website and Interested applicants	November-December 2026 (pending authorization)	By Thanksgiving no later than December 4th
YouTube Videos sharing school model showcased on Social Media Pages	December 2026-February 2027	Bi-weekly Messaging (1-2 minutes)
Conduct Call Centers using Parent	December 2026 (Week 2)	Contact all families that completed interest surveys

Ambassadors and Founding Team		
Distribute flyers in targeted neighborhoods (72103) (72210) and at major businesses and partners in the communities. Also mail to families.	November 2026-December 2026	100-150
Canvassing Targeted Neighborhoods in targeted areas (72103) (72210)	November 2026-January 2027	150-200
Sponsor Trunk or Treat at Daycare (Strategic Partner) Host Halloween Contest	October 2026	Invite all families – at least 75% of families attend
Host Holiday Reading event at Library Thanksgiving	November 2026	QR code with
Holiday Greeting Cards sent to families	December 2026	All families that completed Interest Survey and that have attended events
Monthly Parent Ambassadors	November 2026- August 2027	Increase Parent Ambassador Participation to 10-15
Conduct Lottery	March 2027	Notify families immediately following (within 24 hrs) of acceptance
Begin registration and drives and enrollment support events	March 2027-May 2027	To support families with completion of documents
Onboarding	June 2027-July 2027	To acclimate families to The Grove Academy

Enrollment Goals:

Month	# of Applications
December	35
January	30

February	25
March	20
April	15
May	10
June	7
July	5
August	3

Table 2. Target Student Populations

Target Group	Purpose	Primary Outreach Strategy
Rising Kindergarten Families	Primary enrollment pipeline	Daycare partnerships, library events
Rising First Grade Families	Complete Year 1 cohort	Neighborhood outreach; Faith Based Organization; summer programming
Kings Kids Families	Existing community partner	Strategic partnership
Local Library	Literacy-focused families	Host Family Nights
Faith Based Organization	Trusted community networks	Faith-based outreach
Hispanic/ELL Families	Increase equitable access	Bilingual materials and interpreters
Students with Disabilities	Inclusive enrollment	Community agencies and referrals
Economically Disadvantaged Families	Primary service population	Community organizations and outreach

Table 3. Recruitment Channels

Channel	Purpose	Frequency
School Website	Information hub	Continuous
Google Forms	Applications	Open enrollment

Facebook & Instagram	Awareness	Weekly
Email Campaigns	Lead nurturing	Bi-weekly
Text Messaging	Reminders	As needed
Phone Calls	Personal follow-up	Within 24–48 hours
Parent Nights	Relationship building	Monthly
Library Family Nights	Community engagement	Monthly
Daycare Visits	Direct recruitment	Ongoing
Neighborhood Canvassing	Awareness	Monthly
Yard Signs & Flyers	Community visibility	Seasonal
Direct Mail	Targeted outreach	Enrollment season
Parent Ambassadors	Word-of-mouth	Year-round
Home Visits	Enrollment completion	As needed
Community Events	Brand awareness	Year-round

Table 4. Community Partner Support

Partner	Recruitment Contribution
Kings Kids Learning Center	Kindergarten enrollment pipeline
Central Arkansas Library System	Family literacy nights and information sessions
ARKids Read	Literacy outreach events
UA Little Rock	Community awareness and educator connections
Faith-Based Organizations	Trusted family referrals
Neighborhood Organizations	Community event promotion
Local Businesses	Display flyers and promotional materials

Table 5. Recruitment Funnel

Recruitment Stage	Projected Families
Community Awareness	1,500
Interested Families	350
Attending Recruitment Events	225
Submit Application	150
Lottery/Enrollment Offers	100
Confirmed Enrollment	90

Table 6. Equitable Access Strategies

Potential Barrier	The Grove Academy Strategy
Transportation	Multiple community recruitment locations
Work Schedules	Evening and weekend events
Language	Translated materials and interpreters
Technology Access	Paper and online applications

Limited Awareness	Daycares, libraries, churches, canvassing
Application Assistance	One-on-one enrollment support
Disabilities	Accessible facilities/materials
Lottery Access	Public transparent lottery
Family Communication	Phone, text, email follow-up within 24–48 hours

