ARKANSAS DEPARTMENT OF EDUCATION

DIVISION OF ELEMENTARY AND SECONDARY EDUCATION

2024

CHARTER SCHOOL APPLICATION

(for schools scheduled to open the 25-26 school year)

APPLICANT PROFILE INFORMATION

1. Name of Proposed Charter School: IOTA Leadership Academy K- 5 and 6-8

2. Name of the eligible entity under which the charter will be organized: IOTA Community Schools

3. Name of contact person:

Title/Relationship to Charter: Jocquell Rodgers, Executive Director

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

Full name	Current Role with Proposed School	Future Role with Proposed School
TBD	**Principal**	
Jocquell Rodgers	**Executive Director, IOTA Community Schools**	
Christina Austin	**Chief Innovation Officer, IOTA Community Schools**	

Daniel Penaranda	**Chief Financial Officer, IOTA Community Schools**	
Deadre Ussery	**Chief of Academic Advancement, IOTA Community Schools**	
Chad Everett	**Chief of Staff, IOTA Community Schools**	

4. Projected Date of School Opening (Month/Year): August 2025

5. Type of Charter

(X) Open Enrollment	( ) Open Enrollment -CMO	( ) Conversion Charter

6. Educational Model

( ) Classical	(X) Traditional	( ) Virtual	( ) College Prep	( ) Career/CTE
( ) Hybrid Learning	() Performing Arts	( ) Special Populations		

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Section 1: Executive Summary

A. Vision and Mission

State the charter school's mission and vision for the proposed school. Provide a clear, focused, and compelling purpose for the school that is measurable and focused on educational outcomes. The mission and vision narrative should address how the school will help to provide high-quality education to Arkansas students.

IOTA Community Schools (IOTA), formerly Green Dot Public Schools of Tennessee, is relentlessly pursuing excellence – a desire to strive towards the highest quality of achievement, distinction, and accountability–guided by fostering relationships, accountability, determination, and justice. In addition to its mission and vision statements, IOTA's work is structured on four pillars that serve as guiding principles:

1) **RELATIONSHIPS**: interpersonal connection grounded in trust, respect, and shared understanding
2) **ACCOUNTABILITY**: taking full ownership of learning, growth mindset, and actions
3) **DETERMINATION**: demonstrating drive by maintaining persistence, focus, and purposefulness
4) **JUSTICE**: providing an equitable environment by cultivating diversity, advocacy, and integrity

Mission:
IOTA Community School's mission is to create access to comprehensive opportunities as we embrace each student and prepare them for life through innovative and transformative academics while building sustainable pathways to economic growth.

Vision:
IOTA exists to create environments of academic, behavioral, and cultural greatness through continuous improvement and innovation in teaching and learning.

Purpose:
The IOTA team embraces the opportunity to reimagine methods of fostering innovation in our efforts to provide students with access to opportunities that expand possibilities and encourage great futures. Our focus is preparing students in grades K-12 for college and career readiness by providing a small, college-preparatory program where all stakeholders actively engage in the education process. The Arkansas Academic Standards will drive instruction at IOTA Leadership Academy (ILA) by providing a pathway to mastery of core academic content, as well as increased growth and achievement on Arkansas Teaching and Learning Assessment System (ATLAS). The standards are addressed in English Language Arts, math, science, and social studies. IOTA Leadership Academy (ILA) offers various electives to allow students to explore their passions. ILA's teachers will utilize diverse teaching methods, differentiated instruction, and

personalized learning plans. They will engage parents/caregivers in their child's education through transparent, consistent communication, and foster collaboration to meet a student's specific educational needs. Additionally, ILA will offer extensive programming for students requiring special education and English language development support. ILA will prepare all students for college success in a strategically-cultivated school learning environment in which each student is actively engaged in learning. The academic plan is structured upon the following four academic elements that are common across all IOTA Community Schools:

1) **Cultivating a College and Career-going Culture**
2) **Eliminating Barriers to Instruction,**
3) **Ensuring Quality Teaching and Instruction**
4) **Promoting Leadership and Life Skills.**

Utilizing a standards-based curriculum based on research-based evidence of effectiveness with a similar population to our student population, and best practices in high-performing schools across the State and nation supports us in achieving our mission and goals. Our instructional methods and curriculum empowers teachers to differentiate to meet students' individual needs and accelerate learning across the content areas to ensure students master the State academic standards and the world-class instructional design and assessments English Language Proficiency Standards (ELPA21). This approach is best suited for our student population given varying incoming performance levels. Further, the college and career-going preparatory focus emphasizes technical and soft skills needed for long-term success.

Arkansas intends to be a national leader in education. To that end, provide an overview of the proposed school's education program, including major instructional methods. Explain why this K - 12 Learning Approach will impact student outcomes for the targeted population.

ILA will focus on preparing students in grades K-12 for college and career readiness by providing small, college-preparatory programs where all stakeholders actively engage in the education process, while also addressing individual student deficits or student academic excellence. IOTA recognizes the critical role of a solid academic foundation in shaping students' academic trajectories. It focuses on mastering content knowledge and critical thinking skills essential for high school, leading to college and career success. The educational plan is structured around cultivating a career/college-going culture, eliminating barriers to instruction, focusing on student well-being, ensuring quality teaching and instruction, and promoting leadership and life skills. IOTA's educational program is designed to ensure all students, including students with disabilities and English learners, master content knowledge and develop critical thinking skills needed to be successful in high school and on track to be successful in their chosen college or career path.
The Arkansas Academic Standards will drive instruction at ILA by providing the roadmap of what students need to know to be prepared for college and career, leadership, and life. The standards are expressly addressed in ELA, math, science, and social studies. Also, ILA will

offer various electives to allow students to explore their passions. ILA teachers will utilize diverse teaching methods, differentiated instruction, and personalized learning plans. They will engage parents in their student's education through open and ongoing communication, allowing for collaboration in addressing a student's specific educational needs. Additionally, ILA will provide comprehensive support for students who require special education and support in English language development. ILA will prepare all students for college success in strategically-cultivated school learning environments where each student is actively engaged in learning. The academic plan is structured upon the following four academic elements that are common across all IOTA schools:

1. **Cultivating a College Going Culture**
2. **Eliminating Barriers to Instruction**
3. **Ensuring Quality Teaching and Instruction**
4. **Promoting Leadership and Life Skills**

Standards-based curriculum supports us in achieving our mission and goals based on research-based evidence of effectiveness with a similar student population, and best practices in high-performing schools across the state and nation. Our instructional methods and curriculum empower teachers to differentiate to meet students' individual needs and accelerate learning across the content areas to ensure students master the Arkansas academic standards and the World-class Instructional Design and Assessments (ELPA21) English Language Proficiency Standards. This approach is well-suited for our student population given varying incoming performance levels. Further, our college and career prep focus emphasizes skills needed for long-term success.

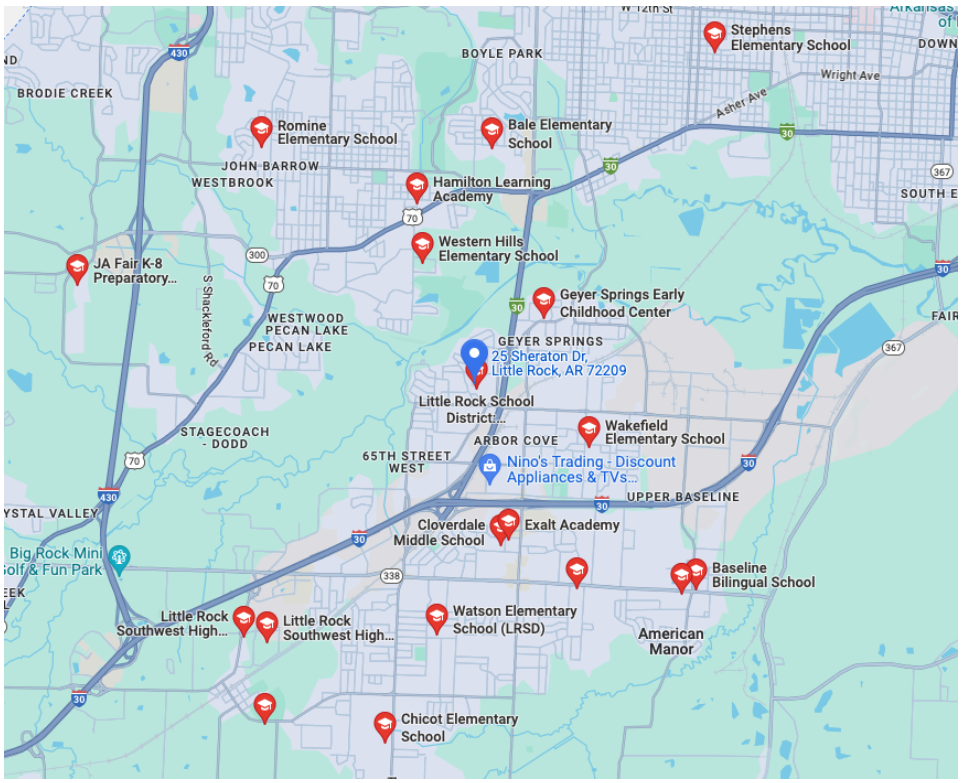
B. Evidence of Need, Support, and Involvement

Describe the anticipated student population the school intends to serve. Provide a rationale for seeking to serve this population.

IOTA Community Schools serves all students, but understands student demographics in communities IOTA serves are primarily African American and Hispanic students. These communities are historically under-resourced, resulting in families being categorized as economically disadvantaged, many falling below the national poverty line and qualifying for free or reduced lunch. IOTA seeks to serve this population because we have a clear understanding of the need these students have for more high-quality academic options and opportunities for co-curricular programming in the communities where they live.

IOTA, by way of Green Dot Public Schools Tennessee, has vast experience in serving students from historically disadvantaged communities where additional resources are needed to provide a high-quality education. Our academic model allows IOTA to meet each student at their unique point on their journey toward proficiency and equip them with the academic support necessary to achieve growth and post-secondary success. IOTA's consistent performance record and

academic model aligns with the demographics similar to those in the proposed target community, making it an ideal candidate to increase family choice in southwest Little Rock.



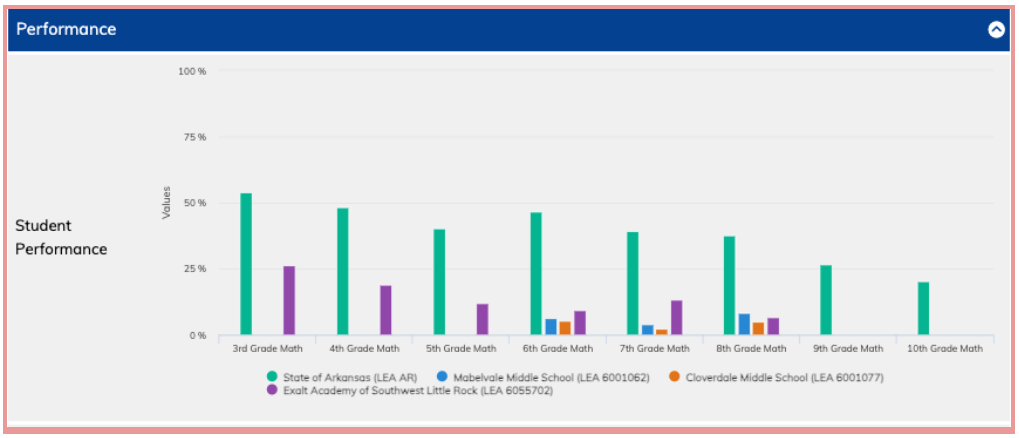
	State of Arkansas	Western Hills Elem. School	Bale Elementary School	Mabelvale Elementary School	Wakefield Elementary School
Demographics					
American Indian	1%	0%	1%	0%	1%
Asian	2%	0%	0%	0%	0%
Black / African American	19%	72%	75%	63%	58%
Hawaiian / Pacific Islander	1%	0%	0%	0%	0%
Hispanic / Latino	14%	23%	16%	29%	37%
White	59%	5%	6%	7%	4%
Two or More Races	4%	0%	1%	1%	1%
English Learners	8%	19%	13%	26%	31%
Low Income	59%	89%	94%	91%	97%
Special Education	14%	17%	16%	15%	12%

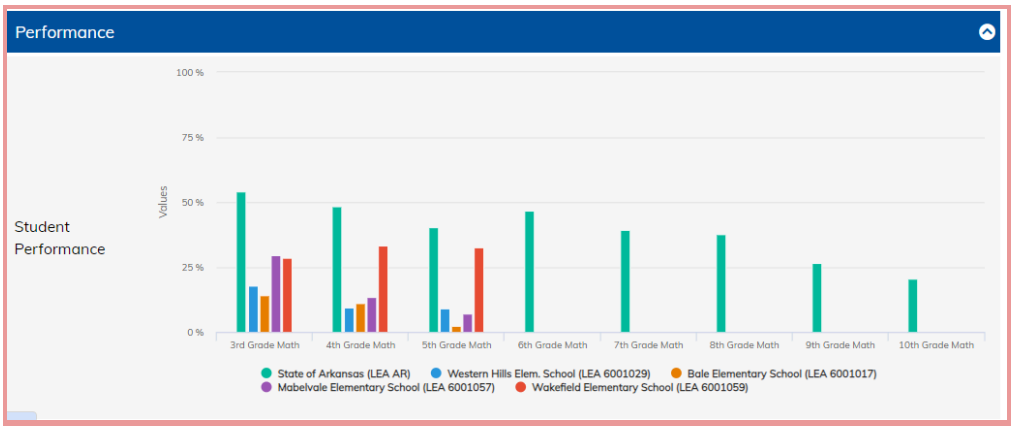
	State of Arkansas	Mabelvale Middle School	Cloverdale Middle School	Exalt Academy of Southwest Little Rock
Demographics				
American Indian	1%	1%	1%	0%
Asian	2%	0%	0%	0%
Black / African American	19%	62%	58%	18%
Hawaiian / Pacific Islander	1%	0%	0%	0%
Hispanic / Latino	14%	32%	38%	80%
White	59%	5%	3%	1%
Two or More Races	4%	1%	0%	1%
English Learners	8%	26%	33%	68%
Low Income	59%	89%	84%	96%
Special Education	14%	18%	20%	9%

Describe the current educational options available to your target population. Include the overall academic performance of schools located near the proposed school and geographic area.

The charts below show the SY23 academic performance of schools in ILA's proposed community. All but two (2) schools currently have a public school rating of F. The foundation students receive in elementary school shapes future trajectories. Due to such, it is worth noting the academic performance of schools serving students in grades 6-8 and 9-12 are commensurate with the performance of schools serving students in the lower grades.

IOTA Community Schools has always demonstrated commitment to serving students in historically underserved communities. Our work in Tennessee included partnering with the Achievement School District to operate schools performing in the bottom 10% of schools in the state. As its CMO, IOTA was able to increase the academic performance of Wooddale Middle School, resulting in the school being removed from the State's Priority School list. The community surrounding Wooddale has demographics and historical academic performance analogous to those surrounding ILA's proposed sites.





School Name	Grades Served	SY23 Enrollment	State Accountability Score	Public School Rating	Distance from Proposed School Site
Mabelvale Elementary School	K-5	520	54.09	F	4.4 miles
Mabelvale Middle School	6-8	569	50.86	F	4.8 miles
Little Rock Southwest High School	9-12	2,014	47.46	F	4.6 miles
Western Hills Elementary	K-5	287	52.12	F	3.9 miles
Bale Elementary	K-5	403	51.07	F	3.1 miles

Wakefield Elementary	**K-5**	**481**	**62.81**	**D**	**1.6 miles**
Exalt Academy	**K-8**	**638**	**58.25**	**F**	**2.2 miles**
Cloverdale Middle	**6-8**	**665**	**50.35**	**F**	**2.4 miles**
Watson Elementary	**K-5**	**416**	**54.46**	**F**	**3.1 miles**
Chicot Elementary School	**PK-5**	**636**	**60.71**	**D**	**3.7 miles**
Stephens Elementary	**PK-5**	**395**	**49.79**	**F**	**4.6 miles**
Bale Elementary	**K-5**	**403**	**51.07**	**F**	**3.1 miles**

Based on your outreach, research, and understanding of the community and the students you seek to serve, what are the main challenges to the student's success in the community you seek to serve? What does your proposed school intend to do to address these challenges?

Schools in the community around ILA's proposed site must navigate the low academic performance level of incoming students. Students often enroll performing far below grade level. To address the challenge of students entering multiple years behind grade level, IOTA will implement its state-aligned, robust response-to-intervention plan to provide ILA students with foundational learning and skills needed to serve all students with fidelity.

Twenty-three (23) percent of families in 72209 are below the federal poverty line. Many of these families experience high residential mobility. Despite efforts (e.g., creating a welcoming environment, quick turnaround for student records, offering resources that address the specific needs of students, working to understand and address reasons behind relocations), high student mobility rates are associated with lower school engagement and poorer grades in reading and math.

In alignment with current IOTA schools, ILA will promote a rigorous, career and college-going culture; modeling high expectations and instilling self-confidence and personal persistence while delivering a college and career preparatory curriculum grounded in effective literacy instruction in each content area. Our approach to curriculum, instruction, and assessment, combined with our supportive culture, is designed to provide all students, including (but not limited to) students with IEPs and Section 504 plans, EL students, students identified as gifted and talented,

students identified with having characteristics of dyslexia, and students at risk of academic failure or dropping out with rigorous, standards-driven instruction. We meet the academic and behavioral needs of all students by integrating Social Emotional Health (SEH) practices into our model. In addition to providing the specific services documented on a student's IEP, our teachers differentiate instruction, as necessary, for any student performing below grade level and offer tutoring services or other such assistance to ensure that all students remain successful.

Explain the process for setting, monitoring, and revising performance expectations. In your response, include how the school will use data and how you would define success for the students and school.

IOTA believes each student's success is critical to the achievement of the organization's mission, as well as Arkansas' annual goals. Due to such, we implement focused cycles of improvement to gather and analyze performance data. Each cycle is concluded by revising plans in response to data before the next cycle of improvement begins. Below is a brief overview of IOTA's improvement cycle process.

From District to School Leaders

Step 1 will help the Network:

- Set the vision for data use across the district
- Build a culture of inquiry to promote systemic data use
- Establish a District Data Team to drive this work
- Build data literacy
- Establish systems and policies to inventory, collect, and disseminate data

Step 2 will help a Network Data Team use the above roles and vision to:

- Create and present effective data displays and data overviews
- Identify the data needed to answer the questions

Step 3 will help a Network Data Team use the above questions and data to:

- Collect and organize data
- Make inferences from multiple sources of data

Step 4 will help a Network Data Team use the inferences generated above to:

- Identify and explore the root causes of the problem (analyze)

Step 5 will help a Network Data Team use the knowledge generated above to:

- Articulate meaningful measures of implementation and change
- Develop action plans, if necessary, to implement new strategies or to implement existing strategies more effectively
- The Chief of Schools will meet biweekly with the school principal to review and discuss data points

- Provide professional learning to school-based Instructional Leadership Teams on how to use and identify further data PL needs

Step 6 will help a Network Data Team use the action plan generated above to:
- Analyze evaluation data
- Identify and develop a communication strategy
- Celebrate wins
- Continue the process of inquiry

From School to Teachers

Step 1 will help the School:
- Establish a schedule to review data continuously

Step 2 will help a School use the above roles and vision to:
- Create and present effective data displays and data overviews
- Identify the data needed to answer the questions

Step 3 will help a School use the above questions and data to:
- Collect and organize data
- Provide data to all instructional personnel
- Make inferences from multiple sources of data

Step 4 will help a School use the inferences generated above to:
- In collaboration with Teachers, identify and explore the root causes of the problem (Analyze)
- In collaboration with Teachers, identify the highest leverage evidence-based practices that will increase positive outcomes

Step 5 will help a School use the knowledge generated above to:
- Co-develop action plans, if necessary, to implement new strategies or to implement existing strategies more effectively
- The principal will meet with school-based Instructional Leadership Team to review and discuss data points

Step 6 will help a School use the action plan generated above to:
- Consistent Professional Learning Community meetings to review data and make intentional adjustments in teachers' practice
- During the continuous coaching cycle, data is integrated, discussed, and actions made based on performance
- Evaluation of instructional adjustments
- Celebrate wins

Section 2: Academic Plan

A. Academic focus

Describe and outline the proposed school's academic focus. Include specific academic benchmarks, educational philosophy, instructional methods, and innovations.

Our organization recognizes the critical role of elementary school in laying the foundation and in middle school in shaping students' academic trajectories. In elementary school, it focuses on grounding basic content knowledge and exposure to critical thinking skills essential for middle and high school and in middle school, it focuses on mastering content knowledge and critical thinking skills essential for high school, leading to college and career success. The educational plan is structured around cultivating a career/college-going culture, eliminating barriers to instruction, focusing on student well-being, ensuring quality teaching and instruction, and promoting leadership and life skills. IOTA's educational program is designed to ensure all students, including students with disabilities and English learners, master content knowledge and develop critical thinking skills needed to be successful and on track to be successful in their chosen college or career path.To ensure all students have these opportunities, IOTA uses a cohort model with an average class size of 25.

ILA will prepare all students for college and career success in a strategically cultivated school learning environment in which each student is actively engaged in learning. The academic plan is structured upon the following instructional elements that are common across all IOTA schools:

1) Cultivating a Career and College-going Culture,
2) Eliminating Barriers to Instruction,
3) Ensuring Quality Teaching and Instruction
4) Promoting Leadership and Life Skills.

Cultivating a Career and College-going Culture

ILA aims to attain high college and career acceptance rates by creating sustainable pathways culture. School leaders implement systems for ongoing academic and behavior counseling with counselors, advisory periods, and offer college and career tours/experiences, beginning in elementary school, with a focus on innovation through STEM courses at all grade levels as an elective. Courses will be structured to build students' key cognitive strategies: intellectual openness, analysis, reasoning, accuracy and precision, and interpretation. Support will be provided to build key behaviors , such as self- monitoring, persistence, independent preparation abilities, and complex-level study skills that are necessary for success in college and careers. ILA will provide support to build students' contextual awareness of productive citizen's systems and culture.

Eliminating Barriers to Instruction

Students who enroll at ILA will come from various backgrounds and often require emotional and mental guidance to succeed academically. ILA schools will strive to provide the academic and behavior interventions, therapy, and clinical services necessary to eradicate these barriers to learning. Student schedules are designed to accommodate their IEPs. The proposed school schedule allocates time for support services such as special education, therapy, and language support to address individual student needs.

ILA school leaders will implement all three tiers of the Response to Instruction and Intervention Model and appropriately provide intervention in Literacy, Math, English Language Development, and Special Education. ILA schools will offer an Advisory program that offers and promotes academic guidance, school culture and safety; college and career preparation; social-emotional learning, and personal skills development. Additionally, each school will provide a menu of wrap-around services: mental health supports and psychological services; counseling groups; mentoring programs; and links to community partnerships for health and wellness programs. Our learning environment, instructional strategies, RTI2 framework, professional learning, staffing plan, the educational program, curricula, and instructional materials offer a significant amount of supplemental and support materials for each student. These materials and strategies are proven effective with students with disabilities, as well as English learners.

Ensuring Quality Teaching & Learning

Dedicated, effective teachers with a passion for their work and their students are at the core of the IOTA model. ILA will ensure high-quality teaching and learning in every classroom through its evidence-based methods of instructional practices, teacher effectiveness initiatives, and robust professional learning and support. The Arkansas Teacher Excellence and Support System (TESS) defines the core competencies that will be expected of all ILA teachers. In addition, ILA teachers will benefit from PL and tiered coaching support from the Instructional Leadership Team in each school. Core content teachers will participate in weekly PLC meetings for 90 minutes with other ILA teachers who teach the same course (i.e., Math 7). During these meetings, teachers will engage in deep discussions that include content and pedagogy while creating action plans to increase positive student outcomes. As a part of these meetings, teachers will consistently look at data, both formative and summative. Benchmarks will be given in all core content areas on a quarterly basis. Data from these benchmarks will be used to inform priorities and opportunities for reteaching during the following quarter.

Promoting Leadership & Life Skills

ILA aims to provide students with a broad set of tools, behaviors, and skills to prepare them to become an effective global citizen in leadership and life. IOTA's established systems for student leadership such as student government, student ambassador program, student mentorship, and the School Advisory Council (SAC) will give students leadership experience. Our student ambassador program will allow students to represent the accomplishments of ILA's K-12 Learning Approach during school events and tours with external stakeholders. Student

ambassadors will help guests and visitors understand the impact of an ILA learning experience on students' and families' lives and communities. The SAC will provide input to the Instructional Leadership Teams about school policies and procedures. Students who participate will have the opportunity to directly impact how funding is used at their school site and various school policies.

In addition, ILA aims to provide leadership opportunities for students outside the school setting. External experiences will be available through partnerships with community programs and mentorships. Lastly, within the school day, advisory programs will teach and promote life skills, foster youth development, and enhance academic achievement.

Academic Plan

The Arkansas Academic Standards will drive instruction at ILA by providing the road map of what students need to know to be prepared for college and career, leadership, and life. The standards are expressly addressed in ELA, math, science, and social studies. ILA will also offer performance arts, STEM pathways and various electives to allow students to explore their passions and career opportunities.

Describe the school-wide, evidence-based plan that will drive academic improvement for all students and help close achievement gaps. Please provide any relevant research and evidence you used in developing the plan.

Developing a school-wide, evidence-based plan to drive academic improvement for all students and close achievement gaps requires a comprehensive approach that addresses the needs of diverse learners while leveraging research-based strategies for effective instruction. Here's an outline of ILA's proposed plan, supported by relevant research and evidence:

1.) **Data-Driven Decision Making:**
   - Utilize multiple sources of data, including standardized assessments, formative assessments, classroom observations, and student work samples, to identify areas of strength and areas needing improvement.
   - Research shows that data-driven decision-making processes can lead to improved student outcomes (e.g., Chappuis, 2012; Supovitz & Taylor, 2019).

2.) **High-Quality Instruction:**
   - Ensure that all teachers receive professional learning on evidence-based instructional strategies, including explicit instruction, differentiated instruction, and formative assessment practices.
   - Research supports the effectiveness of high-quality instruction in improving student achievement (e.g., Hattie, 2009; Marzano, 2003).

3.) **Response to Intervention (RTI)**

- Implement a multi-tiered system of support (MTSS) or RTI framework to provide targeted interventions to students who are struggling academically.
- Research indicates that RTI frameworks can lead to improved academic outcomes for students, particularly those at risk for academic failure (e.g., Gersten et al., 2008; Vaughn et al., 2003).

4.) Differentiated Instruction:

- Provide teachers with training and support in differentiated instruction to meet the diverse learning needs of students.
- Differentiated instruction has been shown to improve student engagement, motivation, and academic achievement (e.g., Tomlinson et al., 2003; Wormeli, 2017).

5.) Family and Community Engagement

- Establish partnerships with families and community organizations to support student learning outside of the classroom.
- Research suggests that family and community engagement can positively impact student achievement and school improvement efforts (e.g., Henderson & Mapp, 2002; Jeynes, 2012).

6.) Culturally Responsive Teaching

- Provide professional learning on culturally responsive teaching practices to help teachers create inclusive and equitable learning environments.
- Culturally responsive teaching has been linked to improved academic outcomes for students from diverse cultural backgrounds (e.g., Ladson-Billings, 1995; Gay, 2018).

7.) Social-Emotional Learning (SEL):

- Integrate social-emotional learning (SEL) into the curriculum to support students' social, emotional, and academic development.
- Research shows that SEL programs can lead to improved academic performance, behavior, and attitudes toward school (e.g., Durlak et al., 2011; Jones et al., 2017).

8.) Continuous Improvement Process:

- Establish a cycle of continuous improvement to monitor the effectiveness of the plan, make data-informed adjustments, and sustain improvements over time. Benchmarks will play a large role in this cycle and will be administered on a quarterly basis.
- Research emphasizes the importance of ongoing evaluation and adjustment in school improvement efforts (e.g., Bryk et al., 2015; Datnow et al., 2001).

By implementing a school-wide plan grounded in research-based practices that address these key components, schools will continue to work towards improving academic outcomes for all students and closing achievement gaps.

Describe the school's curriculum and discuss how it will prepare students to meet or exceed Arkansas standards.

a) If the curriculum is fully developed, summarize curricular choices, and explain the rationale for selection. If the curriculum still needs to be fully developed, describe any curriculum decisions made to date, share any proposed curricular decisions that are pending, and explain the process for completion.

Our college and career preparatory curriculum framework will ensure that the specific needs and academic aptitudes of our specific student population are addressed. Materials support varied assessment modes to help teachers daily assess student learning while monitoring student progress toward personal academic and behavior goals. ILA's highly effective teachers will make content accessible and provide learning opportunities that facilitate higher levels of student thinking. Over the course of the school year, they will develop norms for productive struggle, critical thinking, and problem-solving. They will explicitly teach and model how to think through difficult problems, make inferences, pose thoughtful questions, and consider multiple perspectives. Over time, the teacher will gradually release responsibility, allowing more time for student-led learning experiences that are rich in inquiry, dialogue, innovation, passion, and opportunity.

All selections are made to ensure teachers are fully supported in aligning their instruction with standards while continuing to meet various student needs and making learning accessible for all students.

English Language Arts

In elementary school, ILA will utilize the following:

Fundations:

- Focus: Fundations is a systematic phonics, spelling, and handwriting program designed to teach foundational literacy skills to young students.
- Components: It includes lessons on phonemic awareness, phonics, word study, spelling, and handwriting.
- Implementation: Fundations provides a structured approach to teaching early literacy skills, making it ideal for kindergarten through second grade.
- Benefits: It helps students develop strong decoding skills, phonemic awareness, spelling proficiency, and handwriting fluency.

Wit & Wisdom:

- Focus: Wit & Wisdom is a content-rich ELA curriculum that integrates literature, informational texts, writing, and speaking & listening skills.
- Components: It includes high-quality texts, close reading activities, text-based discussions, and writing assignments.
- Implementation: Wit & Wisdom is typically implemented in grades K-8 and is designed to build students' literacy skills while also expanding their knowledge across various subjects.
- Benefits: It promotes deep comprehension, critical thinking, vocabulary development, and writing proficiency through engagement with rich, diverse texts.

Geodes:

- Focus: Geodes is a comprehensive decodable curriculum that provides culturally responsive illustrations coupled with decoding strategies using content and vocabulary knowledge.
- Components: It includes lessons, activities, and resources aligned with phonetic concepts and sight words. .
- Implementation: Geodes is suitable for K - 2 grades and provides a coherent progression of literacy foundational skills..
- Benefits: It helps students develop a strong foundation in literacy by providing ample opportunities to practice growing phonics and decoding skills as knowledge is built across important topics in history, the arts and more.

Implementation in a School Setting:

- Early Grades: Implement Fundations in kindergarten and first grade to build foundational instruction that close foundational literacy gaps. Tier 1 instruction will be supported with Wit & Wisdom for ELA instruction with additional use of Geodes in small groups for identified skill gap areas.
- Integration and Alignment: Ensure alignment between the curricula to create a cohesive learning experience for students. For example, select texts in Wit & Wisdom that complement themes or topics in Geodes, facilitate interdisciplinary connections to include literacy skills such as phonemic awareness and phonics. In parallel, introduce Geodes to address deficit literacy skills.
- Upper Elementary: For Tier 1 Students in second grade through fifth grade, we will utilize Wit and Wisdom for ELA instruction. For our Tier 2 and Tier 3 students, we will provide additional instruction to address skill gaps using Fundations and Geodes.
  Transition to Wit & Wisdom in second grade and continue through fifth grade for ELA instruction, focusing on developing reading comprehension, writing proficiency, and critical thinking skills. Simultaneously, continue use of Geodes to supplement literacy gaps.

By implementing Foundations, Wit & Wisdom, and Geodes together, a school can provide a comprehensive and balanced approach to literacy instruction steeped in the Science of Reading, fostering students' academic growth and success across subject areas.

In middle school, ILA teachers will utilize state approved ELA SAVVAS myPerspectives curriculum to propel student achievement through standards based mastery and best support various levels of English language proficiency. The program's multi-genre reading selections are appropriately complex as they support reading for various reasons while offering authentic and robust opportunities for students to build content knowledge and meet grade-level standards in reading, writing, speaking, listening, and language. Major findings show myPerspectives has proven effective with the given student population, including the growing population of non-English learners. "The instructional materials for myPerspectives 3-12 meet EdReports expectations of alignment, building knowledge, and usability. The materials include anchor texts that are well-crafted, content-rich, and rich in language and academic vocabulary. The tasks, questions, and assignments are connected to the texts students read and require students to collect textual evidence. Units are grouped around themes to grow students' knowledge over the course of the school year. Throughout the program, there are culminating tasks and research opportunities that require students to expand and show their knowledge and understanding of themes in each unit. There is sufficient support provided for teachers to implement the program with fidelity. The materials provide comprehensive guidance, correlation information for the ELA standards, information for students and families to support learning, and a list of supplemental resources that support the teacher with instruction. The materials also include strategies, supports, and resources for diverse learners to work with grade-level content and to meet or exceed grade-level expectations" (https://www.edreports.org/reports/overview/myperspectives-2023).

Math

ILA will be utilizing Envision for Tier I math instruction. Envision provides deep conceptual understanding, aided by visual models, personalized learning, and 3-act tasks. Vertical alignment from Kindergarten through Grade 12 helps schools address mathematical standards. The instructional materials reviewed for enVision Mathematics Common Core Grade K-8 meet expectations for alignment to the Standards and usability, focus and coherence, rigor and balance, practice-content connections, and instructional supports and usability indicators (https://edreports.org/reports/overview/envision-mathematics-common-core-2020-2021).

Science

ILA will utilize Amplify Science as the science curriculum. Hands-on inquiry labs and real-world activities will engage learners in active learning that connects science concepts to their world. “The instructional materials reviewed for Amplify Science Grades K-8 meet expectations for Alignment to NGSS, Gateways 1 and 2. In Gateway 1, the instructional materials incorporate and integrate the three dimensions and incorporate three-dimensional assessments for and of student learning. The materials also incorporate phenomena and problems that connect to grade-band appropriate DCIs, present phenomena and problems as directly as possible, and consistently include phenomena and problems that drive student learning and use of the three dimensions within and across lessons (https://edreports.org/reports/overview/amplify-science-2018)

Electives

Electives will be incorporated into the school programming to augment the learning of each student. Electives, including Art, Music, PE, and STEM, will meet each day per week to provide students an opportunity to explore their talents and broaden their areas of learning, setting the stage for college majors and career paths. The elective courses will be enhanced through annual activities including Aviation Day (STEM) and an annual play that incorporates art, drama and music.

STEM Pathway

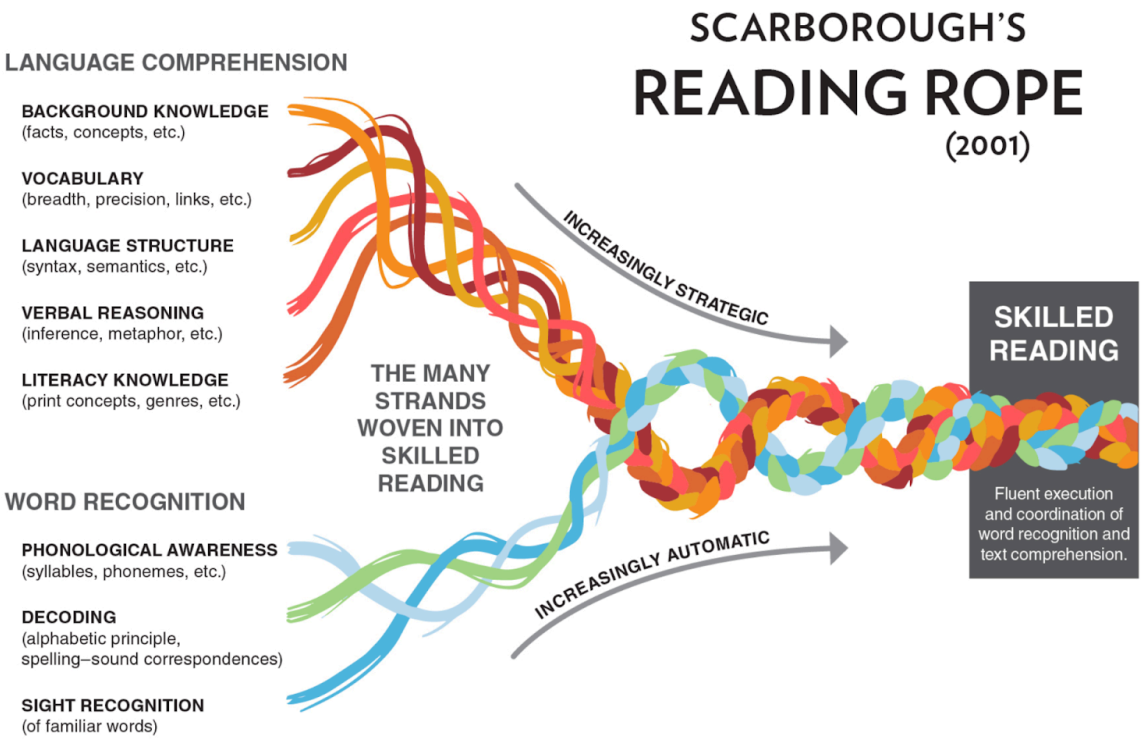
To prepare students for success in high school, and to support their college and career pathways, ILA will provide classroom instruction and project-based learning that matches high school CTE pathways and the needs of the diverse workforce. As a result, students will exit middle school prepared for success in high school— both academically and in having skills and certifications for college and career. Each year, 50 sixth-grade students take STEM Explorers, then move through the 7th and 8th-grade Innovators and Designers electives. By offering the three-year course pathway, students will benefit from sampling different math and science specialties, allowing students to explore interests in middle school that lead to choosing a high school that represents their desired career path. As a result of our current students participating in the STEM program, the iReady Math and iReady ELA growth scores have improved over baseline scores. In addition, STEM student retention has increased overall school population retention.

Provide evidence or documentation that the literacy curriculum chosen is based on the science of reading. Describe your strategy for students reading at or above grade level or higher and your strategy for students reading below grade level.

The most significant change in early literacy research (ILA K-5 approach) is the recommendation to group students according to the specific foundation skills in which they needs support (i.e. which decoding skill, like vowel teams) rather than teaching Guided Reading groups using leveled texts based on a student’s Foutnas & Pinnell reading level

- Five different “Level F” texts could have students practicing all different skills
- Instead, use small group instructional time to have the students practice the specific skill they’re struggling with (i.e. using decodable texts that provide tons of opportunities to practice vowel teams, for example)
- Research suggest that grouping kids by “reading level” misses what their actual skill gaps are that need to be addressed

Reading Rope research says that Word Recognition needs to be firmed up by the end of 2nd grade, while Language Comprehension is going to continue to develop across a child’s whole lifetime



The implications of this mean much more instructional time in K-2 should be spent on Word Recognition skills (whereas right now you often see 20 minutes on Phonics and then 1 hour or more on Guided Reading, focused on comprehension) To structure a K-2 literacy block, this might mean:

- 45 min/day of Word Recognition Skills (between Phonics direct instruction and small group instruction in a format that allows for **flexible grouping**, driven by data around students’ word recognition skill gaps, using decodable texts)
- The rest of the time spent on Read Aloud and discussion of grade-level texts

Another significant finding within the science of reading is that comprehension is built much more on background knowledge and vocabulary than on “comprehension strategies” (i.e. identifying main idea)

- Curriculum & Assessment Implications
    - Best to have a curriculum that covers both Word Recognition and Language Comprehension skills
    - Fundations is partnered with Wit & Wisdom/Geodes https://greatminds.org/english; Wit & Wisdom provides the grade level texts to focus on for language comprehension and Geodes provides the instructional texts for small group instruction based on word recognition needs
        - We will consider the use of mCLASS for assessment, with Fundations/Wit & Wisdom/Geodes as the curriculum
        - Amplify has created mCLASS, which is just the DIBELS assessment from Univ of Oregon on their online platform. It covers ALL of the foundational literacy skills.
        - mCLASS also groups students for the teacher, based on their word recognition skill needs, and provides resources to use in those small groups.

The literacy curriculum that will be utilized is myPerspectives for middle grades. myPerspectives is a program developed by Savvas Learning Company, formerly known as Pearson K12 Learning. It integrates a variety of instructional approaches, including strategies grounded in the science of reading, to support students' literacy development. While we are unable to provide direct access to proprietary materials like the myPerspectives curriculum, we can describe common elements and implementation of literacy programs based on the science of reading.

Strategies for Students Reading at or Above Grade Level:

1) **Explicit Phonics Instruction**: Students at or above grade level often benefit from reinforcement and extension of phonics skills. This includes understanding letter sound correspondences, decoding multisyllabic words, and recognizing patterns in words.

2) **Vocabulary Development:** A robust vocabulary is crucial for comprehension. Vocabulary instruction in myPerspectives includes direct instruction of new words encountered in texts, teaching strategies for determining the meaning of unknown words from context, and engaging students in discussions that deepen their understanding of word meanings.

3) **Comprehension Strategies**: Within the curriculum, proficient readers use a variety of strategies to deeply comprehend texts. myPerspectives explicitly teaches strategies, such as predicting, questioning, summarizing, and making connections between texts and personal experiences or prior knowledge.

Strategies for Students Reading Below Grade Level:

1) **Phonemic Awareness Activitie**s: Students who struggle with reading often benefit from explicit instruction in phonemic awareness—the ability to hear, identify, and manipulate individual sounds in words. Wit and Wisdom and myPerspectives includes activities that help students develop phonemic awareness, such as blending and segmenting sounds, identifying rhymes, and manipulating phonemes within words.

2) **Systematic Phonics Instruction:** For struggling readers, systematic phonics instruction is essential. This involves teaching letter-sound correspondences in a structured, sequential manner, and providing ample opportunities for practice and application. Wit and Wisdom and myPerspectives incorporates systematic phonics instruction through explicit teaching of phonics rules, phonics-based decoding strategies, and word study activities.

3) **Fluency Building Activities**: Fluency—the ability to read text accurately, with appropriate rate, expression, and comprehension—is a key component of reading proficiency. Wit and Wisdom and myPerspectives includes fluency-building activities such as repeated reading of texts, modeled reading by the teacher, and guided oral reading with feedback and support.

4) **Differentiated Instruction:** Recognizing that students have diverse learning needs, Wit and Wisdom and myPerspectives provides differentiated instruction to support struggling readers. This includes small group instruction, targeted interventions, additional practice opportunities, and scaffolded support during reading activities.

These strategies align with science of reading principles and can be implemented within the Wit and Wisdom and myPerspectives curriculum to support the literacy development of all students, regardless of their reading proficiency level.
To address the strategies needed to aid students reading below grade level, we will provide intervention using the Lexia Core 5 program. This research-proven program has been proven to narrow the literacy skills gap for all students. For students with the characteristics of dyslexia, we will use the Sonday system which is grounded the in the Orton-Gillngham model of instruction. This is an explicit, hands-on approach delivered in a small group setting.

Wit & Wisdom is a curriculum developed by Great Minds that focuses on building literacy skills in elementary-age students through a content-rich and coherent approach. Here's how it supports literacy development:

1. **Content-Rich Texts:** Wit & Wisdom exposes students to a wide range of high-quality, diverse texts across various genres, including literature, informational texts, and poetry. This exposure helps students develop their vocabulary, comprehension skills, and background knowledge.

2. **Close Reading:** The curriculum emphasizes close reading strategies, where students engage deeply with texts to analyze language, structure, and meaning. Through

repeated readings and thoughtful questioning, students learn to extract information and make connections within and across texts.

3. **Text-Based Discussions:** Wit & Wisdom encourages collaborative learning through rich, text-based discussions. By participating in discussions with peers, students practice articulating their thoughts, defending their interpretations with evidence from the text, and engaging with diverse perspectives.

4. **Writing Across Genres:** The curriculum integrates writing instruction across genres, allowing students to apply what they've learned from reading to their own writing. Students are provided with opportunities to write narratives, informational texts, opinion pieces, and more, honing their writing skills in different contexts.

5. **Knowledge-Building:** Wit & Wisdom is designed around thematic units that integrate literacy instruction with content knowledge in subjects like science, social studies, and the arts. By exploring topics deeply and building background knowledge, students develop a broader understanding of the world while strengthening their literacy skills.

6. **Differentiation:** The curriculum provides support for diverse learners through differentiated instruction, including scaffolding for struggling students and extension activities for advanced learners. This ensures that all students can access the curriculum at their own level and make meaningful progress in their literacy development.

Overall, Wit & Wisdom's approach to literacy development combines rigorous text analysis, meaningful discussions, writing practice, and content-rich instruction to foster deep comprehension, critical thinking, and communication skills in elementary-age students.

Supporting middle and high school students in literacy development requires tailored strategies that address their cognitive and developmental needs while building upon foundational literacy skills. Here's how the myPerspectives curriculum may support students in our target age groups:

1) **Engaging Text Selection**: Middle and high school students benefit from texts that are relevant, interesting, and diverse. myPerspectives includes a wide range of texts, including fiction, nonfiction, poetry, and multimedia texts, that reflect students' interests, experiences, and cultural backgrounds. Engaging texts can motivate students to read and facilitate deeper comprehension.

2) **Text Complexity**: As students progress through middle and high school, they will encounter increasingly complex texts across different content areas. myPerspectives provides scaffolding and support to help students navigate challenging texts, including pre-reading activities, vocabulary support, graphic organizers, and close reading strategies.

3) **Critical Literacy Skills**: Middle and high school students need to develop critical literacy skills to analyze and evaluate texts. myPerspectives teaches students to question

authors' perspectives, identify bias and propaganda, evaluate arguments and evidence, and consider multiple viewpoints on complex issues.

4) **Writing Across the Curriculum**: Writing is a fundamental component of literacy development at the middle and high school levels. myPerspectives integrates writing instruction across the curriculum, providing opportunities for students to write in different genres and for different purposes, including narrative, argumentative, and informational writing. Writing activities may be connected to the texts students read, allowing them to respond critically and creatively to the ideas and themes explored in the texts.

5) **Digital Literacy**: In today's digital age, students need to develop digital literacy skills to effectively navigate and evaluate digital texts. myPerspectives incorporates digital texts, multimedia resources, and online tools to support students' digital literacy development. This includes teaching students to evaluate the credibility of online sources, efficiently navigate digital texts, and use digital tools for research and communication.

6) **Differentiated Instruction**: Middle and high school students have diverse learning needs and interests. myPerspectives provides differentiated instruction to meet the needs of all students, including English language learners, students with disabilities, and advanced learners. These include flexible grouping arrangements, personalized learning pathways, and targeted interventions to support struggling readers and challenge advanced readers.

By addressing the unique needs of middle and high school students and incorporating research-based strategies for literacy instruction, the myPerspectives curriculum will support students' literacy development and prepare them for success in school and beyond.

4) Describe the professional learning opportunities and support provided to educators to implement the described academic plan.