Month by Month Calendar

Month	Key Strategies & Activities	Responsible Party	Tools & Channels
Present-- Aug 2026	Host Parent Night at a local daycare or community space - informal 'Meet the Founder' evening for pre-K families. Collect interest surveys lead at every event. Launch automated email drip sequence for all inquiries. Host first Family Night at Central Arkansas Library System local branch - literacy-themed event introducing The Grove Academy's mission.	Founder/CEO	MailChimp, interest form, library partnership, in-person events,
Sep 2026	Begin personal visits to daycare centers and pre-K programs. Leave branded materials in daycare waiting areas, pickup lines, and parent boards. Neighborhood canvassing in target zip codes near identified daycares. Launch Facebook/Instagram ads targeting parents of children ages 3-6 in southwest Little Rock.	Founder/CEO, Board Members	Social media ads, print flyers, daycare partner visits, yard signs, text message
Oct 2026	Host first Parent Night at a local daycare or community space - informal 'Meet the Founder' evening for pre-K families. Collect interest surveys and leads at every event. Launch automated email drip sequence for all inquiries. Host first Family Night at Central Arkansas Library System local branch - literacy-themed event introducing The Grove Academy's mission.	Founder/CEO	MailChimp, interest form, library partnership, in-person events, text message
Nov 2026	Personal phone follow-up with all October inquiries within 24-48 hours. Host second Family Night at the library — kindergarten readiness theme with embedded school presentation. Continue daycare visits, asking directors to share school information with families. Send a second email in drip sequence highlighting GROVE values, curriculum, and school culture.	Founder/CEO, Board Members	Phone, email, library events, daycare partner communications, text message
Dec 2026	Send holiday 'We're Growing' community update to all leads. Re-engage cold leads with retargeted Facebook ads. Host informal holiday family socials at the library or community space. Share school progress updates (board formation, facility search, partnerships) to build community trust and credibility.	Founder/CEO	Email, Facebook retargeting, social media, in-person event

Month	Key Strategies & Activities	Responsible Party	Tools & Channels
Jan 2027	Open formal application window Announce via email blast, social media, daycare partners, and library flyers. Host 'Kindergarten Readiness' Parent Night at partner daycare — school presentation embedded within a useful family workshop. Personally call every lead who has not yet applied. Begin tracking all families through inquiry-apply-enroll funnel. Begin weekly R&E check-in goal setting (25 enrolled families/week).	Founder/CEO	Google forms, email, phone, daycare partners, social media
Feb 2027	Intensive follow-up with all applicants who have not completed enrollment. Host third Family Night at the library 'What to Expect in Kindergarten at The Grove.' Return to all daycare partners for second-round visits with specific call to action to apply before the lottery deadline. Resume neighborhood canvassing in areas with highest concentration of pre-K age families. Launch refer-a-friend campaign among existing leads.	Founder/CEO, Board Members	Phone, email, social media, canvassing, library events, SchoolMint
Mar 2027	Conduct a lottery if oversubscribed. Notify all families of acceptance within one business day. Launch enrollment close campaign — personal phone call to every accepted family within 24 hours. Offer in-person enrollment assistance at a daycare partner site or the library for families who need support completing paperwork.	Founder/CEO	Phone, email, text, in-person enrollment stations
Apr 2027	Weekly follow-up with accepted families who have not completed enrollment. Send personalized welcome notes to newly enrolled families. Host 'Welcome to the Grove' family mixer with food and school swag (T-shirts, bookbags). Begin building a parent ambassador network from enrolled K-1 families. Share 'Your Child's First Day' preview to build excitement for incoming kindergartners.	Founder/CEO, Parent Ambassadors	Phone, email, text, in-person event, school swag
May 2027	Send monthly Grove Update newsletter to all enrolled families. Deliver welcome packets including uniform information, school supply list, school calendar, and GROVE behavioral framework overview. Host Spring social events at the library or a local park. Continue outreach to waitlist families for any remaining open seats.	Founder/CEO, Parent Ambassadors	Email, text, mail, in-person community events
Jun 2027	Host New Family Orientation — introduce school culture, GROVE expectations, daily schedule, and kindergarten readiness tips for incoming K families. Coordinate uniform fittings. Follow up personally with any enrolled families who did not attend orientation as an early attrition indicator. Host informal summer kick-off event at a community park or library outdoor space.	Founder/CEO, Founding Staff	In-person events, phone, email, SchoolMint