IOTA prides ourselves on developing our teachers through continuous professional growth and collaborative learning opportunities. These initiatives include:

1) **Intensive Leader Development:** We believe effective leaders drive results, grow people, and build teams to effectively execute our K-12 learning approach. While we have traditionally provided weekly leader coaching and monthly leader collaboration, we have redefined our Leader Competency Framework, We have adopted new tools to focus on leader reflection and redesigned how we cultivate instructional coaching skills. For example, on the first Thursday of each month, network principals gather for a full day of collaboration. At collaboration, you may find leaders co-observing a class and providing real-time coaching during an actual lesson. The shift to practice, reflection, and more practice has helped leaders become better instructional coaches, and in turn, has improved student learning.

2) **Intensive Teacher Development**: Our schools will adopt the Arkansas Teacher Excellence and Support System (TESS) evaluation rubric (https://team-AR.org/teacher-evaluation/). This adjustment will streamline our vision for teaching excellence and the evaluation process in which instructional practices are the key development experience. Beyond the required annual observations, school leaders will be empowered with additional decision-making authority to allow more than the minimum number of observations based on individual growth score(s) or level of overall effectiveness. The observations will be preceded by a summative conference; they will include real-time coaching during the observation, written action steps articulated in our Whetstone system, and an in-person debrief that includes practice. TESS allows teachers and school leaders to have an ongoing dialogue about how classroom activities impact student performance by using observations and data together. Individual teacher coaching will be supported by a robust professional learning schedule. In addition to 10 days of summer professional learning and collaboration (15 days for new teachers), teachers will participate in bi-weekly professional growth sessions focused on building skills and collaborating with peers. All teacher development is grounded in data. Weekly learning opportunities are chosen based on current school data- both academic and culture. PD is led by members of the School Instructional Leadership Team under the guidance of the Chief of Schools. Each member of the ILT is highly qualified to provide oversight and implementation of strategies presented during the PD.

3) **Collaboration:** Perhaps the most exciting innovation stems from our dedication to collaboration within and across campuses. In recent years, we have intensified our collaboration process. For example, math teachers across the network meet to unpack standards. We meet three times a month after school, 90 minute PLC meetings to collaboratively review data, align to curriculum and prepare aligned lessons.

5) Explain the proposed master schedule. Describe why this schedule will be optimal for student learning. Summarize how the school will plan time for teacher development, tiered interventions, enrichment, tutoring, acceleration, and other academic activities. Provide a copy of the proposed annual academic calendar and proposed master schedule with this application.

The proposed school schedule will include six periods per day. The schedule is designed to support incoming sixth grader's transition into middle school. Daily core content classes will support them in building the strong academic foundation that is needed to succeed throughout elementary and middle school. Teachers will engage in professional development after school on a weekly basis.

The schedule will include a daily advisory period. This time is used to focus on students' future pathways and build connections among students and staff. Tiered interventions will take place during advisory or another block of the school day depending on the intervention needed. Tier 2 and enrichment will take place during the advisory block. Tier 3 will take place during a regular period. Tutoring will take place after school through our After School Program. Students will participate in daily PE courses where they will develop a variety of wellness skills and increase confidence and mental health. Elective rotation will include STEM, art, drama, and music, providing students the opportunity to discover new interests and skills that broaden future college and career options.

Instructional Hours				
Content Area	**Minutes Per Day- Middle School**	**Minimum Number of Minutes per Week- Middle**	**Minutes Per Day- Elementary School**	**Minimum Number of Minutes per Week- Elementary**
Language Arts	60	300	90	450
Mathematics	60	300	60	300
Science	60	300	60	300
Social Studies	60	300	30	150
Elective (PE, STEM, Art, Drama, and Music)	60*	600	60*	600
Advisory	40	200	40	200
Intervention (if identified)	30-60	150-300	30-60	150-300
Total	**400**	**2000**	**400**	**2000**

The proposed daily and weekly schedule will meet the needs of the academic program; instructional time in the school day will be expressly dedicated to teaching and learning. The academic year will be divided into two 18-week semesters. This will provide teachers and students with the time needed to meet a rigorous set of academic requirements while integrating personalized and differentiated learning into the schedule. Each 8-week cycle will culminate with mastery based exams.

The school day will be seven hours in length (8:00 am-3:00 pm) with school doors opening at 7:20AM for breakfast and closing at 6:00PM when the after-school programming concludes.

Through observation and regular walkthroughs, instructional time will be monitored by the ILT to ensure that it is being used to maximize learning and to address students' needs and interests.

All ILA teachers will be prepared to deeply understand, connect with, and support each one of their students. Every student will participate in a daily advisory period where they will work with a dedicated staff member with whom they build a relationship over their term of enrollment. These relationships will help to determine the course of action needed to meet standards-aligned goals and receive additional academic support and/or intervention. Within the RTI2 model, every student will benefit from Tier I, engaging and purposeful instruction. Tiered interventions will take place during advisory or another block of the school day depending on the intervention needed. Tier 2 and enrichment will take place during the advisory block. Tier 3 will be in a regular period. Tutoring will take place after school through our After School Program.

Students not achieving a satisfactory grade within a particular class and in need of additional academic support will be able to attend our free tutoring program, which will be offered during our After-School Program (described below). We believe that co-curricular sports, clubs, and community service activities are central to effective education. Depending on student interest and sufficient fundraising, we will offer a variety of boys' and girls' sports, including football, boys' and girls' basketball, girls' softball, girls' soccer, girls' volleyball, competitive cheer, and boys' and girls' track and field. Additional practice and game facilities will be secured through partnerships with local parks, recreation centers, and in some cases, district facilities. ILA will offer a variety of clubs and activities both within and outside the academic program. Enrichment activities will incorporate learning within fun activities such as Coding, Fitness, Student Council, Art, and Drama. These activities will also reinforce topics taught during regular instruction periods of the school day.

After School Tutoring

ILA will provide a free after-school program that is open to all students to improve academic outcomes. The program will operate Monday thru Thursday from 3:30 pm to 6:00 pm. The program will not be mandatory, teachers will be able to refer students to the program if they need additional tutoring; however, all students participating in athletics will be required to attend 1 hour of tutoring per week. Each afternoon students will be able to participate in 45 minutes to an hour of tutoring sessions conducted by certified teachers. For students who participate, these sessions will target struggling areas in each core subject. The Academic Site Coordinator, a certified teacher, will primarily create a structured environment for academic growth for participating students. This individual will meet weekly with school-day teachers and review biweekly student progress reports. The Academic Site Coordinator will ensure that the tutoring sessions are aligned with the school day lessons and topics so that students receive additional academic support. These activities will reinforce topics taught during regular instruction periods of the school day. ILA tutoring programs will begin the third week of August and end a week before final exams. The after- school program is grant-funded by 21st CCLC (Century Community Learning Centers). The staff consists of teachers and outside vendors. The success of the program is measured by grades, attendance, and enrichment participation.

B. Academic Performance

Explain the process for setting, monitoring, and revising academic performance goals. Include in your response how the proposed school will use data to improve instruction, inform professional learning, and evaluate curriculum.

ILA aims to employ a diverse and dedicated team of educators committed to fostering academic excellence and personal growth in every student.

Instructional Coaches support the creation of pacing guides, common assessments, and coaching of teachers to implement the curriculum with fidelity. Their work ensures that the curriculum materials align with Arkansas Academic Standards and that assessments match the level of rigor and question item types that students will experience on state assessments.

Instructional Coaches, as content experts, will lead the intellectual preparation meetings where teachers develop a deep understanding of lesson content and how the lesson content moves all students toward mastery of standards. In addition, we understand that time is needed to establish and support data analysis. During systematic and routine data meetings, test results will be analyzed and discussed to determine which of the academic standards need to be retaught at the individual level, the small group level, or the whole class level. Further, given the importance of data and the ongoing cycle of data analysis, the amount of time dedicated to data will stretch far beyond the planning period into blocks of classroom time that are dedicated to responding to real-time assessment results. During intellectual preparation and coaching meetings, teachers will set goals for student proficiency on daily exit tickets and weekly or unit assessments. Performance on these goals will serve as a leading indicator of success on benchmark goals established in IOTA's strategic priorities.

Complementary to the snapshot data that state assessments provide, our ongoing formative and summative assessments allow for close monitoring and guiding of student performance over time. Staff members will use assessment results to adapt instruction, make adjustments to intervention, develop small-group support, and determine immediate PD needs. The following table identifies the assessments that are used to evaluate student progress toward mastery of standards in all core subjects.

Assessment	**Purpose**	**Frequency**
K - 3 Literacy Screener: K - 3 ATLAS	To determine readiness to master grade-level work and signal need for further diagnostic testing that may be needed	BOY
Universal Screener,	To measure and track student progress	BOY,MOY,EOY

Diagnostic and Interim: IReady math and reading Diagnostic and AimsWeb	(proficiency and growth) in reading and math. iReady and AimsWeb generated reports align individual, small group, and class results to AR Academic Standards, allowing teachers to make data-informed decisions that will address student gaps; to provide a snapshot of a student's performance and growth and determine intervention needs. iReady assessments are central to the goals.	
Benchmarks and Common Assessments	Aligned with the rigor and style of Arkansas state assessments. Instructional coaches ensure alignment between curriculum materials, AR Academic Standards, and the assessments. Performance data is used to make decisions on reteaching, remediation, test preparation, and test prediction.	Benchmarks: At end of every quarter Common Assessments: Ongoing
Common Exit Ticket-formative	IOTA teachers utilize formative assessments like exit tickets almost daily.	Ongoing
AimsWeb Plus	Utilized by special education and intervention teachers to isolate skill gaps and monitor progress.	Ongoing
ATLAS	End-of-year summative assessment used to assess all Arkansas students in grades 3-10 on grade level	Yearly

	standards.	
Dynamic Learning Maps	Assessment to demonstrate mastery of students with the most significant cognitive disabilities, for whom the ATLAS assessment is not appropriate	2 times yearly
ELPA 21	Opportunities for EL students to demonstrate their English language proficiency	Yearly

At ILA, data-based decision-making will be the ongoing process of collecting and analyzing a variety of appropriate data in relation to academic performance goals, gathered through ongoing assessment to determine the most appropriate instructional pathway for each student and to inform and drive instructional decisions for all students. Data provides information needed to make informed decisions about skills-based interventions, re-teaching, and enrichment. Multiple sources of data will be used to identify individual student strengths and areas of need. The principal, with support from the Chief of Schools, will hold responsibility for the oversight of the collection and analysis of assessment data. In addition, we understand that time is needed to establish and support data analysis. The school principal and the Chief of Schools will conduct monthly data analysis meetings to measure student and staff progress and to highlight and refine our rapid improvement plan to meet the goals of the school.

Additionally, the school principal and the teachers will conduct weekly data review meetings that are dedicated to data analysis with specific expectations and practices outlined in partnership with the Chief of Schools. During these systematic and routine data meetings, student test results, and exit tickets will be analyzed and discussed to determine which of the academic standards need to be retaught at the individual level, the small group level, or the whole class level. Further, given the importance of data and the ongoing cycle of data analysis, the amount of time dedicated to data stretches far beyond the planning period, directly into blocks of classroom time that are dedicated to responding to real-time assessment results and professional development.

The data cycle will ensure teachers remain knowledgeable about student performance and show evidence of setting goals for each child that are based on grade-level benchmarks or expectations. Data will be used to monitor how well students are progressing toward their individual and schoolwide goals. All data, including data derived from the universal screening process (i.e., AimsWeb and iReady diagnostic assessment three times per year), will be considered when making instructional decisions for students. If a student is not making adequate progress in Tier I, the team will use data to determine if additional support through Tier II or Tier III intervention is necessary. A variety of data sources, including assessments and teacher observations, will be used when determining intervention and instructional needs.

Describe the promotion/retention policies for instructional staff.

At ILA, promotion and retention policies for instructional staff typically will focus on recognizing and rewarding effective teaching practices while ensuring the overall quality of education provided to students. Below is a breakdown of these policies:

1) **Teaching Effectiveness**:The primary criterion for promotion and retention at ILA will be teaching effectiveness. This can be assessed through a variety of means, including classroom observations, student performance data, feedback from students and parents, and evaluations conducted by administrators or peers.

2) **Professional Learning**: Participation in professional learning activities, such as workshops, seminars, and training sessions, will be encouraged and sometimes required for instructional staff. Continuing education will not only help teachers improve their skills, but also demonstrate a commitment to ongoing growth and development, which may be considered in promotion decisions.

3) **Credentialing and Licensure**: Meeting state licensure requirements and holding relevant credentials in the subject area being taught will often be prerequisites for promotion and retention. In some cases, teachers may be required to pursue additional certifications or endorsements to advance in their careers.

4) **Leadership Opportunities**: Instructional staff who demonstrate leadership potential will have the opportunity to take on additional commitments, such as serving as department chairs, leading professional learning communities, or participating in curriculum development committees. These experiences can contribute to their professional growth and be taken into account during promotion evaluations.

5) **Student Outcomes**: Student achievement and growth are key indicators of a teacher's effectiveness. Therefore, promotion and retention decisions may consider factors such as standardized test scores, graduation rates, and other measures of student success. However, we will ensure that these assessments are fair and account for factors beyond the teacher's control.

6) **Evaluation Process**: ILA will have a formal evaluation process in place to assess teacher performance. These evaluations may occur annually or more frequently and often involve a combination of classroom observations, self-assessments, student feedback, and administrator evaluations.

7) **Support and Mentoring**: Providing instructional staff with access to mentoring programs and support networks can contribute to their professional learning and job satisfaction. Mentors will offer guidance and assistance as teachers work towards meeting promotion criteria.

8) **Retention Strategies**: Retention of instructional staff is crucial for maintaining continuity and stability within a school district. Strategies to retain teachers will include competitive salaries and benefits, opportunities for career advancement, a positive work environment, professional learning opportunities, and recognition for outstanding performance.

Overall, ILA aims to promote a culture of continuous improvement and support for instructional staff, ensuring that they have the resources and opportunities they will need to excel in their roles and support student success.

Describe the promotion/retention policies for students.
The following policies for promotion and retention of students in grades kindergarten through fifth (K-5):

ILA shall promote students to the next grade level based on the successful completion of required academic work and on the satisfactory progress in each of the relevant academic areas. No student enrolled in grades K-1 shall be promoted unless the student has shown a basic understanding of the curriculum and the ability to perform the skills required in the subjects of reading and math as demonstrated by the student's grades, standardized test results, and nationally normed assessment results. This requirement shall be applied on a case by case basis for students who are participating in a research based intervention prior to the beginning of the next school year or to students who have an individualized education program (IEP). Students who have difficulty in achieving the requirements for promotion may be considered for retention.

Special Education Students: Promotion and grading is the same for special education students as for general education students, given that accommodations and modifications are provided for graded assignments. If accommodations and modifications cannot be provided, grading and promotion should be determined on an individual basis.

Factors used to identify students who may be considered for retention shall, at minimum, include:

- The student's ability to perform at current grade level as measured by class work;
- The results of state assessments, nationally normed assessments, and screening or monitoring tools;
- The student's chances for success with more difficult material if promoted to the next grade;
- Attendance; and
- Social and emotional maturity

ILA will identify students who demonstrate difficulty in achieving the requirements for promotion to the next grade by the end of the 3rd Quarter. However, a student may be identified for retention after the 3rd Quarter if the delay in identification is due to:

- Date of enrollment; or
- Additional information acquired after results of grade level and state assessment or progress monitoring schools; or
- Additional information from class work data needs to be considered before retention determination can be made.

Academic Progress Benchmark Goals

GRADE	iReady	Common Assessments
End of K	75th percentile	End year with 80% Standards Mastery (Denoted by M=mastery and X= Non-mastery)
End of Grade 1	75th percentile	End year with 80% Standards Mastery
End of Grade 2	75th percentile	End year with 80% Standards Mastery
End of Grade 3	75th percentile	End year with 80% Standards Mastery
End of Grade 4	75th percentile	End year with 80% Standards Mastery
End of Grade 5	75th percentile	End year with 80% Standards Mastery

Retention Notification

When a student is considered for retention, the student's parent/guardian shall be notified during Parent-Teacher Conference, email and/or letter.

Factors used to identify students' progress after the Retention Notification, at minimum, include:

- The student's ability to perform at current grade level as measured by class work;
- The results of state assessments, nationally normed assessments, and screening or monitoring tools;
- The student's chances for success with more difficult material if promoted to the next grade;
- Attendance; and
- Social and emotional maturity
- The student's progress towards non-mastered current grade level standards

If the student has not demonstrated sufficient progress by the end of the school year to be promoted to the next grade level, the student shall be enrolled in a summer learning program, if available. A student's enrollment in a summer learning program shall NOT change the decision for retention.

At the start of the school, a parent or guardian may request ILA staff review the beginning of school year baseline assessment data, to determine if retention decisions should be reversed. A decision shall be communicated to parents or guardians within 20 days of request. Parents and guardians shall also be notified of their right to appeal a retention decision and request a meeting with school leadership.

To be considered for promotion to the next grade level, each middle school student (grades 6 - 8) must obtain sufficient academic credit in required courses during that school year in accordance with IOTA's grading scale. Middle school students are required to receive academic instruction and participate in the subject areas of English, Reading, Mathematics, Social Studies, and Science.

Any student who misses a certain number of days in a semester in a class period may not earn credit in that course. Students who fail more than two courses per school year may not be promoted to the next grade level (i.e., that student may be retained in the same grade level for the following school year). Students who fail one or two courses in a school year may be required to pass summer school to be promoted to the next grade level.

The ILA administration in conjunction with IOTA reserves the right to review special circumstances and allow consideration to be given.

Acceleration

When high academic achievement is evident, the Executive Director or designee may recommend a student for acceleration into a higher-grade level. The student's maturity level shall be taken into consideration.

A student may be prohibited from participating in the commencement ceremony for academic, behavioral, or other reasons at the school Principal's discretion and with the Executive Director's approval.

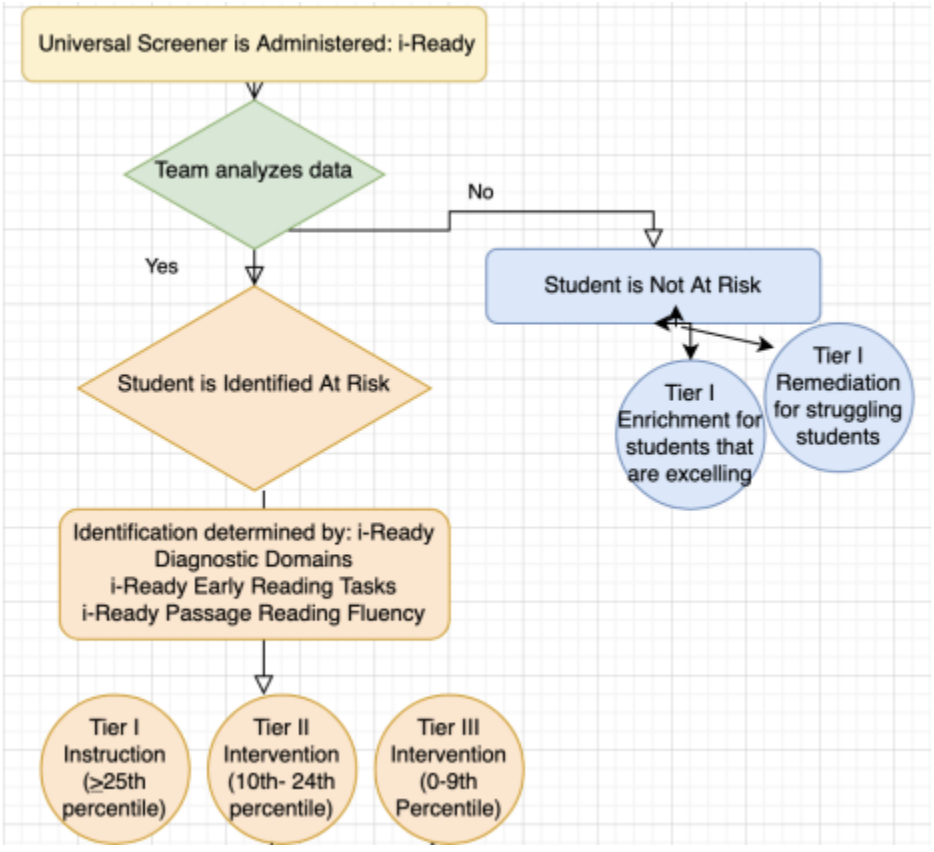
Section 3: Student Services and Special Populations

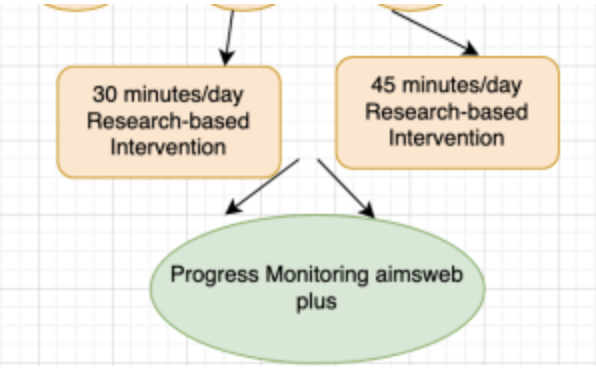
Explain the proposed charter school's Multi-Tiered System of Support (MTSS) or similar intervention service models. Please include a description of the model, data, and components that will help ensure students receive high-quality instruction.

Multi-Tiered System of Support (MTSS)

ILA will follow the Response to Intervention Framework as outlined by the Arkansas Department of Education. Our implementation process will be as follows:

- **Step 1:** ILA administers the iReady diagnostic as the universal screener.
- **Step 2:** The school data team analyzes Step 1 data using the chart below.





- **Step 3:** Students identified as at risk will complete the Survey Level Assessment using AimsWebPlus to identify specific skill deficits and the appropriate grade level for interventions. Following this assessment, progress monitoring will occur weekly or bi-weekly.

- **Step 4:** Once students are identified through the RTI2 process, the data team will meet twice quarterly (every 4.5 weeks) to assess progress toward intervention goals. The first meeting for the team will focus on the framework for academic milestones for Tier 2 and Tier 3 interventions. The data team will assess data to determine areas of skill deficits for students and also select research-based instructional strategies that ensure the best outcomes for students. Once RTI2 has been implemented, the team will meet to evaluate and disaggregate the data using progress monitoring. This is an opportunity for the team to fine-tune instructional strategies and evaluate goal progression. Using the systems set up in Tableau, the data team compares how the student performed on the first iteration of iReady, exit tickets, and teacher-created assessments to determine if performance is leading to overall success toward academic goals along with progress monitoring in AimsWeb. In analyzing data sets, the data team can determine how well the strategies they planned at the previous meeting are working, if new instructional strategies need to be implemented, or decide to continue with the existing strategies as they relate to the student goal and fidelity of instruction. This system of analyzing student performance data will continue throughout the year, providing opportunities to adjust instructional practices to steadily increase student movement through tiers, ultimately moving students out of intervention. If a student is not responding to intensive intervention, a special education referral will be completed and sent to the principal. The parent and the Student Support Team (SST) will be notified within seven days and a referral conference will be scheduled and held within twenty-one days from the date of the referral.

Referral Conferences

The purpose of a referral conference is to review all existing information related to the student. Student Support Team (SST), composed of IOTA and/or

school-level administrators, school counselor(s)and/or social worker(s), general education teacher(s), and the school psychologist will review all relevant information, including: results of a hearing and vision screening, home or classroom behavior checklist, existing medical, social, or educational data, the need for assistive technology devices and services, examples of the child's academic work, and screening inventories. During the referral conference, the school is required to inform the parents of their rights and decide whether an evaluation of the student is required.

If at any point, a student fails to respond to interventions and is suspected of having a specific learning disability, then the student must be referred for an initial evaluation for special education regardless of what tier of intervention the student is receiving at the time or how many weeks the student has been receiving intensive interventions.

Behavior Intervention

ILA in alignment with Arkansas policies and Federal/State requirements, will implement Response to Intervention for Behavior (RTI2B) to address a range of student behavior needs. Similarly to the RTI2A process described above, the RTI2B process will include referrals for at-risk students, universal screening, progress monitoring, the provision of tiered supports, and data-driven decision-making based on student response to intervention. The RTI2B Action Guide outlines key components of the process below:

Response to Instruction and Intervention (RTI2B)

1.) **Tier I:** The prevention of problem behavior and promotion of positive behavior by establishing processes that should facilitate success for 80% of the student body through the following universal supports:

- Increase instructional time in core and elective classes.
- Build strong relationships between students and staff.
- Develop and implement strong school and classroom expectations that include positive reinforcement and Tier 1 interventions/ consequences.

Data Sources:

- Culture Team Information Tracking System(s)
    - Hero/Trello
    - Google Drive
- Referrals & Input
    - Parent
    - Student
    - Staff
- Student Facing SEL Surveys
- Culture Team Observations & Data Collection/Analysis
- ELA and Math Assessment completion rates

Problem Solving:

- Culture Team Committee
- Advisory Committee
- Grade Level Teams
- Student Advisory Council

Intervention Examples and Suggestions:

- Consistent and Effective Advisory Programs
- Cultural Team Protocols/Programs
- School Rules & Behavior
    - Essential 5 Expectations are explicitly taught school wide
- Parent Education and School participation
- Teacher Office Hours

2.) **Tier II:** More intensive supports that proactively address behavior and intensive individual supports that focus on the needs of individuals who exhibited patterns of severe or extreme problem behavior.

- Support & expectations are consistent across students and throughout the day.
- Evidence-based interventions are implemented with fidelity and immediately following behaviors.
- Staff & student trainings are aligned with interventions/referral procedures and provided frequently enough to achieve implementation fidelity.
- Intervention selection will include behavioral function when/as appropriate.
- Students will be assessed on progress throughout the day.
- Provide additional instruction for key social, emotional, and/or behavioral skills
- Remediate academic skills deficits.
- Increase focus on possible function of problem behavior.
- Develop a home and school plan.
- Build supports to teach self-monitoring.

Data Sources:

- Culture Team Information Tracking System(s)
    - Hero/Trello
    - Google Drive
- Referrals & Input
    - Parent
    - Student
    - Staff
- Student Facing SEL Survey
- Culture Team Observations & Data Collection/Analysis
- ELA and Math Assessment completion rates
- Behavioral data collection (i.e., Hero/Trello, BSP, informals, discipline logs, etc.)
- Academic Performance & Attendance
- Formative & summative assessments (universal screeners, benchmarks, ATLAS, etc.)
- Outside agencies & service providers (doctors, previous school documents, etc.)

Problem-Solving:

- Consistent and Effective Advisory Programs
- Cultural Team Protocols/Programs
- Parent Education and School participation
- Teacher Office Hours: Individual conferences with Student
- Conference with Parents & Students
- School Team Meetings (student progress & needs)
- Culture Team Committee
- Advisory Committee
- Grade Level Teams
- Student Advisory Council

Intervention Examples and Suggestions:

- Behavior Support Plans
- Behavior Contracts
- Safety Plans
- Check-in/Check-out
- Peer mentoring
- Proximity
- Frequent prompting & reinforcement of expectations & routines
- Social, emotional, & self-management skills
- Organizational & Coping Strategies
- Consistent and effective advisory Programs
- Cultural Team Protocols/Program
- Parent Education and School participation
- Teacher Office Hours

3.) **Tier III**: Intensive individual support that focus on the needs of individuals who exhibited patterns of severe or extremely challenging behavior.

- Implement individualized interventions (School behavior plans, Functional Behavioral Assessment, Behavior Intervention Plan) based on behavioral assessment.
- Reduce the amount of dangerous, highly disruptive behavior.
- Re-build relationships

Data Sources:

- Culture Team Information Tracking System(s)
    - Hero/Trello
    - Google Drive
- Referrals & Input
    - Parent
    - Student
    - Staff
- Student Facing SEL Survey
- Culture Team Observations & Data Collection/Analysis
- ELA and Math Assessment completion rates
- Behavioral data collection (i.e., BSP, informals, discipline logs, etc.)

- Academic Performance & Attendance
- Formative & summative assessments (universal screeners, benchmarks, ATLAS, etc.)
- Outside agencies & service providers (doctors, previous school documents, etc.)
- Function Behavior Assessments
- Behavior Intervention Plans

Problem Solving:

- All of Tier 1 + 2 Plus
- District student service level support
- Community partnerships
- Referral programs

Intervention Examples and Suggestions:

- Functional Behavior Assessment
- Individualized Behavior Support Plans
- Individualized Behavior Goals and Progress Monitoring
- Individualized Attendance Plans (SART)
- Individualized Academic Interventions
- Alternative to Suspension Programs
- Functional Behavioral Assessments
- Individual Therapy
- Family Therapy
- Community Agency Programs

Executing Quality RTI2B on All IOTA Community Schools Campuses					
Lever	**Goal/Plan of Action**	**1st 30 Days**	**45/90 Days**	**60/120 Days**	**Yearly Evidence**
Execute RTI2B	To Effectively & Efficiently Implement & Document RTI2B	• Identify RTI2B Team & Outline School Staff Roles • Develop Tiered Processes & Procedures • Ensure Staff Complete Training • Schedule & Complete Bimonthly Meetings (School & Home Office)	• Quarterly Data Review & Analysis • Data Driven Decision Making (program &/or tiering adjustments, etc.) • Complete the Universal Screener (updated	• Continue to Implement Tiers & Document Processes/Procedures using the Designated Monitoring Systems • Continue Data Driven Decision Making (program &/or tiering adjustments, etc.) • Complete Data Specific, RTI2B Training with Staff • Continue Bi-monthly Meetings (School & Home Office	• Data Accurately Entered in System • Increased Student Performance • Decrease in Chronic Absenteeism & Discipline Data (as outlined in strategic plan)

ILA's approach to behavior intervention will be similar in structure to academic intervention, including a cycle of data review and increasingly intensifying interventions.

Data will be collected from multiple sources frequently and analyzed by school and network teams to determine student response to intervention and the need for programmatic adjustments. This includes, but is not limited to, CASEL CORE SEL survey (administered twice annually in advisory), Tableau Culture Dashboard (including data on attendance, discipline, grades that can be manipulated to dial in on specific student populations, if needed), teacher referral trends, school culture walk-throughs (conducted by school admin and Culture Team), student point system, HERO.

Below is an example of a Behavior intervention/Tiering Guide, that has been used at other IOTA schools to ensure student supports are aligned with need.

RTI-B Tier	**Percent of Students**	**Goals**	**Focus Data Examples**	**Review of Data**	**Intervention Examples and Suggestion**
Tier I	80%	● Prevention of problem behavior ● Promotion of positive ● behavior ● Maximize instructional time in core and elective classes ● Build strong relationships between students and staff. ● Develop and implement strong school expectations, with positive reinforcement Develop and implement strong classroom l expectations, with positive reinforcement	● Tableau Culture Dashboard ● Referrals ● CASEL ● CORE SEL ● Surveys ● Culture Team Observations ● Hero	● School Admin. ● IOTA Home Office ● School Culture Team ● School Advisory Team	● IOTA Advisory Programs ● School-based Cultural Team protocols & programs ● ILA 5 (common behavior expectations) ● Explicitly teach (and reteach) expectations to ALL students ● All students regularly & consistently acknowledged adhering to behavior expectations ● Consistent redirection by all adults when behavior expectations are not met. ● Parent education opportunities ● Opportunities for academic support via afterschool program ● Teacher office hours (minimum of twice weekly, per teacher)
Tier II	10-15%	● Proactively address behaviors before escalation. ● Consistent support & expectations across students & throughout the day ● Evidence-based interventions are implemented with fidelity	All of Tier plus: ● Formative & summative assessments ● Outside agencies & service providers documents or	All of Tier 1 plus: ● Individual Student Conference ● Parent/Student Conferences ● Admin. Meetings	All of Tier 1 & 2, plus: ● Behavior Support Plans ● Behavior contracts ● Safety plans ● Check-in/Check-out Process ● Peer mentoring ● Proximity

		and immediately following behaviors ● Staff trained on intervention and referral procedures. ● Students monitored multiple times daily if needed ● Remediate behavior skill deficits ● Increased focus on the possible function of problem behavior ● Develop at-home and school plan ● Focus on teaching self-monitoring	assessments ● Parent & Student Input & Referrals ● Staff Referrals	● Culture Team Committee ● Advisory Team Meeting Student Advisory Council	● Frequent prompting & reinforcement of expectations & routines ● Social, emotional, & self-management skills ● Organizational & coping Strategies
Tier III	1-5%	● Intensive individual support for students who exhibit patterns of severe or extreme problem behavior. ● Implement individualized interventions based on behavioral assessment (School behavior plans, Functional Behavioral Assessment, Behavior Intervention Plan). ● Reduce the number of dangerous, highly disruptive behaviors. ● Re-build relationships	All of Tier 1 & 2, plus: ● Behavior Assessment ● Behavior support team	All of Tier 1 & 2, plus: ● District student service level support ● Community partnerships ● Referral programs	● Individual Behavior Support plans ● Individualized Behavior Goals and Progress Monitoring ● Individualized Attendance Plans (SART) ● Individualized Academic Interventions ● Alternative to Suspension Programs ● Functional Behavioral Assessments ● Individual Therapy ● Family Therapy ● Community Agency Program

If a student who is receiving individualized Tier III interventions shows poor or no response , and the SST unanimously agrees that a special education referral should be completed, then the referral process is initiated.

Describe school-wide, research-based instructional strategies that specifically benefit students with disabilities, emergent bilingual/English learners, and students performing above and below grade level in the same classroom environment.

In a diverse classroom setting where students with disabilities, emergent bilingual/English learners, and students performing above and below grade level coexist, it is essential to implement research-based instructional strategies that cater to the individual needs of each student. By utilizing evidence-based practices, educators can create an inclusive learning environment that supports the academic growth and success of all students.

ILA will utilize the following research-based practices:

1) **Universal Design for Learning,**
2) **Differentiated Instruction and**
3) **Collaborative Learning.**

Universal Design for Learning (UDL)

ILA will utilize the UDL framework that provides multiple means of representation, engagement, and expression to accommodate diverse learning styles and abilities. By offering various ways for students to access information, demonstrate understanding, and engage with the content, teachers ensure that all learners can participate actively in the learning process.

Differentiated Instruction

All ILA teachers will differentiate instruction daily, which involves tailoring teaching methods, materials, and assessments to meet the individual needs of students within the same classroom. Teachers will use students' readiness levels, interests, and learning profiles to ensure that all learners are appropriately challenged and supported.

Collaborative Learning

ILA will ensure teachers plan for group work activities where students will collaborate to achieve common goals. This approach promotes peer interaction, communication skills development, and shared responsibility among students.

Describe how the charter school intends to identify, evaluate, and appropriately place exceptional students with disabilities in the most appropriate educational setting.

ILA will prepare for our special populations by implementing inclusive practices, offering diverse curriculum and learning resources, budgeting for and adhering to a robust staffing plan, providing specialized support services, and training teachers to effectively address individual student needs.

We will adhere to all Federal, State, and local laws and regulations related to serving special populations. This includes (but is not limited to) students with state and federally-identified disabilities, students with Section 504 plans, English Language Learners, and students identified as intellectually gifted. ILA will effectively serve our special populations and at-risk students through the following approaches: Regulatory Compliance; Leadership; Staffing; High-Quality Instruction; and Focus on Outcomes. ILA will execute the following principles which supports students with disabilities:

1) Ensure a comprehensive screening and assessment plan emphasizing the early identification and evaluation of students with disabilities.
2) Utilize the Individualized Education Program (IEP) team for reviewing assessments, formulating programming, and determining placement for every

student with a disability, meeting their unique needs with a plan reviewed annually.
3) Ensure that placements are made to educate students with disabilities with nondisabled, age-appropriate peers to the maximum extent appropriate.
4) Execute discipline practices in accordance with the requirements of state and federal laws.
5) Involve parents of students with disabilities in a meaningful dialogue throughout the process.
6) Allow parents to express complaints or grievances through the appropriate school channels, and if still unresolved, through the authorizing body

Related Services
IOTA will effectively provide related services for students with disabilities using contracted services while ensuring accountability, quality, and compliance with legal requirements.

Schedule

To address diverse student needs, the school schedule will allocate time for support services such as special education, counseling, and language support to address individual student needs. Student schedules will be determined by the services documented in the IEP. The school schedule will also allocate time for these support services to address individual student needs, ensuring that all modifications and accommodations mandated by students' IEPs are provided daily. During these sessions, students will receive varied instructional support in small groups, one-on-one, or whole group settings, depending on the required intervention or accommodation.

Further, during 60-minute blocks, teachers will implement varied teaching methods to differentiate instruction that meets diverse student learning preferences and needs; teachers have ample time to execute Tier 1 instruction. After 45 minutes in the general setting, a student may be pulled out for the remaining 15 minutes or during advisory for targeted intervention and progress monitoring. Flexible grouping strategies will accommodate students working at a different pace or varied levels of understanding.

According to the Council for Exceptional Children, co-teaching is the most common method of delivering specially designed instruction to students with disabilities in the least restrictive environment (https://exceptionalchildren.org/topILA/co-teaching). Teacher collaboration will be built into the schedule to provide teachers with dedicated time for discussing strategies and reviewing data, to maintain ongoing awareness of students' individual learning needs, and to accommodate a variety of needs through differentiated instruction. The calendar will include regular professional learning for teachers to stay most current with best practices for diverse student populations.

ILA's daily schedule will allow for ESL services to meet the needs of our diverse EL population. Students who qualify for tailored services may receive between 30 to 60 minutes of service per

day. ELs that need more support will receive 60 to 80 minutes of direct ESL service daily. Dually identified students (those with both an IEP and an ILP) receive direct ESL services in conjunction with special education services as defined in their individualized plans. ELs who qualify and are placed in tiered intervention may continue to receive direct ESL services as well. Lastly, ELs scoring below the threshold on the prior year's ELPA assessment receive 60 minutes of pull-out service daily.

Identification Methods

Early Detection: We know early and accurate identification increases a student's success; and have moved away from a discrepancy model, sometimes called a "wait to fail" approach. IOTA schools enroll students with existing IEPs or 504 plans, as well as students who have not yet been identified as having a special need or disability. The path to identification includes a universal screener and RTI2 framework to identify and provide a continuum of services. The RTI2 model has been our statewide approach to identifying students with SLDs.

All IOTA schools follow Federal Child Find requirements (34 CFR §300.111), which require a process for schools to locate, identify, and evaluate students in need of special education services.

Interagency Cooperation: Staff in other agencies that serve children often have opportunities to interact with children and their families and gain insights that may not occur within the local school setting. ILA will partner with local wrap-around service agencies, the Department of Children Services (DCS), area homeless shelters, and refugee agencies in their geographic region that serve children to determine if special education services are needed.

ILA will utilize its Student Support Team (SST), composed of IOTA and/or school-level administrators, school counselor(s)and/or social worker(s), general education teacher(s), and the school psychologist. Student identification can be divided into two categories, each outlined below:

1.) **Existing Individual Education Programs (IEPs)**: When completing registration and enrollment tasks in SchoolMint, we ask parents/guardians questions to indicate if their child has been diagnosed with a disability or if they have received special education services in the past. An affirmative answer to these questions will trigger a request to the student's previous school to obtain their IEP, and a request is sent to the Special Education Management System (SEMS) to transfer the IEP to the current district and school. Once received, the team will convene to review the student's current IEP, ensure the correct least restrictive environment (LRE), and make any changes deemed necessary by the IEP team. There are some situations in which a parent might answer in the affirmative, but the student's disability does not require an IEP or 504 plan. If a parent indicates there is not an existing IEP or 504 plan, we anticipate that our universal screener,

RTI2, and referral processes will prompt the school to check if a previous plan was in place or contact a parent for more information.

2.) **Referrals**: School staff and parents/guardians have the ability to request an evaluation to determine if a student is eligible for special education services. Immediately after a referral is made, all available information relative to the suspected disability, including information from the parent and information about the interventions that have been implemented, is collected and considered before determining whether additional data (e.g., medical information or evaluation results) are needed. All evaluations of students under Section 504 comply with the timelines provided by the IDEA, including proper Notice of Procedural Safeguards under Section 504 (e.g., right to examine relevant records, request for an impartial due process hearing, and a review procedure). ILA under the leadership of IOTA will follow all laws, regulations, and procedures for notifications and timelines during this process.

- Student Support Team (SST) and parent/guardian will be notified of the referral within seven days of submission.
- Referral conference will be scheduled and held within twenty-one days from the date of the referral.

If it is determined that evaluation is needed and parent/guardian provides consent,

- within 60 calendar days from parent consent to test, evaluations will be completed.
- within 30 days of the evaluation completion, an evaluation/programming conference or results meeting will be held and the initial IEP finalized.
- *Parent/guardian notifications for all conferences are provided 14 calendar days prior.*

The procedures below will be followed to provide screening and intervention before a referral:

1) **Universal Screener:** All IOTA schools administer the K - 3 ATLAS and iReady, and AimsWeb assessment, a nationally normed, skills-based universal screener as part of the universal screening process. Students in grades K - 3 will take the K - 3 ATLAS at the beginning of the year to determine readiness to master grade level work. This assessment identifies a students risk for poor ELA and Math outcomes as well as differentiating between students who need additional supports or interventions. Students take the AimsWeb benchmark in reading and math at the beginning, middle and end of the school year. This assessment provides all students with a baseline performance level (by early/mid/late grade level) and can be used to determine students who are academically at risk. The goal of early screening is to rapidly diagnose student needs and determine early supports that can be initiated to address gaps. Research from the past 10 years

clearly shows that signs of learning difficulties can be identified earlier than previously thought possible (https://www.ncld.org/the-importance-of-early-screening/). At ILA, the RTI team will use and analyze the results of the literacy screener, skills-based universal screener and other classroom based assessments. These may include but are not limited to standards-based assessments, grades, formative assessments, summative assessments, classroom performance, teacher observations, etc. This information will be used to confirm or challenge a student's performance on the literacy screener and the skills-based universal screener.

2) **Least Restrictive Environment (LRE):** In accordance with IDEA, students with special education needs enrolled at ILA will be provided a free appropriate public education (FAPE) in the least restrictive environment. We believe our program and practices, including personalized learning and small classroom size, allow teachers to know students well and to know them in a wide range of ways. Given this approach, all students will be included to the maximum extent feasible (LRE) according to the needs of their IEP.

3) **Implementation of RTI2 Process:** As stated above, IOTA schools employ the RTI2 framework to identify a student with a specific learning disability. In the case that a student does not respond to the most intense level of intervention, they will be referred for comprehensive psycho-educational evaluation. Immediately after a referral is made, all available information relative to the suspected disability, including information from the parent and information about the interventions that have been implemented, is collected and considered before determining whether additional data, such as medical information or evaluation results, are needed. Once written parental consent is obtained, all agreed-upon components of the evaluation will be evaluated. The RTI2 team will determine whether the evaluation results indicate the existence of a disability and whether the identified disability adversely impacts the student's educational performance such that they need the most intensive intervention (i.e., special education) within 35 calendar days. The school data team may recommend students whose AimsWeb and iReady results suggest support may be needed to meet academic or behavioral needs.If at any point, a student fails to respond to interventions and is suspected of having a specific learning disability, then the student must be referred for an initial evaluation for special education regardless of what tier of intervention the student is receiving at the time or how many weeks the student has been receiving intensive interventions.

4) **Creation of an IEP**: If a disability requiring special education or related services is indicated during the evaluation process, an IEP that contains rigorous goals and instructional plans will be created within 30 days of the initial eligibility meeting. The creation process will include input from the school psychologist, general and special education teachers, school administrators,

parents/guardians, and the student (if appropriate). Once developed, the IEP will be implemented with fidelity. The Special Education Program Administrator (SEPA) owns this responsibility.

5) **Creation of a 504 Plan:** A 504 plan will be developed by the school counselor that states the nature of the concern, the specific accommodations, and the related support services to be provided to an eligible student. A student with a physical or mental impairment that substantially limits one or more major life activities will meet the criteria for a 504 plan. Additionally, the determination of whether a student has a physical or mental impairment will be made on a case-by-case basis and supported by medical documentation. At ILA, the Managing Director of Student Experience and Access will own this responsibility.

Misidentification

Following the referral process outlined above with fidelity is key to avoiding the misidentification of students referred by the school. The multi-tiered nature of RTI2 requires frequent progress monitoring and data review before moving students from Tier II to Tier III and again before moving from Tier III to the referral process. If students progress well on their skills and goals, they will not be referred for evaluation. Additionally, frequent monitoring and coaching of the teachers providing intervention support will play a key role in ensuring that the adjustments to the intervention instruction are made based on observations and data.

ILA seeks to avoid the misidentification of students for special education services, providing intentional, individual attention to student needs. The process noted above will ensure that teachers use all typical intervention strategies as part of the daily instructional model. Then, all stakeholders will analyze academic and behavioral data for the child presented for their evaluation. Every child will receive an individualized plan and evaluation that allows and encourages specificity in determining an exact identification of needs for that child to assist each child in their academic track for success.

ILA's policies and procedures aligned to IDEA are in place to prevent overidentification or disproportionate representation of students with disabilities. This includes the use of multiple data sources and work samples to make informed decisions before referring a student for evaluation and selecting assessments that are culturally sensitive and appropriate for our demographic. Additionally, as outlined in the school culture section, ILA will strive to create an environment that is welcoming and supportive to students of all cultures and backgrounds.

Inclusion

Research supports proper inclusion for students with even the most severe disabilities, showing that their general education peers make higher gains given the extra help and support these classes offer

(https://www.inclusionevolution.com/7-research-studies-can-use-childs-next-iep-meeting-winfight-inclusion/). Students with mild, moderate, and severe disabilities will receive similar services in the general education classroom (at intensity levels determined by need) with non-disabled peers to the maximum extent possible. Special education teachers will provide inclusion class services using the co-teaching service model. In the co-teaching model, the general and special educators will share responsibility for planning, delivery, and evaluation of instruction for a heterogeneous group of students. The special education teacher and general education teacher will jointly deliver instruction. The general education teacher will act as the content matter expert and present the lesson; the special education teacher will be the expert in differentiation and accommodations. The general education and special education teachers will lean on their areas of expertise while planning to make joint decisions regarding instructional routines, organizational routines, behavior management, and grading and testing. It is expected that both teachers will have a strong understanding of the lesson objectives and individual student data and needs for the class.

All students, regardless of their LRE, will have access to the standard general education curricula and corresponding instruction. For students with disabilities, the curricula may be modified (per the IEP) and/or accommodations provided to support students' access to grade-level content and skills. If a student's IEP indicates that specially designed instruction is better provided in a separate setting, such support will be provided in accordance with the IEP.

Self Contained

Students with Moderate to Severe Disabilities. All students identified as receiving special education will receive accommodations/modifications identified on his/her IEP. Programs for students with moderate to severe disabilities provide students with modified instruction that meets the needs and goals of their IEP. Self-contained classes focusing on functional and occupational skills and consultative support for elective classes in general education. Lesson plans will reflect modified instructional strategies to support students with learning functional skills and applying the skills in real-life contexts through Community Based Instruction.

Contract Providers and Insurance

IOTA Community Schools will submit an application for Medicaid reimbursements. Parental consent will be required to release information for the purposes of Medicaid billing for Individual Education Plan (IEP) related services.

Describe how the school will meet the needs of English Language Learners (ELL). Include the procedures that will be utilized for identifying students, ensuring that they have equitable access to the school's programming, and engaging with their families.