Month	Key Strategies & Activities	Responsible Party	Tools & Channels
Jul-Aug 2027	Send weekly communications to all enrolled families throughout July. Host Back-to-School Night two weeks before opening day — food, classroom visits, meeting the teacher, uniform purchasing, and school spirit activities. Conduct home visits for families who have been difficult to reach. Send countdown communications in the two weeks leading to Day 1. Track all event attendance as an early indicator of potential no-shows and follow up accordingly.	Founder/CEO, Founding Staff, Parent Ambassadors	Phone, email, text, in-person events, home visits, SchoolMint

The Grove Academy
Year 0 Post-Authorization Implementation Budget
(November-December 2026 – June 30, 2027)
Funding Source: BES Start-Up Funding
Planning Budget: \$75,000

Leadership & Organizational Capacity

Activity	Budget
Head of School (CEO)	\$24,000
Director of Operations (Contract Part-Time)	\$6,000
Office Manager (Contract Part-Time/Spring Hire)	\$5,000
Travel & Professional Meetings	\$2,000
Subtotal	\$37,000

Facility & Operational Readiness

Activity	Budget
Facility Deposit, Utilities & Readiness	\$12,000
Insurance (Property, Liability, D&O, Student)	\$8,000
Office Supplies	\$1,000
Subtotal	\$21,000

Enrollment & Community Engagement

Activity	Budget
Marketing & Recruitment	\$8,000
Postage & Printing	\$1,000
Subtotal	\$9,000

School Opening Readiness

Activity	Budget
Staff Technology	\$5,000
Office Furniture & Equipment	\$3,000
Subtotal	\$8,000

Summary

Funding Source	Amount
BES Start-Up Funding	\$75,000
Allocated in Template	\$75,000
Unallocated Reserve	\$0

The Grove Academy
Year 0 Recruitment & Outreach Plan

Table 1. Year 0 Recruitment Goals

Category	Year 0 Target
Enrollment Target	90 students (K–1)
Applications Received	125–140
Enrollment Offers	100
Waitlist	30-40 students
Family Recruitment Events	8-10
Daycare/Pre-K Visits	20+
Library Family Nights	Monthly
Neighborhood Canvassing	10+ events
Parent Ambassadors	10-15
Inquiry Response Time	Within 24–48 hours
Application Completion Rate	70%+
Inquiry-to-Enrollment Conversion	60–70%

- Two Kindergarten sections: **40 students (20 each section)**
- Two First Grade sections: **50 students (25 each section)**

Table 2. Target Student Populations

Target Group	Purpose	Primary Outreach Strategy
Rising Kindergarten Families	Primary enrollment pipeline	Daycare partnerships, library events
Rising First Grade Families	Complete Year 1 cohort	Neighborhood outreach
King’s Kids Families	Existing community partner	Direct partnership
Library Families	Literacy-focused families	Family Nights
Church Families	Trusted community networks	Faith-based outreach
Hispanic/ELL Families	Increase equitable access	Bilingual materials and interpreters
Students with Disabilities	Inclusive enrollment	Community agencies and referrals
Economically Disadvantaged Families	Primary service population	Community organizations and outreach

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Month	Key Strategies & Activities	Responsible Party	Tools & Channels
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Apr 2027	Weekly follow-up with accepted families who have not completed enrollment. Send personalized welcome notes to newly enrolled families. Host 'Welcome to the Grove' family mixer with food and school swag (T-shirts, bookbags). Begin building a parent ambassador network from enrolled K-1 families. Share 'Your Child's First Day' preview to build excitement for incoming kindergartners.	Founder/CEO, Parent Ambassadors	Phone, email, text, in-person event, school swag
May 2027	Send monthly Grove Update newsletter to all enrolled families. Deliver welcome packets including uniform information, school supply list, school calendar, and GROVE behavioral framework overview. Host Spring social events at the library or a local park. Continue outreach to waitlist families for any remaining open seats.	Founder/CEO, Parent Ambassadors	Email, text, mail, in-person community events

Jun 2027	Host New Family Orientation — introduce school culture, GROVE expectations, daily schedule, and kindergarten readiness tips for incoming K families. Coordinate uniform fittings. Follow up personally with any enrolled families who did not attend orientation as an early attrition indicator. Host informal summer kick-off event at a community park or library outdoor space.	Founder/CEO, Founding Staff	In-person events, phone, email, SchoolMint
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Month	Key Strategies & Activities	Responsible Party	Tools & Channels
Jul-Aug 2027	Send weekly communications to all enrolled families throughout July. Host Back-to-School Night two weeks before opening day — food, classroom visits, meeting the teacher, uniform purchasing, and school spirit activities. Conduct home visits for families who have been difficult to reach. Send countdown communications in the two weeks leading to Day 1. Track all event attendance as an early indicator of potential no-shows and follow up accordingly.	Founder/CEO, Founding Staff, Parent Ambassadors	Phone, email, text, in-person events, home visits, SchoolMint