ILA will adhere to the state's guidelines to identify English Language learners. At the start of the school year, every student will complete the Home Language Survey during the enrollment process. If a student is identified, they will undergo an English Language Proficiency Screening

within two weeks of enrolling. The EL Program Administrator will make decisions about where the student is placed, and parents or guardians will be informed.

Currently, immediate next steps for the process are:

1) The EL Program Administrator notifies the certified ESL Specialist of the potential EL with a secured email that contains the student's SchoolMint HLS. The ESL Specialist downloads the HLS, marks it as "Secondary" or "Duplicate", and places it in the EL Cumulative Insert housed in the student's cumulative record.

2) The EL Program Administrator or the ESL Specialist reviews any other information that may have been submitted at the time of registration. Specifically, information pertaining to any direct services received, initial placement or continuing language program scores, or transcript/report card showing language support courses.

3) The ELPA carries out yearly evaluations that will include a review of ELPA 21 final exam scores and other student achievement data. The process of identifying, screening, placing, and informing parents occurs within the first 30 days of the school year, or within two weeks if the start date is later. Parents are updated annually and informed upon graduation. Decisions about leaving or staying are made by the ELPA and recorded in PowerSchool.

ELD Curriculum

ESL teachers will use Wit and Wisdom and SAVVAS MyPerspectives Units, the same as their ELA colleagues. All ELs will be provided access to the same curriculum, complex texts, and intellectually challenging activities focused on building content knowledge that is essential to learning academic English and developing their productive communication skills. English Language Proficiency Standards will be implemented into the student's instruction. ELs with no English proficiency in grades K-5 will utilize *Imagine Language and Literacy* in addition to the Wit and Wisdom curriculum. This program uses direct, explicit, and systematic instruction to develop skills in the four language domains of listening, reading, writing, and speaking. ELs with no English proficiency in grades 6-8 will utilize SAVVAS iLit ELL, a supplemental curriculum to MyPerspectives specifically designed for ELs. The first two units of the iLit ELL curriculum are a "Newcomer Module" which introduces essential English skills, basic vocabulary, and foundational literacy skills.

ELs will be provided with access to scaffolds to improve engagement with academic content and linguistic development. These scaffolds may include multiple means of representation such as videos, graphics, texts, and read aloud support features. Lesson scaffolding may include sequencing from whole-group instruction to independent practice; frequent checks for understanding; paired conversations; graphic organizers to enhance access to content; and language models, such as sentence frames and academic vocabulary walls.

Parents/guardians will receive information in their home language to ensure they comprehend that their child has been identified as having limited English proficiency and the necessity for their child to be enrolled in a language instruction educational program. Should there be no staff member who is able to translate during in-person meetings or through our written communications, we will hire interpreters and make use of their services to ensure effective communication with all families.

Describe how the school will meet the needs of gifted and talented students. Include the procedures that will be utilized for identifying students, ensuring that they have equitable access to the school's programming, and engaging with their families.

Gifted and Talented

Students who have been identified as gifted will receive academic and cultural enrichment. These services will be offered in the general education setting and in a separate pull-out model.

Students Identified as Intellectually Gifted

The process for identifying students for screening during the 2025-2026 school year will include nominations from all stakeholders of students that the stakeholder thinks should qualify as gifted by contacting the Gifted Coordinator. Data collection will then begin with questionnaires, surveys, and possible interviews. Students, teachers, and families will be asked to complete and return these forms. Students will then be administered a creativity test and a standardized achievement test. The GC will then document all data collected and the campus identification committee will meet to hold a referral conference. This committee will consist of at least 5 members, including administrators, teachers, and counselors, and will be chaired by a trained specialist in gifted education. The referral conference will result in one of two decisions: (1) the student needs services from the Gifted and Talented Program or (2) remaining in the assigned class where needs are met. Annual evaluations will be conducted to determine if students are still in need of services once placed.

ILA will provide programming for identified students, which may include a written curriculum developed by gifted teachers, advanced study in core areas, and Advanced courses. Possible and available programming options include whole group enrichment, cluster grouping, a consult teacher, and acceleration of course content in grades K-5. In grades 6-8, possible and available programming options include advanced or accelerated courses, Gifted and Talented Seminar, and a consult teacher.

Describe how the school will meet the needs of students at risk of academic failure. Include the procedures that will be utilized for identifying students, ensuring that they have equitable access to the school's programming, and engaging with their families.

ILA will look at data on a bi-weekly for all students, including assessment data and current grades dashboards in the SIS. Counselors will meet consistently with students at risk for failing.

After school tutoring will be offered at no cost to students as additional support. These students will also receive multiple opportunities to demonstrate mastery. Students in need of more intensive intervention will be recommended for the RTI process, where they will receive more intensive intervention on a daily basis. Further detail of the RTI process can be found in Section 3.

As required by Ark. Code Ann. §6-41-603, all charter schools are required to screen every student in kindergarten through grade 3 (K-3) and those in grades 3-12 who experience difficulty with fluency using a high-quality, evidence-based screener approved by the Division of Elementary and Secondary Education. Screeners should use the Arkansas Literacy screening assessment in their evaluation. In addition to the screening requirements, describe how the school will provide literacy intervention and dyslexia services for identified students.

Academic Intervention

ILA's approach to identifying academically at-risk students is aligned with the AR RTI2 framework and outlined below:

Administer Nationally-normed screener: All students will complete the iReady math and reading diagnostic benchmark three times annually. Student scores will serve as initial data to determine student academic proficiency. This includes overall grade-level placement bands, as well as domain-specific placements such as phonological awareness, high-frequency words, comprehension for reading, numbers, and operations, algebraic thinking, and measurement and data in math (as examples).

If a student is identified as at-risk, the school data team will use the flow chart in the Academic Focus and Plan section to identify the next steps. Additional diagnostic assessments will be administered via AimsWeb to students assigned to Intervention. These diagnostics will determine the specific skill(s) gaps a student may have and what the focus of their intervention should be.

Screening for Characteristics of Dyslexia is part of the Universal Screening Process. After the Universal Screener is completed, the screening results for SWD and their general ed peers will be reviewed by the school's RTI 2 Data Team.

If a student in K-2 indicates a deficit area on the initial screener, if a student has an existing dyslexia diagnosis, has a sensory impairment, or if a teacher notices a student in grades 3-8 experiencing difficulty, additional screening will be required. Level 1 and 2 additional screeners will be given in accordance with the Arkansas Dyslexia Resource Guide. The screening will include phonological and phonemic awareness, sound symbol recognition, alphabet knowledge, decoding skills, rapid naming, and encoding skills. The data team will review multiple points of data including progress monitoring data, work samples, formative literacy assessments, parent interviews, teacher questionnaires, and early indicator checklists. The data team will use the

Characteristic Profile of Dyslexia from The Luke Waites Center for Dyslexia and Learning Disorders. If these screeners indicate a need for dyslexia intervention, the parent or guardian will be notified and provided with information and resource materials.

Students identified as displaying characteristics of dyslexia will be placed in the RTI process and will have dyslexia interventions. A student exhibiting the characteristics of dyslexia does not have to progress through the various tiers of RTI before receiving dyslexia intervention services. Dyslexia intervention will include small group instruction delivered by a trained dyslexia interventionist using the selected dyslexia intervention program or programs. Dyslexia intervention includes instruction in phonemic awareness, graphophonemic knowledge, the structure of the English language, linguistics, language patterns,and strategies for decoding, encoding, word recognition, fluency, and comprehension. Instructional delivery methods include individualization of the content and supports provided, extended time in small group instruction, explicit, direct, and systematic instruction, multisensory inputs, and a focus on meaning-based instruction. Dyslexia interventionists will provide explicit, direct, systematic and cumulative instruction that is individualized to support learning and focused on Meaning, in addition to multisensory instruction to meet student needs. For students with the characteristics of dyslexia, we will use the Sonday system which is grounded in the Orton-Gillingham model of instruction. This is an explicit, hands-on approach delivered in a small group setting.

The Dyslexia Interventionist will have an endorsement or certification in providing training for phonological and phonemic awareness, sound and symbol relationships, alphabet knowledge, decoding skills, rapid naming skills, and encoding skills. The Interventionist will also be proficient in the RTI process.

Data Team Meetings

Data-Based Decision (DBDM) Making Teams will analyze data bi-monthly to determine how the student is responding to the interventions. The initial meeting will focus on planning for instruction and goal setting for Tier 2 and Tier 3 students to ensure intervention is being implemented with fidelity. Data teams will select research based instructional strategies that directly address the identified benchmark instructional level and skill deficit areas that meet the identified frequency and duration for the identified tier.

The follow-up meetings will involve much more evaluation of analyzing progress monitoring data, fine-tuning instructional strategies, and the evaluation of goal progression. In follow-up meetings, or progress review meetings, previous student data will be made available for review to perform a comparative analysis to determine performance over time. AimswebPlus progress monitoring, iReady, and classroom performance data sets will be most helpful in determining if there is an overall improvement in student performance.

In analyzing data sets, the data team will determine how well the strategies they planned at the previous meeting are working, if new instructional strategies need to be implemented, or decide to continue with the existing strategies as they relate to the student goal and fidelity of instruction. As the year progresses and student data sets are analyzed, the data team will be able to determine if students can move by increasing the instructional level, progressing in tiers, moving in and out of various intervention groups, and ultimately out of RTI2 Intervention. If a student is not responding to intensive intervention, the Student Support Team will begin the next steps for possible identification of a learning disability.

As previously explained, ILA will define the RTI2 tiers according to the Arkansas RTI2 Framework.

Tier	**Percentile (According to RTI Framework)**	**Intervention**	**Frequency of Progress Monitoring**	**Approximate % of Students in RTI Tier at ILA**
Tier I	> 25th Percentile	Receives Tier I Instruction	N/A	80 - 85% of students
Tier II	10th - 24th Percentile	Stand alone Tier II classes	Bi-weekly	10 - 15% of students
Tier III	< 9th Percentile	Stand-alone Tier III classes	Weekly	1 - 5% of students

Tier II interventions are research-based and aligned to specific skill-deficit(s). Tier 3 interventions are more intensive than Tier 2 interventions. The essential part of RTI2 is small group teacher-led face-to-face intervention, where students receive multisensory, explicit instruction, aligned specifically to the student's skill deficit, which is language-based and presented in a systematic and cumulative approach. Students in Tier II will receive 30 minutes daily of Intervention, while students in Tier III will receive 45 minutes daily. Instruction in these interventions should include the following:

- Tier II- two days a week of small group intervention and three days a week of computer intervention time

- Tier III- two days a week of computer intervention time and three days a week of small group intervention.

Section 4: School Climate

Describe the intended school climate/environment. Explain how that climate will promote a positive academic environment and reinforce student intellectual and social development. a) Include in your explanation how the climate for students, teachers, administrators, and parents will be established. b) Include in your explanation how the school climate will be supportive of students with a variety of needs, including students receiving special education services, English language learners, gifted and talented students, and students who are at risk of academic failure.

We believe that it is essential to establish and maintain a positive academic environment that supports learning and achievement. As previously stated, ILA is setting high expectations for academic achievement. Our behavioral expectations are equally high to meet these expectations. The following core values serve as a current road map behind our school's achievement of its mission.

1.) **An Unwavering Belief in All Students' Potential**

The renowned "Hawthorne Experiment' demonstrated the profound positive impact that belief has on performance. The study revealed that even in the face of significant challenges such as poverty, racism, broken homes, violence, and drug problems, schools that embrace responsibility to transform student's lives can overcome these obstacles. (https://www.cfedsolutions.com/blog/2018/10/9/we-must-believe-all-students-can-learn)..

A grounding force at ILA is the belief that all students can succeed. ILA truly believes that every student, whatever their circumstances, holds the innate potential to achieve their goals and succeed in college and career readiness. While we acknowledge that the belief may be challenged and tested—either by personal experience in the classroom or external societal pressures—we are unwavering in our commitment to consistently approach every student not in terms of what they lack, but in terms of their potential. ILA will create opportunities and systems that facilitate the adoption of a true belief in a student's potential. This begins with authentic listening to understand the student's interests and goals. Time for listening will be built into the daily advisory period. Through active listening, staff understand the lived experiences that have shaped each student's reason "why" and goals for their life. ILA's advisory period will dedicate time for students to share these goals in a systematized method with trusted faculty members. Throughout the academic year, students will be provided with opportunities to reflect on progress toward their goals, as well as to adjust goals as they change. For example, after each benchmark assessment and grading period, students will complete a reflection to assess if their current academic progress is moving them toward their goals. In the event that a student recognizes they are not moving at the pace they would like toward their goals, time will be used to collaboratively develop the next steps for the student. For example,

to re-engage a student, the counselor may connect a student with a mentor who holds a career in a field of interest.

Failure is not an option at ILA. We encourage students to focus on their continued improvement and help them understand what is needed to succeed. Our advisory period will provide the structure to implement this value with consistency.

2.) Passion for Excellence

Striving for excellence means always seeking to improve. IOTA's success has been made possible through an ongoing commitment to learn, grow, and strive for excellence in everything we do. Self-reflection and an earnest desire to continually improve are integral components at every level of our organization. IOTA's ED and Board of Directors will provide oversight and accountability by establishing annual strategic goals for the organization that will ensure it is on track to meet the goals and priorities defined in the organization's five-year plan. School climate measurement tools will be used to help maintain accountability throughout the year. Additionally, annual student and teacher surveys, focus groups, and reviews of disciplinary, graduation, and attendance data will be used as measurement tools.

We seek to share this passion for excellence with our students. The Student & Family Support Specialist and the Instructional Leadership Team regularly update visuals that are designed to ignite passion and inspire excellence. The administrative team will establish incentives and competitions that recognize students' commitment to excellence. Research indicates that students are more affected by positive feedback and positive behaviors are correlated with positive academic outcomes. Moreover, research shows a positive school climate is critical to school success from Day 1. It can improve attendance, achievement, and retention, and even rates of graduation. Negative school climate is linked to lower student achievement and graduation rates, and it creates opportunities for violence, bullying, and even suicide. (https://safesupportivelearning.ed.gov/school-climate-improvement).

Examples of incentives students may earn to promote school climate include free dress days, gym time during advisory, snacks or treats, field trips, and celebrations. Competitions will be held to promote and provide motivating recognition for efforts, such as consistent attendance, and to recognize collaboration or minimal disciplinary infractions and academic growth among individuals, and classes. During the advisory block, teachers will support students as they monitor their individual journey toward excellence.

3.) Personal Responsibility

Achieving excellence requires that we all take responsibility for our role in the success of students, colleagues, and the larger organization. We push ourselves towards

developing solutions, but none of us do so alone. We rise together to meet the toughest challenges. Each of us actively plays a part in removing barriers to student success or, when possible, empowering our students to navigate such hurdles themselves. In order for an individual to practice personal responsibility, they must be aware of what they are responsible for and have the cognitive and technical capacity to fulfill their responsibilities.

In support of this goal, ILA leadership will distribute a weekly newsletter (via print or electronically) to teachers that clearly outlines the immediate and long-term focuses for the school, including instructional and school culture priorities. Monthly one-pagers will be distributed to notify the school community of upcoming events. Teachers will collaborate weekly with Instructional Coaches in intellectual preparation meetings to ensure they are equipped to provide students with a high-quality, equitable education. Teachers will also review the effectiveness of instruction by conducting data reflections after common assessments. The ILA administrative team will follow up on these data reflections to support teachers, as well as facilitating crucial conversations, as needed, to encourage personal responsibility. School leaders will meet weekly with members of IOTA's executive leadership team to review progress toward goals, to discuss practices that move the school toward established goals, and take responsibility for making adjustments as needed.

4.) Respect for Others and the Community

We respect the communities in which we work and the people who live in them. We seek to hear and give the community a voice. ILA believes every individual's story is unique and that each community has a unique story. ILA will host monthly parent meetings and events to celebrate students and build community. These meetings will provide families with the opportunity to share their perspectives on the effectiveness of the school's work and engage in collaborative problem-solving with administrators, faculty, and staff. Additionally, the school will strategically use this time to connect with members of the greater community to share valuable services with our families including offering health services (e.g., vision tests, physicals, and other screenings) at no cost. Another aspect of our continual commitment to the community is the relationship we plan to build with the Arkansas Food Bank, so we can continue to provide families with food in the same way we have over the past ten years in Tennessee. Through our food pantry, we will be able to provide families in need with nutritious food. This relationship with the Arkansas FoodBank will also open the opportunity for ILA to become a mobile food pantry, serving hundreds of residents in the Arkansas community with food at this most vulnerable time.

5.) All Stakeholders are Critical in the Education Process

Respecting stakeholders requires active listening and the inclusion of all voices. School leaders will regularly (e.g., biweekly or at least monthly) engage teachers in decision-making through the creation of professional communities of practice.

Community engagement teams (consisting of internal and external team members, such as administrators, teachers, community representative/partners, parents, and students) will nurture the political power of our parents to create meaningful change in the neighborhood. For example, the team will collaborate with the local neighborhood watch program and sustain open communication with public service agencies when an issue (e.g., neighborhood crime,healthcare, etc.) needs attention. Schools will build alliances with high-quality community partners to help remove barriers to student learning. Across the organization, ILA consistently seeks to promote an environment of collaboration. Our individual impact is magnified in partnership. We are more powerful together than we are alone.

Implementation of School Culture

The school culture will be introduced to teachers during the interview process. Teachers will become further acquainted with the school culture during our two week-long pre-opening PD for all new staff members. While the school's leadership team will be responsible for creating and sustaining the school culture through clear direction and support, all teachers advance the culture in their classrooms through modeling and practice. Parents and students will be introduced to the school culture during outreach efforts as they learn about the school. Families will be given a hard copy of the Student and Family handbook that outlines culture, expectations, and practices. Parents also create many aspects highlighted in our Student and Family Handbook by participating in the school's School Advisory Council. The Student and Family Handbook will also be on our school website to reference for our current families and for potential new families to review. As school begins, students will participate in a three-day orientation that introduces them to the school culture and communicates shared messaging.

Values, skills, and expectations will be integrated into daily advisory lessons and interactions. Visuals will be displayed throughout the classrooms and hallways (e.g., posters) to reinforce common norms of communication and to unite all in our mission. Students will use and eventually adopt shared language as their own through repeated practice. They will learn to recognize the presence (or absence) of the values in their own and others' actions. They will become intuitive, ultimately reaching "automaticity" as they support a strong schoolwide culture.

Acculturating Students Who Enroll Mid-Year

Students who enroll mid-year and their families will participate in a one-on-one orientation with the school principal and counseling team to learn the school's expectations and routines. This meeting will also serve as a valuable way to begin forming relationships for parents, students, and staff. Daily advisory courses will serve to integrate them into the ILA culture. Often, the student will shadow a student ambassador for a day to understand school operations and expectations.

School Culture for All Students, including SPED, ELL, and those at risk of Academic Failure

ILA's college and career-driven culture is intended to instill in all students an unwavering belief that they can be successful in their future careers. ILA believes that with the proper support, high expectations, and a college and career-driven attitude, all students can and will succeed in school and become lifelong learners, including students at risk of academic failure, students with disabilities, and ELL students. We will consult with Arkansas Children's Hospital , the Arkansas Department of Education, and our school psychologist and social workers, to ensure school culture takes into account and serves our students with special needs. ILA's small learning environment and staff members' commitment contribute to a safe learning environment. Caring teachers and culturally responsive classrooms positively impact student achievement and help students develop the resilience and self-confidence to succeed despite pervasive risk factors.

Because we have an unwavering belief in all students' potential, our school culture places emphasis on educating the whole child. We strive to develop our students' character through our advisory program, which includes opportunities for community service, learning about current events and cultures, and other activities that focus on character development. We believe that our school should be inclusive of everyone, including students at risk of academic failure, students with disabilities, and ELL students. We commit to implementing strategies that are tailored to each student's needs. During our advisory block at ILA, advisory teachers will serve as mentors for students at risk of academic failure, students with disabilities, and ELL students by providing academic and personal support.

Describe the school's approach to discipline, behavior intervention, and classroom management. Highlight key policies, systems, and related structures and address how they will support the climate described in question 1 and will comply with Arkansas laws.

Philosophy for Student Discipline

Our positive, inclusive culture is predominantly shaped by behavioral and tiered interventions and restorative practices. We focus on positive reinforcement to encourage desired behavior while RTI2 provides students with targeted support and restorative practices emphasize repairing harm and fostering a sense of responsibility. This combined philosophy aims to create a supportive, inclusive learning environment, proactively addressing behavior issues while promoting overall student well-being. Our ultimate goal is to minimize students out of classroom time due to discipline by creating an inclusive culture of care and accountability. The discipline policy outlines several of these principles. All discipline policies and procedures will comply with Arkansas laws.

Positive Behavior

Our approach to positive behavior involves engagement in meaningful learning as well as RTI2 that is rooted in supporting the "whole child," whether a highly capable or struggling learner, through academic, behavioral, physical, social and emotional services. Students are linked to evidence-based interventions that meet their individual needs. By differentiating with three tiers

of support (primary, secondary, and tertiary) for all, some, and a few students, staff effectively support students at their specific level. RTI2 team members integrate mental health through a single system of support (or “interconnected systems framework.”) Initiatives include bully prevention and restorative practices. We promote positive behavior by encouraging teachers to have a 3:1 ratio of interactions with every student (i.e., 3 positive interactions for every negative interaction). Lastly, ILA will offer monthly school-wide incentives (free dress days, gym time during advisory, and other spirit/culture events) for students who meet expectations. RTI2 members will collaborate to align opportunities that support efficient and effective systems.

Restorative Practices

Restorative Practices are integrated through our program to focus on repairing the harm done, rather than on rule-breaking. When a student makes a poor choice, as we expect all students may do as they learn, we will help students reflect on errors, engaging them in collaborative problem-solving to support them in making better decisions and re-engaging them in learning. Restorative consequences are typically designed to restore the harm. This means that individuals who hurt the school community must make amends and give back to the community for their infractions and repair relationships they have damaged. The “giving back” does not necessarily replace punitive actions that may result from the infraction. Instead, they are often in addition to such actions.

For example, covering the wall with paint is a reasonable restorative consequence if graffiti is an infraction. When trust is broken, facilitated conversations and or apologies may result. The goal is that students always take responsibility and make amends. We have achieved evident success with its discipline philosophy at our existing schools in Tennessee. For example, IOTA’s most recently published suspension rate was 5.8% (below the MSCS (local districts) average of 8.2%), a significant decrease from the time prior to operating the school when the suspension rate (36.8%) was in the top 20% of MSCS schools at that time.

Job Description of Individuals Responsible for Carrying Out Discipline Policies: While all certificated staff are required to play a role in student discipline to maintain a positive school culture, the Principal, Assistant Principal, and Campus Security Officers or CSOs (two armed security officers who are contracted through local law enforcement agencies and three campus security officers) will lead these efforts.

An administrator's job is to be an instructional leader on campus and supervise all staff members. Additionally, principals will play a lead role in student discipline and attendance and are responsible for monitoring data, tracking, leading parental communication, and school-wide initiatives related to discipline. Principals will also be responsible for coordinating and supervising the safety plan. Please see Section 5 for the complete duties and responsibilities of a Principal and the qualifications.

Campus Security Officers, employed by ILA, will ensure the safety and well-being of all students and staff at each school site. Primary responsibilities will include supervising in and around

campus buildings, facilities, and areas adjacent to the school site, maintaining an orderly atmosphere, and assisting site staff in all necessary support activities. CSOs are called to:

- Provide visibility, patrol, assistance, and county emergency contacts for all staff, students, faculty, and guests of the school site.
- Ensure that school property is secure and locked when appropriate.
- Report all threats to health and safety, and incidents of misbehavior to the proper school authority.
- Provide safety escorts for students, staff, faculty, and guests when requested.
- Provide general campus supervision before, during, and after school, including but not limited to: classrooms, cafeteria, recreational and athletic areas.
- Direct campus visitors to the appropriate parties and prevent unlawful loitering.
- Provide security for parking areas and supervise restroom and locker areas.
- Respond to all alarms, security situations, breaches, maintenance problems, and fire and building hazards. Document all events previously listed.
- Assist local law enforcement and other emergency response staff as requested.
- Complete all documentation and reports as established by school site personnel.
- Serve as a positive role model for students.
- Develop and maintain effective working relationships with all stakeholders within the IOTA network.
- Conduct home visits.
- Assist with minor discipline issues.
- Arrive to work and any meetings or appointments in a timely manner and in uniform
- Maintain professional standards and a school environment that is safe and secure for all students and staff.
- Participate in IOTA and individual professional learning programs.
- Participate in other events aimed at promoting or developing IOTA and its schools (i.e. student recruitment).
- Other administrative duties and projects as assigned.

CSOs must be familiar with school site general policies, procedures, and mission statements and knowledgeable about modern investigative and law enforcement procedures, laws pertaining to juveniles, controlled substances, and their effect on student behavior and customs, and activities indicative of undesirable youth groups. They provide off-hour on-call support as needed. At ILA, they are known for their ability to supervise and direct students in a friendly, unemotional manner, remain calm under pressure, and handle all situations with discretion. CSOs build relationships with students and get trained in the Culture Team to help students constructively resolve conflict and work cooperatively and effectively with faculty and staff. They must capture their findings in reports, so we have supporting documentation and are skilled in interpreting and enforcing rules and regulations according to varying situations. Lastly, CSOs have prior experience in security and must be CPI, CPR, and First-Aid certified.

Briefly explain the general plan to engage parents in school life and communicate with them regularly about school matters.

We believe that engaging families in the life of the school at all grade levels, including middle school level as students gain greater independence, is essential in successfully supporting

student achievement. According to a 2019 American Psychological Association review of 448 independent studies on parent involvement, when parents are involved in their children's education, students, including students from low and higher socio-economic status, show higher academic achievement, school engagement, and motivation. (https://www.edweek.org/leadership/does-parent-involvement-really-help-students-heres-what-the-research-says/2023/07).

In an effort to engage parents, IOTA has created advisory committees in our Tennessee school system. When IOTA Community Schools first partnered with Wooddale Middle School in 2014, extensive efforts were made to engage the school and neighborhood community authentically. In addition to outreach efforts (visits to churches, community centers, etc.), IOTA Community Schools formed the Wooddale Transition Advisory Team (WTAT) and tasked the team with the following objectives:

1) To provide input into critical decisions over the spring and summer.
2) To ensure that ILA students experience a successful transition to a new school year.
3) To meet with the new administration team to plan for the upcoming school year.
4) To provide input into the school's strategic plan.

Initially composed of 12 students, parents, staff, and alumni, the WTAT met twice monthly to tackle its objectives. During the course of the WTAT planning, a series of meetings were held to meet directly with students and families to gather input on school design. Since this time, Wooddale Middle School has gained momentum in the community and word of mouth has become our greatest recruitment strategy. Due to the proven success of these committees, IOTA will replicate these meetings at ILA in Arkansas.

Effective Strategies

Over the upcoming term, ILA will employ the following strategies to engage parents/guardians:

Meet with Key Influencers: We will continue community organizing to gain support for ILA. We will host one-on-one meetings with significant influencers, including key community and business stakeholders. Community organizations will continue to support us in school recruitment efforts by organizing or hosting outreach events, and sharing news of our successes. Additionally, ILA and local representatives, including teachers and IOTA Board members, will build on their community relationships by attending community events, expositions, and performances to share our mission. Their aim will be to purposefully engage with organizations that serve families in poverty, academically low-achieving students, students with disabilities, linguistically diverse families, and other youth at risk of academic failure.

Meet with Parents: The IOTA leadership team in conjunction with the ILA team will continue to directly reach out to and maintain open communication with current parents, the surrounding area, and feeder school parents through brochures, flyers, phone banking, door knocking, open houses, school tours, and informational sessions. Monthly newsletters, in both Spanish and in English, as well as email and the phone, will be tools we use to maintain communication

(highlighting both strengths and challenges) with parents and to prompt conversation between parents and students. Scheduled meetings provide parents with formal opportunities to meet with teachers, including one home visit (post-enrollment) by the student's mentor or support team members before the school year begins.

Foster Relationship with Students: Our students are a key part of our culture, and we will continuously solicit student feedback to ensure the success of ILA.

Student & Family Support Specialist: As the front line of communication and relationship with families, a Managing Director of School Operations is on the staff roster. Their responsibilities include conducting community outreach, organizing parent volunteers, addressing parent needs, recruiting new students, giving student tours, and organizing workshops for parents and students.

Parent Training: ILA is committed to actively integrating parents/guardians into all aspects of their student's school experience by offering the ILA Parent Academy. This eight-month program consists of one two-hour workshop per month from October through May, culminating in a Parent Graduation in June. The program aims to empower parents to become leaders who engage other parents to support and improve their children's schools. The Student & Family Support Specialist will lead this program with support from the Director of Community Engagement. Specifically, the modules will cover the following topics: The IOTA Difference, Family-School Communication, Middle School 101, College-Readiness, PowerSchool, Effective Teaching, and Educational Equity. These events will be scheduled multiple times to better accommodate all families. We will arrange transportation and translation services as needed to increase participation.

Student, Parent, and Community Stakeholder Surveys: ILA wil conducts annual student, parent, and community stakeholder surveys to gauge family involvement and satisfaction, as well as incorporate family feedback. In our 2023-2024 Student, Parent, and Community Surveys, more than 90% of families across IOTA answered either likely or very likely to the statements 1) How likely are you to recommend ILA to others and 2) Would you like ILA to remain a member of IOTA Community Schools for another ten years.

Events: ILA will host community breakfasts and lunches as a formal forum for the public to provide input into the K - 12 Learning Approach and school policies. Informally, families will have consistent access to the IOTA School Leadership Team. Additionally, all parents will be invited to attend quarterly Town Hall meetings to increase collaboration further and discuss school policies. ILA will continue to inform parents of key events via Robocalls, newsletters home, and consistent outreach from the Student & Family Support Specialist.

Please see the sample timeline of parent and community engagement. It's important to involve all relevant stakeholders, such as teachers, students, and parents, in the process of creating the timeline and plan.

Event/ Deadline	Responsible Team Member	Date
Submission of Letter of Intent	Jocquell Rodgers	
Create and post notice of a public meeting in newspapers with circulation in the proposed area one time per week for three weeks.	Jaques Hamilton	June 20, 2024
Community Roundtable: establish a connection with key community stakeholders and form a local core planning/advisory team composed of a diverse representation of partners.	Chad Everett Jocquell Roders	July 24, 2024
Friends and Family Events-Highlight IOTA Community Schools and update on authorization and advisory team meetings.	Jaques Hamilton Chad Everett	July 31, 2024; August 2, 2024
Letters of support from parents and community members.	Jaques Hamilton	August 2, 2024 August 6, 2024
Connect with businesses and continue to build partnerships.	Chad Everett	August 6, 2024
Final Application due		August 9, 2024

Will the school offer any extra and co-curricular activities? If so, please describe.

Proposed Curricular or Extracurricular Activities

ILA believes co-curricular sports, clubs, and community service activities are central to effective education as we provide innovative and transformative experiences that transpire beyond the classroom walls. ILA strives for each student to commit to one curricular or extracurricular activity. Depending on student interest and sufficient fundraising, we aim to offer a variety of boys' and girls' sports. ILA plans to offer the following athletic sports teams: football, boys and girls basketball, girls softball, girls soccer, girls volleyball, competitive cheer, and boys and girls track and field. Additional practice and game facilities will be secured through partnerships with local parks, recreation centers, and, in some cases, local school district facilities. ILA will also offer a variety of clubs & activities both within and outside the academic program. The activities

and clubs offered during the school day include photography, journalism, podcasting, a yearbook club, music, and video production.

After-School Tutoring

Students who are not achieving a satisfactory grade within a particular class and need more support in a subject will be able to attend tutoring, which is offered for an hour every day after school and run by a credentialed teacher. Tutoring is offered Monday through Thursday each week that school is in session. ILA will provide a free after-school program to all students to improve academic outcomes. Each afternoon, students can participate in 45 minutes to an hour of tutoring sessions conducted by certified teachers. These sessions will target struggling areas in each core subject for participating students. Our Academic Site Coordinator, a certified teacher, will primarily create a structured environment for academic growth for participating students.This individual will meet weekly with school-day teachers and review biweekly student progress reports. The Academic Site Coordinator will ensure that the tutoring sessions are aligned with the school day lessons and topics so that students receive additional academic support. Enrichment activities that incorporate learning within fun activities such as ACT Prep, Cosmetology, STEM Hub, and Podcasting and Media Production will also be offered. These activities will reinforce topics taught during regular instruction periods of the school day. Tutoring programs will begin the third week of August and end a week before final exams. Currently, tutoring sessions will be funded through fundraising during our inaugural year. Once we receive data on our schools performance, we will apply for continued funding through the 21st Century Community Learning Centers grant.

Summer School or Saturday School

All new students registering at ILA will be brought together during the summer for an introduction to our culture of high expectations, academic excellence, and personal accountability. Summer Bridge typically will last for two weeks, from 8 am-12 pm, and will be staffed by existing teachers at the school. During Summer Bridge, students will meet with their future teachers, attend classes, and take initial placement exams. Throughout the summer, ILA leadership and academic teams will analyze diagnostic test scores, and students assessed below grade level will be assigned to RTI levels. Counselors, administrators, special education teachers, and Instructional Coaches review Individual Education Plans (“IEPs”) and student transcripts, developing appropriate interventions that will be shared with classroom teachers. Summer Bridge is typically funded through grant money or philanthropic funds. All students will be expected to participate, but there will be no consequences if a student is unable to participate. Summer Bridge will be staffed with ILA teachers who receive a stipend for taking on this additional leadership opportunity. Teachers will benefit from building early connections with students. Parents will be notified of Summer Bridge when they receive their student’s enrollment packet. Other supplemental programs will be communicated to parents through flyers from their students, the Parent Academy, school newsletters, and automated calls through School Messenger.

Additionally, ILA will offer a Summer School Program to support students with credit recovery. The Summer School Program will last about six weeks each summer. During this time, students will have the opportunity to recover classes they may have recently failed. This program also allows students to remain on track for promotion.

Briefly explain and describe the school's policy concerning how the school will address grievances and complaints. Include what role the governing board may have in complaints. Attach a copy of the current handbook (if possible) describing those policies and procedures.

Complaint Procedure Process

First Contact: Principal
Follow-Up Contact: Chief of Schools
Appeal: Executive Director

The following procedure will be used to address a complaint from a student, parent,guardian, or community member. Complaints can include, but are not limited to, discrimination based on race, color, national origin, religion, handicap, age or gender, sexual harassment, sexual orientation, the handicap/disability in the placement, instruction and guidance of pupils; employment, assignment, training, or promotion of personnel; provision and maintenance of physical supplies and equipment, the development and implementation of the curriculum, including the activities program; and in all matters relating to the instruction, supervision, administration and Board policy development:

- Report the alleged incident to the principal as soon as possible after the event(s) has occurred. If the complaint involves the principal, the report of the alleged incident should be made to the Chief of Schools as soon as possible after the event(s) occurred.
- The complaint will be investigated and the individual bringing the complaint will be advised of the outcome of the investigation within ten (10) days.
- If the individual bringing the complaint is not satisfied with the principal's resolution, he/she may appeal to the Chief of Schools. The appeal must be made in writing within ten (10) days from receipt of the principal's decision.

If the individual is not satisfied with the Chief of Schools resolution of the complaint,they may appeal to the Executive Director. The Executive Director following a documented investigation, may direct the notification of law enforcement authorities where appropriate.

COMPLAINT RESOLUTION FOR TITLE II, TITLE VI, TITLE VII, TITLE IX, ADA, SECTION 504, OR OTHER SIMILAR REQUIREMENTS

The following process will be used in the review and resolution of complaints regarding compliance with Title II, Title VI, Title IX, ADA, Section 504, or other similar requirements of the Civil Rights Act of 1964 as amended:

- Step 1 (Informal Resolution)
- Step 2 (Formal Complaint)
- Step 3 (Appeal to the Board of Education)
    - If the complainant is not satisfied with the finding at step 2, he/she may request a hearing with the Board of Education. The request for the hearing must be made within ten days of the written finding issued at step 2. The request for the hearing must include a statement of the complaint, the finding of the responsible official from step 2, and any response to the finding that the complainant wishes to present. It should include the reasons that the complainant believes the finding is in error.
    - The individual members of the Board will review the information presented with the written request for the hearing prior to the following month's Board agenda meeting. The Board will decide at the agenda meeting whether or not to place the appeal on the agenda for a hearing.

Section 5: Organizational Plan

A. Governance and Leadership

Board of Directors – Provide a list of proposed board members, if identified. Please include the actual or preferred roles of each member, a brief description of major responsibilities, their expertise area (i.e., academics, finances, legal, management, and operations, parents, community leaders, educator, operations, or community relations), and explain the selection process

The IOTA governing board provides external accountability, internal oversight, and mission-aligned leadership. The primary role of the Board is to govern schools in the portfolio in a manner that enables the school to achieve its mission. The Board ensures that the standards and goals are met and that the school operates in compliance with all Arkansas State and Federal laws. The Board's role is one of oversight and management, specifically oversight and management of the Executive Director. The Board hires the Executive Director and delegates responsibility for day-to-day operations to this Executive Director, who then reports directly to the board.

Size and Composition

The IOTA Board is an independent board that will include community leaders, and individuals with varied expertise, related skills, and interests. Following the bylaws, the number of directors is not fewer than three (3) or greater than twenty-five (25).

This size supports well-functioning committees capable of accomplishing significant work between meetings while remaining a manageable size needed to reach a consensus without excessive debate and time. The size is evaluated annually to ensure efficiency and productivity. The initial board will be composed of seven members. Board members will represent a diverse set of knowledge and skills with experiences in areas such as business, finance, development, tech, legal, and education. We will have a school advisory committee (SAC) in each school (See the Representation section below) that allows us to actively engage an increased number of parent champions and consistent opportunities for families to express their voice.One of the Board's responsibilities is to grow Board membership and ensure that IOTA has access to relevant expertise. Once a candidate is nominated, the nominee's professional background, community involvement, and commitment toIOTA's mission will be reviewed by current members of the Board of Directors. All nominees will be community leaders dedicated to preparing IOTA students to be successful in college and career, leadership, and life. Candidates participate in an IOTA school visit. The IOTA Executive Director and Board Chair recommend moving forward or holding on to a candidate. To be confirmed, nominees must receive a majority vote from the

existing Board of Directors. In the future, the Board will also seek to recruit members from the Little Rock community.

Additionally, the IOTA Board has agreed to written expectations to foster the board's capacity and the school's success through oversight, networking, advocacy, and finances. Board Members are expected to identify, cultivate, and introduce at least one new person to IOTA each year (a potential teacher/staff member, donor, board member, government official, volunteer, etc.). Board members are prepared to communicate with public officials and advocate for their support of the school. Board members are asked to make a meaningful financial gift to the school year and as needed, provide expert advice, attend special events, and encourage faculty, students, and their families.

As outlined in the board's by-laws, the composition of the board shall be a Chair, a Vice Chair, a Secretary, and a Treasurer. Each officer's powers and duties are defined as follows:

Chair

The Board Chair works closely with the Executive Director. The chair shall preside at all meetings of the members and of the board of directors. The chair will approve the execution of any deeds, mortgages, bonds, contracts, or other instruments that the Board of Directors has on behalf of IOTA. The chair shall perform other duties prescribed by the Board of Directors and all duties incident to the office of the Vice Chair.

President

Subject to the control of the Board, the President shall be the executive director of the corporation and shall have general supervision, direction and control over the business and officers of the corporation. He or she shall have the general power and duties of management usually vested in the office of chief executive officer of a corporation and shall have such other powers or duties as may be prescribed by the Board or these Bylaws. Subject to such limitations as may be imposed by the Board, any powers or duties vested in the President may be delegated by him or her to such subordinates as he or she may choose.

Vice-chair

When the Chair is absent, is unable to act, or refuses to act, a Vice-Chair shall perform the duties of the Chair. When a Vice-Chair acts in place of the Chair, the Vice-Chair shall have all the powers of, and be subject to all the restrictions of, the Chair in the order of the votes received when elected. A Vice Chair shall perform other duties as assigned by the chair or Board of Directors.

Treasurer

The Treasurer shall work with the Chief Financial Officer to ensure:

- Charge and custody of and be responsible for all funds and securities of the corporation.
- Overview of receipts for money due and payable to the corporation from any source.
- Ensure all money is deposited in the name of the corporation in banks, trust companies, or other depositories as provided in the bylaws or as directed by the Board of Directors or Chair.
- Account for funds to discharge obligations of the corporation.
- Maintain the financial books and records of the corporation.
- Oversee the committee to prepare financial reports at least annually.
- Perform other duties as assigned by the president or by the board of directors.
- If required by the Board of Directors, give a bond for the faithful discharge of their duties in a sum and with a surety as determined by the Board of Directors.
- Perform all of the duties incident to the office of Treasurer.

Secretary

The Secretary shall:

- Give all notices as provided in the bylaws or as required by law.
- Verify the minutes of the meetings of the members and the board of directors and keep the minutes as part of the corporate records.
- Maintain custody of the corporate records and of the corporation to all documents as authorized.
- Keep a register of the mailing address of each director, officer, member, and employee of the corporation.
- Perform duties as assigned by the President or by the Board of Directors.
- Perform all duties incident to the office of Secretary.

The Board's bylaws state the Board may appoint standing or special committees. At the current time, the Board has appointed an Academic Committee, Finance Committee, and Community Engagement Committee. Each committee's activities and scope of the work are as follows:

- **Academic Committee:** The Academic Committee reviews the curricula to ensure alignment with IOTA Community Schools' mission; recommends policy changes to the Board when appropriate; and participates in program development and evaluation.

- **Finance Committee:** The Finance Committee drafts annual operating and capital budgets for approval by the Board; reviews and presents monthly actual revenues and expenditures of operating, capital, and enterprise activities to the Board; and provides advice to the Board and school leadership about financial matters.

- **Community Engagement Committee:** The Community Engagement Committee seeks to engage community stakeholders to achieve sustainable outcomes, and equitable decision-making processes, and deepen relationships and trust between government

Each committee has no less than two members. Committees meet quarterly. Each Committee Chair reports to the full board on areas of focus as necessary and appropriate.

Representation

Each campus will be represented by the School Advisory Council. The SAC meets monthly. The School Advisory Council reports to the Principal who then reports to the ED who reports to the full board. While SAC members have no voting rights. Their role is to represent the voice of parents in the school, the given community, sharing local knowledge and expertise. They support the IOTA Community Schools Board to achieve its goals and serve the school community. Members provide an important voice for educators, families, and community members in the school's decision-making process, and provide the board with insights, suggestions, and perspectives on critical community issues.

Board members will be composed of Arkansas residents who represent the school's community. Active representation ensures that the members have the experience required to provide oversight of the school's finance, operations, and administration and will, therefore, be an educational and operational success. The Board has no majority group on the board, but, rather, a diverse set of stakeholders (in ethnicity, race, gender, age, geography, socio-economic background, national origin, physical ability/disability, family structure, sexual orientation, marital status, religion, and values) with a shared commitment to the mission and school population.

The Board evaluates the success of the school and the school leader continually through data reviewed during a series of quarterly committee meetings. The Board reviews academic, cultural, and financial data regularly with members of the IOTA team, including the following metrics on a quarterly (Q) or annual (A) cadence:

Academic: Ensures the school is an academic success.

- Reviews annual performance goals (Q)
- Student growth and achievement data (Q and A)
- Classroom grades (Q); and educator effectiveness (A)

Financial: Ensures the organization is in good fiscal health and is compliant with laws.

- Confirms strategic priorities are reflected in the budget (A)
- Oversees the selection of auditor and reviews annual audit (A)
- Cash on hand (Q)
- Enrollment variance (Q)
- Operating margin (Q)

- Unrestricted fund balance (Q)
- Budget variance (A),
- Unrestricted net assets and debt (Q).

Operational and Cultural: Ensures the school is an effective organization.

- Attendance (Q)
- Disciplinary: number of referrals and actions (Q)
- Survey data: parent, teacher, and staff) (Q)
- Enrollment data (Q)

Development: Ensures the school is planning for longevity.

- Develops the strategy for fundraising and development (Q)
- Builds financial support (A)

The Board conducts a self-reflection at the annual Board retreat, covering topics such as diversity and stakeholder representation, selection of Board members, the orientation of Board members, the Board's ability to monitor the health of the organization, Board operations, Board meetings, and the Board relationship with the leadership team.During these meetings, data is disaggregated to identify and close achievement gaps. The Board will also reflect on goals it set for that year and assess the extent to which they were achieved. The Board will continue to develop by participating in training pursuant to state law.

Identify the processes and structures that the proposed board will have in place to ensure:

a) Effective and efficient operation of school governance
b) Establishment and monitoring of school improvement goals
c) Procedural oversight and monitoring of personnel decisions
d) Fiscal responsibility and sustainability of the school
e) Compliance with all applicable laws and rules concerning ethics ILA
f) Community Engagement

The processes and structures for the aforementioned points have been detailed in the previous section.

B. School Administration

1) *Superintendent Position* – If a superintendent has been appointed, please indicate the selection criteria and a rationale for the choice, including leadership qualities and capacity that uniquely qualify the selected individual to lead this charter. If a superintendent has not been selected, please include a job description and indicate the leadership qualities and capacity desired for this position. How will this leader be supported and developed?

The **Chief of Schools** is a senior leadership position responsible for providing strategic direction and oversight for all aspects of educational programming and instructional leadership within the school district or educational organization. Key responsibilities include:

1. Strategic Leadership: Developing and implementing strategic plans, goals, and initiatives to advance student achievement and success.

2. Instructional Leadership: Leading efforts to improve instructional practices, curriculum development, and assessment strategies to enhance student learning outcomes.

3. School Support and Supervision: Overseeing the performance and effectiveness of schools within the district, providing guidance and support to principals and school leadership teams.

4. Professional Development: Developing and implementing professional development programs for school leaders and teachers to enhance their skills and effectiveness.

5. Student Support and Engagement: Championing initiatives to support student engagement, well-being, and social-emotional development.

6. Community Relations: Building and maintaining positive relationships with families, community organizations, and other stakeholders to promote collaboration and support for educational initiatives.

7. Budget and Resource Management: Participating in the development and management of the district's budget, allocating resources strategically to support instructional priorities and student needs.

8. Data Analysis and Accountability: Analyzing student achievement data and other performance indicators to identify trends and areas for improvement, and establishing accountability measures to monitor progress.

The Chief of Schools plays a critical role in driving educational excellence, fostering collaboration, and ensuring the success of all students within the district or educational organization.

Qualifications:

- Master's or doctoral degree in education, educational leadership, or a related field.
- Certification or licensure as a school administrator or superintendent.
- Extensive experience in educational leadership roles, including administrative experience at the school or district level.

- Demonstrated success in improving student achievement, instructional quality, and school performance.
- Strong knowledge of educational research, best practices, and evidence-based strategies.
- Excellent communication, collaboration, and interpersonal skills.
- Ability to lead change initiatives, inspire others, and build consensus among diverse stakeholders.
- Commitment to equity, diversity, and inclusion in education.
- Knowledge of relevant laws, regulations, and policies governing education at the local, state, and federal levels.

2) *Principal Position* – If a principal has been appointed, please indicate the selection criteria and a rationale for the choice, including leadership qualities and capacity that uniquely qualify the selected individual to lead this charter. If a principal has not been selected, please include a job description and indicate the leadership qualities and capacity desired for this position. How will this leader be supported and developed?