4.3—COMPULSORY ATTENDANCE REQUIREMENTS

Every parent, legal guardian, person having lawful control of the child, or person standing in loco parentis of any child age five (5) through seventeen (17) years on or before August 1 of that year who resides, as defined by policy (4.1—RESIDENCE REQUIREMENTS), within the district shall enroll the child and ensure the attendance of the child at a District school with the following exceptions.

1. The child is enrolled in private or parochial school.
2. The child is home-schooled and the conditions of policy (4.6—HOME SCHOOLING) have been met.
3. The child will not be age six (6) on or before August 1 of that school year and the parent, legal guardian person having lawful control of the child, or person standing in loco parentis of the child elect not to have him/her attend kindergarten. A kindergarten waiver form prescribed by regulation of the Division of Elementary and Secondary Education must be signed and on file with the district administrative office.
4. The child has received a high school diploma or its equivalent as determined by the State Board of Education.
5. The child is aged sixteen (16) or above and is enrolled in a post-secondary vocational-technical institution, a community college, or a two-year or four-year institution of higher education.
6. The child is age sixteen (16) or seventeen (17) and has met the requirements to enroll in an adult education program as defined by A.C.A. § 6-18-201 (b).

Legal References: A.C.A. § 6-18-201

A.C.A. § 6-18-207

4.7—ABSENCES

If any student's Individual Education Program (IEP) or 504 Plan conflicts with this policy, the requirements of the student's IEP or 504 Plan take precedence.

Excused Absences

Excuse absences are those where the student was on official school business or when the absence was due to one of the following reasons:

1. The student's illness or when attendance could jeopardize the health of other students. A maximum of six (6) days is allowed per semester unless the conditions causing such absences are of a chronic or recurring nature, are medically documented, and approved by the principal.
2. Death or serious illness in their immediate family;
3. Observance of recognized holidays observed by the student's faith;
4. Attendance at an appointment with a government agency;
5. Attendance at a medical appointment;
6. Exceptional circumstances with prior approval of the principal;
7. Absences granted to allow a student to visit his/her parent or legal guardian who is a member of the military and has been called to active duty, is on leave from active duty, or has returned from deployment to a combat zone or combat support posting. The number of additional excused absences shall be at the discretion of the superintendent or designee.
9. Absences for students excluded from school by the Arkansas Department of Health during a disease outbreak because the student has an immunization waiver or whose immunizations are not up to date.
10. The illness or medical appointment of a child belonging to a parent who is enrolled at the school.

Unexcused Absences

Absences that are not defined above; do not have an accompanying note from the parent, legal guardian, person having lawful control of the student, or person standing in loco parentis, the student's treating physician, have an accompanying note that is not presented or uploaded within the timeline required by this policy shall be considered as unexcused absences. Students with ten (10) unexcused absences in a course in a semester may not receive credit for that course. At the discretion of the principal, after consultation with people who have knowledge of the circumstances of the unexcused absences, the student may be denied promotion. Excessive absences shall not be a reason for expulsion or dismissal of a student.

When a student has five (5) unexcused absences, his/her parents, legal guardians, people with lawful control of the student, or persons standing in loco parentis shall be notified.

Notifications shall be by telephone by the end of the school day on which such absence occurred or by regular mail with a return address sent no later than the following school day.

Whenever a student exceeds ten (10) unexcused absences in a semester, the school shall notify the prosecuting authority and the parent, legal guardian, person having lawful control of the student, or persons standing in loco parentis shall be subject to a civil penalty as prescribed by law.

It is the Arkansas General Assembly's intention that students having excessive absences be given assistance in obtaining credit for their courses. Therefore, at any time prior to when a student exceeds the number of unexcused absences permitted by this policy, the student, or his/her parent, legal guardian, person with lawful control of the student, or person standing in loco parentis may petition the school or district's administration for special arrangements to address the student's unexcused absences. If formal arrangements are granted, they shall be formalized into a written agreement which will include the conditions of the agreement and the consequences of failing to fulfill the agreement's requirements. The agreement shall be signed by the student; the student's parent, legal guardian, person having lawful control of the student, or person standing in loco parentis; and the school or district administrator or designee.