Qualifications

- Serve as administrator and integral part of the instructional leadership of the school,
- direct and supervise the curriculum and guidance program of the school.
- Accountable for students' overall academic performance
- Hire and develop school staff (licensed and classified)
- Responsible for managing and overseeing student discipline and attendance.
- Evaluate and supervise school curriculum and instruction programs with all departments.
- Coordinate and supervise safety plan (crisis team, building inspection, building keys and inventory, compliance laws).
- Evaluate the performance of teachers and other school employees and coach them on their individual development.
- Craft student discipline policies to meet unique student population needs
- Responsible for school budgetary planning and business operations.
- Responsible for planning the master schedule of classes for students and for assigning staff schedules.
- Available for contact with parents, students and staff to discuss student progress and problems after class, at night or on weekends (via cell phone or in person).

Leaders will be developed and supported by the Chief of Schools. The Chief of Schools will meet with the building principal on a weekly basis for coaching and support. All school principals will attend a monthly principal collaboration to refine current skills or develop new skills. Principals will also attend outside professional learning opportunities to further develop them in their roles.

Timeline for hiring Chief of Schools and Principal::

Month 1: Planning and Preparation

Week 1-2: Needs Assessment and Planning

- Review current organizational structure, leadership needs, and strategic priorities.
- Define the job description, qualifications, and responsibilities for the Chief of Schools and Principal position.
- Determine the selection criteria and evaluation process.

Week 3-4: Recruitment Strategy

- Develop a recruitment strategy, including advertising channels, networking opportunities, and outreach efforts.
- Identify key stakeholders involved in the hiring process, including hiring committee members and interview panelists.

Month 2: Recruitment and Selection

Week 1-2: Advertisement and Outreach

- Post the job advertisement on relevant job boards, education-related websites, and professional networks.
- Reach out to potential candidates through targeted recruitment efforts, including networking events and referrals.

Week 3-4: Application Review and Screening

- Review applications and resumes received from candidates.
- Screen candidates based on the established selection criteria.
- Conduct preliminary interviews or phone screenings with selected candidates.

Month 3: Interview and Selection Process

Week 1-2: Interview Process

- Schedule and conduct interviews with shortlisted candidates, including panel interviews, presentations, and assessments.
- Gather feedback from interview panelists and stakeholders.
- Select final candidates for further consideration.

Week 3: Final Selection and Offer

- Conduct final interviews or meetings with top candidates to discuss expectations, negotiate terms, and address any questions or concerns.
- Select the preferred candidate for the Chief of Schools and Principal position.
- Extend a formal job offer to the selected candidate, including details on salary, benefits, start date, and other relevant terms.

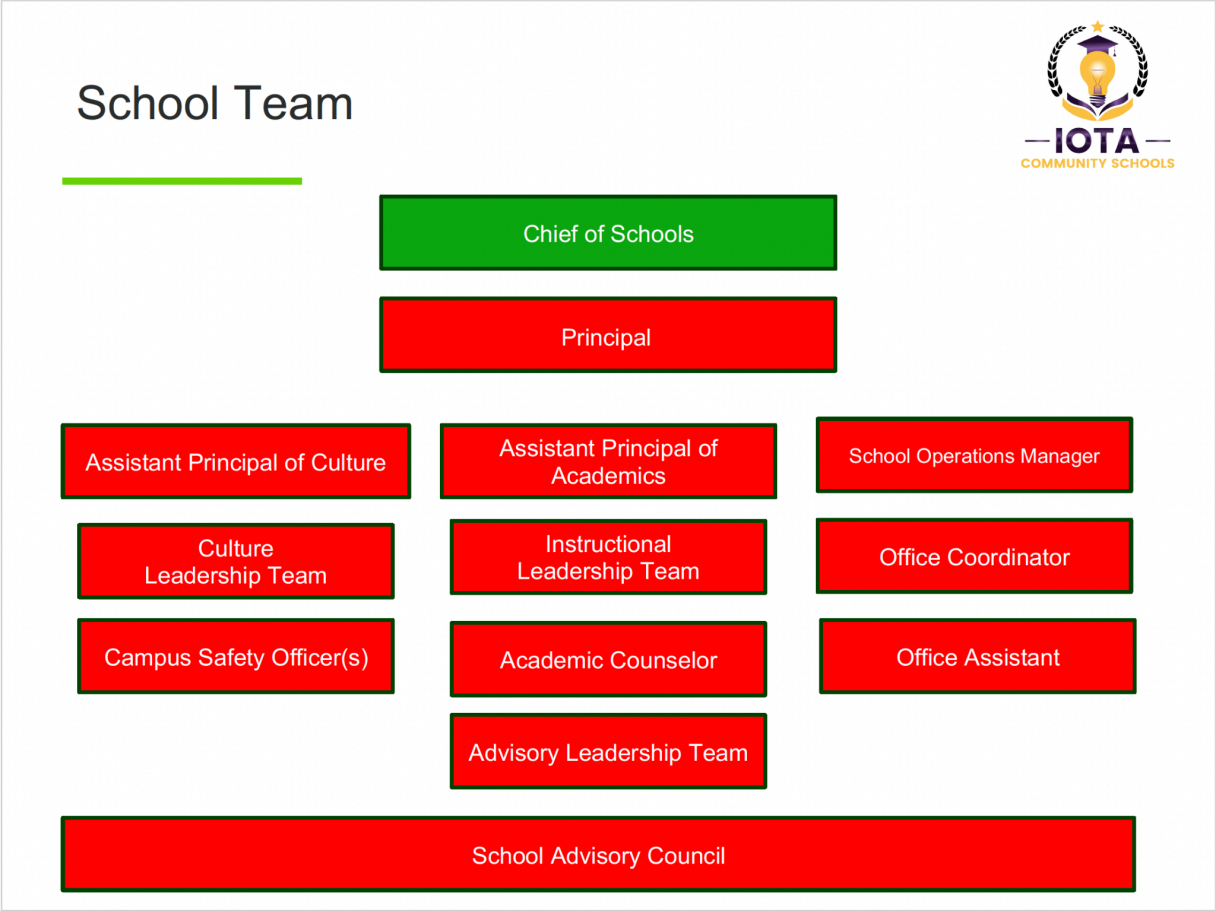
Week 4: Onboarding and Transition

- Coordinate the onboarding process for the new Chief of Schools and Principal, including orientation sessions, introductions to key stakeholders, and access to necessary resources and information.
- Develop a transition plan to facilitate the smooth handover of responsibilities from the outgoing to the incoming Chief of Schools and Principal.
- Communicate the appointment of the new Chief of Schools and Principal to staff, students, families, and community members.

By following this timeline, the hiring process for a Chief of Schools and Principal position can be conducted efficiently and effectively, ensuring the selection of a qualified candidate who will contribute to the success of the educational organization.

C. Faculty and Staff

Describe the school's proposed leadership structure. Include a copy of the school's proposed organizational chart.



ILA will be led by an Instructional Leadership Team (ILT) composed of the Principal, two Assistant Principals and Instructional Coach (. The operational roles at ILA will be overseen

by the School Operations Manager (SOM). The Principal of ILA will be local to the given community. The principal reports to the Chief of Schools (Superintendent), who in turn reports to the Executive Director. The ED reports to the Board of Directors.

Our Chief of Schools meets biweekly with our principals to coach them on the day-to-day leadership of their school. Our principals will meet monthly in a collaborative session with the other principals in the IOTA Community Schools network. During these meetings, the Principal of ILA will speak with network peers to help them grow and develop in the work required for the school. At this time, best practices will be shared, and data will be analyzed. Leveraging team member's assets can increase the overall value of the network.

Additionally, ILA school leaders will be given various opportunities to participate in professional learning outside of the network, such as the UNITED National Conference on School Leadership. Opportunities such as these help to develop their leadership skills further and increase their capacity to drive student achievement.

The ILA Leadership Team consists of the following staff:

- **Principal:** See previous question for roles and responsibilities.

- **AP of Instruction:** The Assistant Principal of Instruction must believe deeply in the mission of IOTA, have a vision for how they will lead the school to reach the academic goals outlined in the site dashboard and must embrace the responsibility of ensuring that students from our low-income, primarily immigrant, linguistically diverse community can succeed. The Assistant Principal of Instruction will assist the site principal with Instruction and professional development for teachers. The Assistant Principal of instruction will use leadership, coaching, and administrative skills to promote the growth of a professional learning community (PLC) that fosters teacher leadership and increased academic achievement. The Assistant Principal of Instruction is responsible for teacher coaching, data-driven progress monitoring, intervention case management and instructional materials management.

- **AP of Culture:** The Assistant Principal of Culture models how to build strong, mutually respectful relationships with students and families and supports teachers to do the same. In addition to serving on the school's leadership team, this position oversees social-emotional learning, implementation of a progressive discipline process, campus supervision, college preparatory programming, student attendance systems, and manages all student life activities (i.e. educational field trips, incentives, etc.). The Assistant Principal of Culture also supports the principal in key instructional initiatives as needed. The Assistant Principal of Culture is a creative and inspiring educator with adult leadership experience, high energy, excellent organizational abilities, and a talent for creating a warm and supportive environment for children.

- **Instructional Coach:** The Instructional Coach (IC) will provide instructional support and coaching to teachers as they work to ensure that each student is able to reach his or her academic potential. The IC's primary role is to work with teachers to support best practices in using data, provide analysis of school-wide trends in instruction, and make recommendations about potential next steps to address areas of need.

The IOTA Community Schools Leadership Team consists of the following staff:

● **Executive Director (Jocquell Rodgers):** The IOTA Community Schools Executive Director is responsible for the overall success of the IOTA Arkansas region and all IOTA Arkansas charter schools. She manages the IOTA Community Schools Leadership Team and reports directly to the IOTA Community Schools Board of Directors.

● **Chief of Schools- Tennessee (Marysa Utley):** The Chief of Schools leads IOTA's work on the supervision and support to schools and principals; development, implementation, and monitoring of the curriculum, assessments, and instructional programs; services and programs that promote positive school cultures, and advance the academic physical, social and psychological well-being of students; engagement of families; services and programs for student with disabilities; engagement of students through athletics, student leadership, and extracurricular activities; and allocation of resources through Title I and other local, state and federal grants that support the education of students with diverse needs.

● **Chief Innovation Officer (Christina Austin):** The Chief Innovation Officer works cross-functionally with the CAA to develop an instructional model and framework aligned to state standards and/or School Letter Grade system in fulfillment of the organization's mission; develops and maintains clear and inclusive decision-making processes to ensure integration of academic supports and services, as well as effective ongoing technical and operational management of the schools; monitor education research, trends, and developments to support school improvement efforts and program development; and fosters the sharing of high-yield strategies and opportunities for collaboration within and among all levels.

● **Chief Financial Officer (Dan Penaranda):** The Chief Financial Officer oversees all financial and operational functions of the organization. The CFO manages the transportation system for IOTA Community Schools, all vendor relationships, capital improvement projects and daily facility operations. Dan works closely with Principals to determine the budgets and resource allocations for the schools and manages the facilities and IT teams.

● **Chief of Academic Advancement (Deadre Ussery):** The Chief of Academic Advancement serves on cross-functional teams to provide educational and managerial leadership that builds and supports a high performance educational team, inspiring and aligning the academic work of the District; build and lead a highly effective, innovative department assuring that the District's academic philosophy, values, and mission are carried

out in a manner which is conducive to innovation, positive thinking, accountability and performance; coordinates the successful integration of evidence-based strategies to support the growth and success of all IOTA Schools and scale successful strategies to other campuses.

● **Director of Development and Mentorship (Karen Payne):** Director of Development and Mentorship leads IOTA AR's fundraising efforts by connecting to donors, community partnerships and grants. The Director also creates opportunities for students to participate in mentoring experiences that build on their ability to network with community leaders, corporate stakeholders and entrepreneurs.

Describe the strategy, plans, and timeline for recruiting and hiring faculty and staff. Explain the school's proposed strategy for retaining high-performing faculty and staff.

Each year, ILA will hire a diverse faculty of the best teachers available. We will continue to achieve this goal by launching a comprehensive recruitment plan that works to source talent from diverse backgrounds while continuing our rigorous recruitment process to hire highly effective staff. ILA strives to hire mission-driven personnel who exhibit a significant level of commitment to the children – in particular, the given community , to our mission and have demonstrated the ability to maintain high expectations and attain equitably high-performance results with all students. IOTA Community Schools representatives attend job fairs throughout the state and region, as well as advertise positions with Teach For America and on national job boards (e.g., the National Alliance for Public Charter Schools), including job boards at Minority-Serving Institutions (MSIs) or Historically Black Colleges and Universities (HBCUs), and Hispanic-Serving Institutions (HSIs). We distribute flyers and brochures at local community hubs and host several open-house networking events throughout the recruitment season.

Research shows that the best hires for companies come from referrals of current employees. During the spring, our Talent Team will run a referral campaign designed to obtain referrals from our current staff. Our team will then follow up with candidates to begin the recruitment process.

Timeline

Date	Task
Fall 2024	Building candidate pipeline, attending job fairs for current and future openings, designing and developing recruitment materials.
November 2024	Posting open positions for 2025-2026

January 2025	Start interviewing candidates for 2025-2026. Work with school leaders to identify potential vacancies for the following year.
Spring 2025	Attend job fairs while also hosting informational events for IOTA Community Schools.
July 1, 2025	100% hired for the following school year.

Selection Criteria

We specifically seek candidates who demonstrate unwavering belief in the potential of all students and are passionate about improving public education. In addition, we are seeking candidates who want to serve in schools that serve an urban population of students. We seek to hire teachers with the culturally inclusive experiences, perspectives, and backgrounds that a diverse workforce brings to the classroom.

IOTA Community Schools has a talent team that will develop the recruiting strategy and support the implementation of this strategy. We believe teacher retention begins at hiring and we strive to prevent turnover and teacher replacement costs with hiring and recruitment practices that help us identify the most qualified teachers.

Our teacher interview process includes five steps with the Principal being responsible for making the final hiring decision.

1. **Online Application:** The application includes a resume, cover letter, and credential check, which ensures we have a pool of highly qualified staff.

2. **Network Phone Screen**: ILA will ask a series of questions to assess cultural fit, “grit” or ability to teach in an urban setting. This stage helps IOTA assess whether the candidate fits the IOTA culture, shows perseverance and passion, and is reflective.

3. **Role Review:** Upon completion of the network phone screen, candidates who meet what we are looking for will be invited to have a conversation with one of ILA’s instructional leaders to learn more about the specifics of the role.

4. **Final Interview:** Finalists are invited to an in-person interview with the school site recruitment team. During this time, candidates will meet with other staff and teachers, and observe classrooms and lunch periods while interviewing directly with the administrative team.

5. **Reference and Background Checks:** Reference and background checks are conducted for finalists.

To ensure that ILA has an opportunity to recruit and hire the best talent, we will be taking the following steps:

Candidate Outreach: IOTA will work to create a robust candidate pipeline of ILA candidates by reviewing previous applicants, attending job fairs, and utilizing the state of Arkansas's teacher talent pool database. The goal of creating this candidate pool is to reach candidates for future roles while also having a base to connect with as vacancies arise.

School of Education Job Fairs: ILA will contact education programs (EPP) in the state of Arkansas and the country to establish relationships with program administrators and to have a presence at job fairs. IOTA understands the importance of establishing relationships prior to a job fair so candidates learn about our opportunities early. For the fairs that provide candidate lists, IOTA will add those candidates to our master candidate lists to create an ever-growing pool of potential new teachers. The focus will be on the states of Arkansas, Mississippi, Kentucky, Alabama, and Illinois for schools of education and their job fairs.

Advertising: For ILA to reach a wide range of candidates, we will run advertisements (Google, Facebook, Instagram, etc.) to draw candidates into our pool. The ads will highlight and showcase our schools continued expansion, career growth opportunities, making Arkansas a home (selling the city to out-of-the-area folks), and the coaching and support our staff receives.

Partnerships: We will leverage our existing partnership with Teach for America to find talent in Arkansas while also looking to establish new relationships with organizations to develop a residency program. These partnerships will help to hire for roles that are challenging to fill (at ILA this is English and ESL) while expanding our presence into new communities.

Local Recruitment Events: We will have a presence at local job fairs, distribute flyers and brochures at local community hubs, and host several open house networking events throughout the recruitment season.

Referral Program: Research shows that the best hires for companies come from referrals of current employees. During the spring, our Talent Team will run a referral campaign designed to obtain referrals from our current staff. Our team will then follow up with candidates to begin the recruitment process.

One of the most important pieces of information that IOTA gathers in the interview process is whether or not the candidate will be eligible for a teaching license in the state of Arkansas. This is why we focus our job fair attendance on schools of education both in the state of Arkansas and outside of the states surrounding area.

This process starts with reviewing resumes to find information related to certification and developing questions about obtaining a license during the network interview stage. Our talent team will only send candidates on to the role review/final interview if they have a pathway toward certification. Additionally, offer letters for teachers do not go out unless there is a clearly defined pathway toward certification.

Certifications: For candidates that we interview that are strong but do not have a teaching license, we provide options during the interview process for obtaining a license should we decide to make a hire. In addition, our talented team regularly stays up to date with statewide regulations to best serve candidates in the interview process regarding questions about licensure.

To ensure that ILA is sourcing talent that reflects our student body and community, we are creating specific recruitment strategies to meet those needs. That starts first with ensuring that our vacancies are being shared with our community for potential referrals while also enlisting our current staff to tap into their personal networks for opportunities.

At the same time, ILA will work to have a presence within the HBCU and HSI colleges and universities via either job fairs or job boards for graduates. We will also use Handshake to ensure that our job posts reach a wide and diverse array of students. We will rely heavily on our referral process and word of mouth. The greater Memphis area is home to many teachers of color, and we will be tapping into those pools through our current staff.

As a network, we are proud of the fact that 82 percent of all staff identify as BIPOC. Additionally, IOTA Community Schools was named a Commercial Appeal Top Workplace for five consecutive years in Tennessee.

Retention

Promotion and retention policies for instructional staff typically focus on recognizing and rewarding effective teaching practices while ensuring the overall quality of education provided to students. Listed below are a breakdown of these policies:

1. **Teaching Effectiveness:** The primary criterion for promotion and retention in ILA is teaching effectiveness. This can be assessed through a variety of means, including classroom observations, student performance data, feedback from students and parents, and evaluations conducted by administrators or peers.

2. **Performance Evaluations:** For non-instructional staff, the use of performance evaluations are used as a primary metric for staff retention. This metric recognizes the strengths and weaknesses as well as provides actionable feedback to each employee.

3. **Professional Learning:** Participation in professional learning activities, such as workshops, seminars, and training sessions, is often encouraged and sometimes

required for instructional staff. Continuing education not only helps teachers improve their skills but also demonstrates a commitment to ongoing growth and development, which can be considered in promotion decisions.

4. **Credentialing and Licensure:** Meeting state licensure requirements and holding relevant credentials in the subject area being taught are often prerequisites for promotion and retention. In some cases, teachers may be required to pursue additional certifications or endorsements to advance in their careers.

5. **Leadership Opportunities:** Instructional staff who demonstrate leadership potential may be provided with opportunities to take on additional responsibilities, such as serving as department chairs, leading professional learning communities, or participating in curriculum development committees. These experiences can contribute to their professional growth and be taken into account during promotion evaluations.

6. **Student Outcomes:** Student achievement and growth are key indicators of a teacher's effectiveness. Therefore, promotion and retention decisions may consider factors such as standardized test scores, graduation rates, and other measures of student success. However, it's essential to ensure that these assessments are fair and account for factors beyond the teacher's control.

7. **Evaluation Process:** The IOTA school district has formal evaluation processes in place to assess teacher performance. These evaluations may occur annually or more frequently and often involve a combination of classroom observations, self-assessments, student feedback, and administrator evaluations.

8. **Support and Mentoring:** Providing staff with access to mentoring programs and support networks can contribute to their professional learning, professional development and job satisfaction. Mentors can offer guidance and assistance as teachers work towards meeting promotion criteria.

9. **Retention Strategies:** Retention of staff is crucial for maintaining continuity and stability within a school district. Strategies to retain teachers and staff may include competitive salaries and benefits, opportunities for career advancement, a positive work environment, professional learning, professional development opportunities, and recognition for outstanding performance.

Overall, IOTA school district aims to promote a culture of continuous improvement and support for faculty and staff, ensuring that they have the resources and opportunities they need to excel in their roles and contribute to student success.

Describe the policies and procedures for evaluating staff and providing performance feedback. Describe how the school intends to handle unsatisfactory leadership or

teacher performance, including termination, as well as leadership/teacher changes. Please provide a copy of the policy and procedures listed in your handbook (If available).

The AR Core Teaching Rubric highlights student's actions, tasks, and responsibilities by promoting observers to look for signs that students are addressing the right challenges and successfully overcoming them. Great teaching doesn't always look the same. It is essential to focus on what students are learning to ensure effective teaching is taking place.

Observation Process

- Observer records an observation and takes low-inference notes.
- Observer uses video to score teacher using AR Core Teaching Rubric
- Observer adds a justification statement for each indicator summarizing the basis for the indicator score.
- Observer shares the video with the teacher before scoring the conversation.

All leaders complete an initial training process in the summer and continue calibration sessions quarterly as a campus team.

Evaluation Process

Teachers will be evaluated by school administration three times per semester (1 scheduled and 2 unscheduled observations) using the AR Core Rubric. Videos of each observation will be uploaded to Whetstone/Grow, where the observer will enter the scores and justification for each indicator.

Following each observation, the school administrator will meet with each teacher to review and discuss action items for continued growth. These notes will also be visible to the Chief of Schools and regional coaching team so that all supports are aligned to quickly improve instruction and highlight classroom strengths.

The observations will be preceded by a summative conference; they will include real-time coaching during the observation, written action steps articulated in our Whetstone system, and an in-person debrief that includes practice. By using observations and data together, the evaluation tool will allow teachers and school leaders to have an ongoing dialogue about how what happens in the classroom impacts student performance. Emphasis on teacher growth and improvement with the use of formative and summative data will allow teachers and school leaders to have ongoing dialogue about how classroom activities impact student performance.

Individual teacher coaching will be supported by a robust professional learning schedule. In addition to 10 days of summer professional learning and collaboration (15 days for new teachers), teachers participate in twice weekly professional learning sessions focused on building skills and collaborating with peers. Newly certified teachers, teachers with conditional or

emergency licenses and early year teachers will participate in a school-site based mentoring program in which they will be intentionally supported.

Principal Evaluation

IOTA's School Leader Evaluation (SLE) is designed with our organization's core values in mind. As a result, school leaders will be evaluated using multiple measures of effectiveness aligned with existing research and best practices. For example, measures that inform the evaluation include but are not limited to the following core areas: instructional leadership, capacity building, data use, and culture for teaching and learning. A competency framework, stakeholder survey feedback, and student achievement measures provide multiple measures that leaders can use to identify areas of strength and areas in need of development.

To create this model, we relied partially upon the practical experience of high-performing leaders at all levels. We also relied on research in the organizational, business, and education domains that indicate which competencies and behaviors are most tied to effective leadership, development, management, and student achievement. This research helped us prioritize competencies and structure key behaviors that demonstrate proficiency in those areas.

Unsatisfactory leadership or teacher performance

In order to ensure that our students at ILA will be receiving top-quality education, the principal of the school will receive consistent coaching throughout the school year. In addition, the principal will be formally evaluated by the Chief of Schools twice during the school year. The first evaluation will occur mid-year (December/January) and the second will take place at the conclusion of the school year (June).

If the principal fails to meet expectations at any point during the school year and direct coaching from the Chief of Schools is not producing improvements, then that Principal will be placed on a Performance Improvement Plan (PIP) with the explicit goal of helping that Principal improve in the role. ILA will have the choice of relieving the Principal of their duties should the plan not be met by the Principal. Any decisions regarding the removal of a Principal will be done with a specific plan of interim leadership coverage.