Students who attend in-school suspension shall not be counted absent for those days.

Days missed due to out-of-school suspension or expulsion shall be unexcused absences.

The school should notify the Department of Finance and Administration whenever a student fourteen (14) years of age or older is no longer in school. The Department of Finance and Administration is required to suspend the former student's operator's license unless



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Elementary Career Exploration and Pathway Readiness Plan

Purpose

The Grove Academy will implement a developmentally appropriate K–5 career exploration program led by the licensed School Counselor and reinforced through classroom instruction, community partnerships, real-world learning experiences, and family engagement. The purpose is not to ask young students to choose a career prematurely. Instead, students will develop self-awareness, recognize the connection between academic learning and future opportunities, explore a broad range of occupations, and understand that different careers require different education, training, skills, and experiences.

The program will align with The Grove Academy’s mission to develop independent learners who think critically, contribute meaningfully, and flourish beyond the classroom. Career exploration will also reinforce the school’s **Explore. Learn. Flourish.** framework:

- **Explore:** Discover personal interests, strengths, careers, and community roles.
- **Learn:** Understand how literacy, mathematics, science, communication, collaboration, and responsible behavior connect to future work.
- **Flourish:** Develop goals, agency, problem-solving skills, and confidence in future possibilities.

Program Component	Responsible Owner	Year 1 Delivery
Career-development program design	School Counselor	Develop annual K–1 scope and sequence and long-term K–5 progression
Classroom career lessons	School Counselor	Scheduled developmental guidance lessons in every classroom



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Program Component	Responsible Owner	Year 1 Delivery
Curriculum integration	Classroom Teachers	Connect occupations and workplace skills to literacy, math, science, and social studies
Career speakers and business partnerships	School Counselor and CEO	Coordinate speakers, demonstrations, workplace connections, and community learning
Family engagement	School Counselor	Share career-development resources and invite families to discuss their occupations and skills
Student reflection and documentation	School Counselor and Teachers	Maintain student career awareness activities, interest reflections, and learning artifacts
Program monitoring	School Counselor and CEO	Review participation, student learning, representation, and partner engagement annually

K–5 Career Exploration Progression

Grade Band	Developmental Focus	Student Experiences	Intended Outcome
Kindergarten– Grade 1	Awareness of self, community helpers, interests, and the value of work	Career-themed read-alouds; family career sharing; community-helper lessons; dramatic play; career vocabulary; identifying personal interests and strengths	Students name a variety of careers, describe how people contribute to the community, and connect school habits to future success



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Grade Band	Developmental Focus	Student Experiences	Intended Outcome
Grades 2–3	Exploration of career fields, personal strengths, workplace skills, and academic connections	Career-cluster introductions; guest speakers; career research; hands-on demonstrations; simple interest inventories; community-learning experiences	Students identify multiple career areas, explain how academic subjects connect to work, and recognize that careers require different skills and preparation
Grades 4–5	Pathway awareness, goal setting, problem solving, and preparation for middle-school exploration	Career projects; employer and college exposure; career interviews; financial literacy; collaborative problem-solving; pathway posters; personal goal plans	Students compare career pathways, describe education and training options, identify transferable skills, and enter middle school prepared for deeper pathway exploration

Core Career-Exploration Practices

Counselor-Led Career Lessons

The School Counselor will provide appropriate age lessons addressing:

- Personal interests, strengths, values, and talents.
- The relationship between school learning and future opportunities.
- Career vocabulary and broad career fields.
- Education and training options, including college, technical education, apprenticeships, credentials, military service, and entrepreneurship.
- Workplace habits such as communication, collaboration, perseverance, problem solving, responsibility, and punctuality.



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- Goal setting and decision-making.
- Career equity and access, including exposure to careers that challenge gender, racial, disability, and socioeconomic stereotypes.

Curriculum-Embedded Career Connections

Teachers will make career awareness visible within academic instruction rather than treating it as an isolated counseling activity. Examples include:

- Connecting scientists, engineers, healthcare professionals, and environmental careers to science investigations.
- Connecting budgeting, measurement, logistics, construction, finance, and data careers to mathematics.
- Connecting authors, journalists, attorneys, educators, and communication professions to literacy and writing.
- Connecting government, civic leadership, history, geography, and community service to social studies.
- Using real-world projects that require students to assume professional roles, solve authentic problems, and present products to an audience.