The same process is in place for our instructional staff. The principal and the leadership team will evaluate the teaching staff via the state-approved teacher evaluation system. If teachers are not meeting the expectations in our classrooms, then those teachers will be placed on a Performance Improvement Plan (PIP) with the explicit goal of helping them improve in their roles. ILA has the choice of relieving that teacher of their duties should the plan not be met by the teacher.

D. Transportation

Will the school provide transportation services? If so, describe the transportation services plan that the school will provide.

As ILA will be serving a highly under-resourced community, the need to provide a consistent transportation option for our students will be key to ensuring all students have the opportunity to thrive. Given neighborhood demographics, elementary aged student ridership patterns and industry standard bus ridership zones and practices, ILA expects to provide school busing services to approximately 100 general education bus riders and 10 special education and students with disabilities bus riders at a full enrollment of 600 students in both elementary and middle school.

In order to ensure effective busing operations, the below parameters will be followed.

General Education Transportation (at each school):

- **Number of Buses:** 2 standard buses (each with a capacity of 45-70 students).
- **Bus Routes:** Develop 2 routes that efficiently cover the school's catchment area, ensuring no student spends more than 45 minutes on the bus.
- **Scheduling:** Buses to arrive a minimum of 15 minutes before the start of the school day and depart 15 minutes after school ends.
- **Stops:** Establish safe and convenient bus stops, minimizing walking distances for younger students.
- **Driver Training:** Regular training for bus drivers on safety protocols, emergency procedures, and student management.
- **Communication:** Equip the bus with communication devices for emergencies and direct contact with school administration.

Special Education and Students with Disabilities Transportation (at each school):

- **Number of Buses:** 1 specialized bus equipped with wheelchair lifts and other necessary accommodations.
- **Bus Routes:** Create a route specifically designed for special education students, ensuring minimal travel time and door-to-door service where necessary.
- **Scheduling:** Coordinate with parents and caregivers to ensure buses arrive a minimum of 15 minutes before school starts and depart 15 minutes after school ends.
- **IEP Requirements:** Comply with all special transportation requirements found in the students IEP and standards set by the ADA
- **Aides:** The bus will have a trained aide to assist students with boarding, disembarking, and any needs during the journey.
- **Driver and Aide Training:** Regular training on handling special needs, emergency procedures, and the use of specialized equipment.
- **Communication:** Equip the bus with communication devices for emergencies and direct contact with school administration.

Transportation for Students Experiencing Homelessness to Ensure Compliance with McKinney-Vento Act:

- **Flexible Routing:** Adjust routes to accommodate the locations of homeless students, ensuring they can attend their school of origin.
- **Coordination:** Work with local shelters and the school's homeless liaison to identify and address transportation needs promptly.
- **Privacy:** Maintain confidentiality and dignity in providing transportation for homeless students.

Field Trips and Athletic Events:

- **Additional Buses:** Arrange for additional buses as needed for field trips and athletic events, ensuring no disruption to regular routes.
- **Advance Planning:** Schedule and reserve buses well in advance for planned field trips and events.
- **Special Needs Accommodations:** Ensure transportation for special education students on field trips includes necessary accommodations and support.
- **Staff Supervision:** Ensure a standardized and robust field trip and athletic procedure is followed that includes consistent and trained staff supervision.
- **Chaperones:** Ensure adequate chaperones are present on all field trips to maintain order and safety.
- **Emergency Preparedness:** Provide bus drivers and chaperones with emergency contact information and protocols for field trips.

Transportation Management and Oversight:

- **Transportation Coordinator:** A designated school transportation coordinator will manage daily operations, route planning, and communication with parents and staff.
- **Communication:** Maintain open lines of communication between the transportation staff, school administration, and families.
- **Regular Reviews:** Conduct regular reviews of bus routes, schedules, and safety procedures to ensure efficiency and safety.
- **Feedback Mechanism:** Implement a feedback mechanism for parents, students, and staff to report issues and suggest improvements.

IOTA has ensured the safe and successful transportation of up to 400 students a day over the last 10 years across its schools in Memphis. Currently, IOTA maintains its own internal bus and driver fleet as well as working with local busing providers to service its students in Memphis. IOTA will execute a robust Request for Proposal (RFP) process to procure a vendor to provide busing services at ILA. The RFP and the services will be dictated by the student transportation demand and will fluctuate in its availability year over year. The selected vendor will provide services under the parameters found above with an underlying emphasis on safety and predictability.

E. Food Service

Describe how the school will provide meal services. Include in your description an explanation of the prospective space for meal services

IOTA will execute a robust Request for Proposal (RFP) process to procure a vendor to either prepare meals onsite or at a vendor managed central kitchen to be delivered to and served at ILA. Contracted vendors will be paid through National School Lunch Program (NSLP) reimbursement based on the number of meals tracked by Free, Reduced, and Paid student eligibility status. As research shows students that consume healthy and balanced food are higher performing students, IOTA will ensure the selected provider follows the guidelines found below.

Regulatory Compliance:

The food services provider for ILA will:

- Participate in the NSLP to receive federal funding and adhere to USDA nutritional standards.
- Follow guidelines for meal patterns, calorie limits, sodium limits, and offer whole grains, fruits, and vegetables as dictated by the Healthy, Hunger-Free Kids Act.
- Clearly label allergens and manage allergen-free meal preparation as prescribed by the Food Allergen Labeling and Consumer Protection Act (FALCPA).
- Comply with all Arkansas Department of Health regulations for food safety, sanitation, and kitchen inspections.
- Ensure that all food and beverages sold on campus comply with the Arkansas Smart Snacks in School Standards.
- Adhere to county Pulaski County Health Department specific food health and safety regulations, including sanitation and hygiene standards.
- Comply with all City of Little Rock health codes and ordinances related to food preparation, service, and safety.
- Provide accessible dining areas and accommodate special dietary needs as required by the Americans with Disabilities Act (ADA).

Kitchen Design:

If the selected vendor prepares food onsight, IOTA will ensure the ILA kitchen:

- Area is approximately 800-1,500 square feet to accommodate storage, preparation, cooking, and cleaning areas.
- Accommodates separate zones for receiving deliveries, dry and cold storage, food preparation, cooking, and dishwashing to prevent cross-contamination.
- Is equipped with commercial-grade ovens, stoves, refrigerators, freezers, steamers, dishwashers, and preparation tables.

- Maintains handwashing stations, proper ventilation, pest control measures, and regular cleaning schedules per Arkansas food safety regulations and Little Rock municipal codes.

Cafeteria Design:

In order to adequately provided food services to all students, IOTA will ensure the ILA cafeteria includes:

- Approximately 3,800 square feet to seat 250 students per lunch period, ensuring multiple lunch shifts.
- Multiple serving lines to reduce wait times, including a main line, salad bar, and beverage station.
- Point-of-sale systems for efficient payment processing.
- A mix of seating types with enough space to move freely.
- Ample natural and artificial lighting and soundproofing to ensure a comfortable dining environment.

Meal Service and Student Experience:

In order to adequately provided a high-quality nutritional opportunity for all students, IOTA will ensure the ILA meal service maintains effective operational systems, including:

- Schedule staggered lunch periods to manage food service flow, allow for proper preparation and cleaning between food services periods, and reduce crowding.
- Offering a variety of nutritious options, including vegetarian and allergen-free meals. Rotate menus weekly to maintain interest.Promote healthy eating habits through posters, educational programs, and taste tests.
- Ensuring portions meet nutritional standards and are age-appropriate.
- Implementing a recycling program to manage waste.
- Ensuring adequate staff to supervise students during meals and assist with seating and cleanup.

IOTA will be responsible for working with the School Operations Manager (SOM) to maximize the number of students who qualify for free and reduced-price meals through meal application collection and complete direct certifications through the state's department of education database. The school will employ various strategies to ensure the completion of forms by including them in initial student outreach documentation, orientation, school events, and communication with parents. Further, USDA-required verification will be completed in October of each school year. Periodically, ILA staff will run Direct Certification reports through Arkansas's Direct Certification Portal. IOTA will ensure annual training of all staff in compliance with the required Professional Standards for food service staff under the School Nutrition Program.

F. Safety

Describe how the school safety and security plan for students, staff, facility, and property will be developed and updated in compliance with applicable laws and regulations.

Ensuring the safety and security of students, staff, and school facilities is paramount in creating a conducive learning environment. Below is a sample of the supervision schedule at Wooddale Middle School. School leaders will develop a similar plan for ILA at the beginning of the academic year.

Before School/Morning Supervision

7:00-7:20 am

- Supervision team check-in at 7:00 am each morning via remote radio
- Supervision team reports to supervisor posts at 7:00am
- Security team monitors outside and ensures students and families remain in vehicles until students are welcomed into school. 7:20-7:45 am
- At 7:20am, students will enter the building through the front entrance. Each grade level will enter through a different front entrance door to minimize congestion.

Student Expectations(7:20- 7:40am)

- From 7:20-7:40am, students wanting breakfast will report to the cafeteria. Students not wanting breakfast will report to their designated section in the auditorium. **Once students finish eating breakfast they will report to the auditorium.**
- 7:45am, all students will be dismissed to the first block from the auditorium after morning reminders
- Students will place electronics off and into YONDR pouch

Staff Expectations

-At 7:15am, morning duty teachers will report to their post (auditorium) to greet students and monitor student behavior. - Grade level CSOs will support in the auditorium
- Remaining CSOs will support front porch/main entrance supervision
- At 7:45am, all staff will report to the auditorium for dismissal to the 1st/5th period.
- The Admin Team or Teacher Leaders will dismiss students from the auditorium at 7:45am by calling each class. Teachers on 1st/5th planning will circulate the auditorium and support with monitoring student behavior.

Roles/Responsibilities

- Greet everyone, conduct uniform checks, and monitor students and transition. Report any suspicious behavior immediately to the administration.
- Ensure classes exit quietly, swiftly, and orderly.

During Class Periods

8:15– 8:45 am

- 8:15am Tardy checks and hallway sweeps begin.
- Counselor will remain in the main lobby to assist with tardy students until 8:45am.

- Students who enter after 8:15am will receive a tardy slip.
- Counselor will radio security team about the late student's destination

- Coach will update attendance of tardy students in the morning

After 8:11am, all arriving students must be signed in by a parent or guardian.

Restroom Breaks

- Students will be allowed to use the restrooms during morning/breakfast
- Restrooms will be locked at 7:45am and reopened at 8:30am

Student Lunch Supervision

- Students will eat lunch in the cafeteria at their designated time.
- Students will be escorted to their seating area by their teacher.
- CSO's will dismiss students to get food and monitor food lines for discipline support.
- Counselor/IA will manage student restroom breaks.
- Admin/CSO will circulate the cafeteria, positively interacting with students to minimizing discipline issues

Transition Supervision Roles & Responsibility

- Students will transition once the bell rings (3 minute transitions).
- Teachers will be positioned in the middle of the hall to monitor and supervise students entering class.
- Teachers should engage with students in a positive way, encouraging them to move to class, correcting minor behavior, uniforms, and electronics policy violations.
- Doors will be closed and locked by the 5 minute bell and remain closed and locked while students are in class. - Admin/CSOs monitor transitions in their halls during all transitions.
- If a CSO is not present, teachers will mark the student tardy, allow the student to enter the class, and make a referral.
- Teachers will follow communication protocol if assistance is needed

Dismissal Plan

School is dismissed at 3:00 PM each day (staggered), after the conclusion of the afternoon announcements. Students will be dismissed from their last period class by grade levels after afternoon announcements. **Students participating in athletic practices, after care, or tutoring should report to the cafeteria immediately during dismissal.**

Students will be dismissed from the closest exit on their hallway.

- Bus riders will immediately report to the bus.
- Teachers should not hold bus riders for any reason at dismissal.
- Car riders and walkers will exit the campus immediately.
- Remaining car riders will wait with the CSOs/after care until their ride arrives.

- Students must receive adult assistance when crossing near the school.

Please note that all assigned staff will remain on post until 3:20pm. CSO's will remain on post until we are all clear (approximately 3:30pm).

G. Facilities

Provide a description of the school facility if it has been obtained. If not, describe the process for identifying and securing a facility. Briefly describe the contingency plan should you not be able to acquire the desired facility.

Designing an ideal middle school facility for 600 ILA students in each school (K-5 and 6-8) involves creating an environment that supports the unique developmental and educational needs. For ILA to robustly support the needs of students at full enrollment a school facility should include:

- A total site area of approximately 10 acres which incorporates age-appropriate outdoor recreational areas, multi-purpose fields for athletics, gardens, outdoor classrooms, seating areas, adequate parking for staff, visitors, and school buses with separate drop-off and pick-up zones, and a fenced perimeter with controlled access points.
- The total building area would be approximately 75,000-90,000 square feet with 20-25 classrooms, each averaging 841 square feet. It would include an art room, music room, and science lab all of approximately 1,200 square feet each with appropriate storage and features, a media and tutoring center of approximately 2,000 square feet, and multipurpose gymnasium with stage, bleachers, locker rooms, and storage of approximately 8,000 square feet. A cafeteria, kitchen and serving area of approximately 4,500 square feet will be needed to allow for proper food service and seating of 250 students at a time. It will also need to include appropriate spaces for administrative offices, teacher workrooms and staff lounges, and custodial spaces which will total approximately 6,000 square feet.

The underutilized school facility located at 25 Sheraton Dr, Little Rock, AR 72209 (formerly Meadowcliff Elementary School) would provide a wonderful facility to support ILA student needs. The current site is 9.63 acres with an existing school building 35,300 square feet. As ILA K-5 and ILA 6-8 are phase in schools, adding one grade of approximately 100 students in K-5 and 200 students in 6-8 each year of operation through year five in elementary and three in middle school, we would expand the current usable square footage to accommodate the needs articulated above. To increase community impact and centralized services, ILA 6-8 would co-occupy the 25 Sheraton site with ILA K-5 and an IOTA Community Resource Center (providing student, family and community resources to support greater student outcomes). This would allow for efficiency in joint utilization of shared common spaces (cafeteria, kitchen, gymnasium, outdoor spaces, storage spaces, and speciality spaces) and economies of scale for ensuring aligned resource allocation. As an alternative if the 25 Sheraton site is unavailable, ILA

K-8 will look to convert an existing former church or big box store of at least 30,000 square feet to a campus that will meet the needs articulated above.

IOTA has 10 years of school site selection, renovation and ground up builds that have created an environment that supports the unique developmental and educational needs of our students across Memphis. This includes a conversion of a former church facility adding nearly 50,000 square feet of appropriate space that was completed on time, on budget, and fully financed under favorable terms.

H. Additional Operations

Describe the school's technology plan for meeting the academic and operational needs of classrooms, labs, library/media standards, district website, and other relevant areas of the school.

IOTA Community Schools recognizes the importance of students having access to school library media services and makes every effort to provide meaningful access to library services for all students enrolled in each of its schools. In pursuit of this, IOTA Community schools utilizes both on-campus and community library services to support the overall educational program, as described in IOTA Community School Board Policy I-100 "Instructional Goals and Objectives" Furthermore, IOTA's academic model and curriculum provides students with regular opportunities to expand skills, knowledge, and understanding around digital citizenry, inclusive communication, global learning, conscience media consumption and creation. The skills included in the Arkansas K-12 Library Standards will be integrated throughout elective course offerings. A copy of IOTA Community Schools Board policy (I-40: School Libraries) on school libraries attached to this application.

All faculty, students, and students will have access to Google Classroom and the accompanying suite of tools. Staff will use this platform to model and teach developmentally-appropriate digital literacy skills. Students will have one-to-one access to Chromebook computers in their core classes (i.e., English, math, science, and social studies).

Families will also be able to access information about their child's education via the organization's website (iotaschools.org).

Describe the school's school health and nursing services plan.

ILA plans to provide access to health and wellness services to students and their families. ILA will partner with official healthcare partners in Little Rock to provide extensive services at the school, including nursing services and an annual health fair. In Tennessee, IOTA currently partners with Well Child, LeBonheur Hospital, and Life Doc to provide these services.

For the health fair, representatives will spend the day on campus providing students and parents with immunizations, mental health services, physical fitness classes, blood pressure monitoring, cholesterol checks, and diabetes education classes

Describe the school counseling services that the school will provide to enrolled students, including how the school will staff these services in a way that meets the academic, career, and other needs of all students.

Each school will have one academic school counselor and a social worker. School leaders implement systems for ongoing academic and behavior counseling with counselors and social workers and offer college and career tours/experiences, beginning in elementary school.

The Comprehensive School Counseling Strategy will be crafted and created by working together with a group consisting of school counselors, social workers, school leaders, the Director of College and Counseling, and other ILA leaders. It will act as a roadmap and a tool for both school counselors and administrators as they plan, put into action, assess, and enhance their programs and services for students. The Counseling Program Guidelines will be aligned with the ASCA National Model. The framework of the ASCA National Model consists of four components: define, manage, deliver and assess.

The “define” component includes the defining documents of the school counseling profession. The ASCA National Model calls for three sets of standards to help school counselors to develop, implement and evaluate the school counseling program. The first are the ASCA Mindsets and Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student, which detail the attitudes, knowledge, and skills students need for academic success, college/career readiness, and social/emotional development. The other two types of standards are for school counselors, including the ASCA School Counselor Professional Standards & Competencies and the ASCA Ethical Standards for School Counselors. Additionally, local and state codes, laws, and initiatives guide the development of the school counseling program.

The “manage” component of the ASCA National Model includes program focus and program planning. The vision school counselors and social workers set for their students and the objectives they establish to achieve these goals form the core of the program focus. It's crucial for program planning to guarantee that activities are carried out efficiently and effectively, meeting the developmental needs of every student. To aid in program planning, there will be resources from the Arkansas School Counselor toolkit available to help organize their programs and evaluations to ascertain if the intended outcomes are achieved. In managing their programs, school counselors and social workers will work together to ensure that the agreed-upon services (curriculum and interventions) are scheduled and delivered. They will rely on data to prioritize local needs and to inform decisions regarding the allocation of time.

The "deliver" aspect of the school counseling program is centered around the services and strategies offered to and for students. ASCA suggests that school counselors dedicate 80% of their time to providing both direct and indirect services to students. Direct services involve face-to-face interactions between students and counselors; indirect services are interactions

with others, either within or outside the school environment, on behalf of students. The Multi-Tiered System of Support (MTSS) is an all-encompassing approach that tackles the educational and behavioral requirements of all students within the educational framework. Studies indicate that schools gain advantages from having access to a variety of evidence-based interventions of different levels to address the diverse behavioral, social-emotional, and academic needs of students. Although MTSS is primarily divided into two categories (academic and behavioral), school counselors and social workers will concentrate on three areas: 1) academic, 2) college/career, and 3) social/emotional. School counselors and social workers decide which Tier 1 curriculum topics to present based on the needs of the students, current data from the school or district, student standards, and their professional expertise. At Tiers 2 & 3, they will utilize data to identify interventions for students requiring additional support.

The fourth element of the comprehensive school counseling program, “assess”, requires the school counselor/social worker to evaluate the effectiveness of the program. They will gather and examine data related to the school and its counseling initiatives to assess the impact of their activities and interventions on student performance. They will utilize this data to demonstrate the school counseling program's influence on student attendance, behavior, and academic achievement. Furthermore, they will review program assessments to inform future strategies and enhance outcomes for all students. The performance of the school counselor will be assessed based on the established standards of practice for those implementing a comprehensive school counseling program.

I. Recruitment and Marketing

Describe the Year 0 plan to recruit students. Include strategies, activities, events, responsible parties, and a timeline.

Recruitment Plan

The IOTA Community Schools Executive Director, Chief of Schools, Special Projects Manager, Director of Student Attendance and Recruitment, and ILA leaders collaborate to implement a multi-pronged outreach strategy. Each year, the leadership team works with schools to enact the playbook’s strategies. ILA student recruitment will be conducted in communities throughout Mabelvale, Chicot, Geyer Springs, Cloverdale, Western Hills and within fifteen-mile proximity of the school.

Meet with Key Influencers: IOTA will continue community organizing to gain support for ILA. We will host one-on-one meetings with significant influencers, including ILA Community Watch, key community members, and business stakeholders.

Meet with Parents: The IOTA Community Schools Leadership and the ILA team will continue to directly reach out to and maintain open communication with current parents, surrounding area, and feeder school parents through brochures, flyers, phone banking, door knocking, open houses, school tours, and informational sessions.

Foster Relationship with Students: Our students are the key to our culture of continuous growth and learning, and we will continue to create opportunities to solicit student feedback that ensures the success of ILA. This feedback will ideally help to encourage students and families to recommend ILA.

Plan to Recruit Students: As stated and outlined in section 1.2, once authorized by the Arkansas Charter Authorizing Panel, ILA will recruit students throughout Southwest Little Rock, Arkansas within a fifteen-mile proximity of the school. Due to this large radius, ILA may have to employ a lottery system if the number of student applicants surpasses the number of spaces available for any given class.

If applications for enrollment exceed the available spaces at ILA, the lottery system will be implemented for all eligible applicants. Several additional lotteries may also be required. The specific date(s) for lotteries will be announced and the public will be invited to attend. The Board of Directors will administer the system to avoid possible conflicts of interest or any improprieties. Additionally, to reduce hidden barriers to access, we do not have onerous pre-admission activities; we require a family orientation, but work to accommodate all schedules.

Moreover, ILA will complete the following recruitment efforts:

- Visiting feeder schools
- Canvassing houses within the community
- Posting flyers and attending events of community partners, churches or other religious organizations, and local businesses
- Hosting enrollment events
- Hosting open houses or school tours for families or community leaders to build word of mouth
- Conducting a referral campaign with current families
- Calling families who expressed interest in SchoolMint
- Hosting camps (e.g., band, cheerleading, football, for incoming students)
- Collaborate with our community partners to host our Back To School City-Wide Wellness Fair*

To broaden our audience for student enrollment, IOTA will also use the following advertisement methods in Spanish and English to spark further awareness and interest in ILA:

- Social media posts
- Digital ads*(Digital ads enable IOTA Community Schools to expand our brand awareness and reach families who were not previously targeted by our recruitment efforts)
- Radio ads
- Newspaper ads
- Billboard ads

- Mailers
- School website
- News stories
- Yard signs

Please note that all new recruitment strategies (listed in the following tables) are labeled with an *

Additionally, ILA leadership will use the timelines below to build relationships and enroll potential students:

May	June	July
Though technically still the school year, this is your last time with students in the building until August, and your summer Recruitment and Engagement (R & E) plan needs to be completed by mid-May. If you put in the work on R&E in the summer, August and September will be easier for you and allow you to focus more on instruction. New – This is your last chance to get into feeder schools while kids are still there, whether that means speaking to their advisories or, if you're not allowed in, speaking to families near the school. This is a top priority for the month. Returning – This is your last chance to speak to your returning students face-to-face. Daily, your school should be running a list of non-registered returning students and getting them registered.	If you put in the work on R&E in the summer, August and September will be easier for you and allow you to focus more on instruction. New – Even though some families have enrolled in schools, many are deciding where to send their students. This is the time to be in frequent communication with families, both enrolled and prospective. Door-to-door canvassing is a top priority. Returning – Just because a returning student has enrolled doesn't mean that they will be in a seat on the first day of school. For enrolled returning students, communicate frequently to let the family know that you value them. For returning students who are not enrolled, work to get them enrolled and excited about the coming school year.	If you put in the work on R&E in the summer, August and September will be easier for you and allow you to focus more on instruction. New – Continue to recruit new students. For students who are enrolled, frequently communicate with the families to build their excitement for the upcoming school year and drive attendance to any Welcome Back activities. Door-to-door canvassing is a top priority. Returning – For enrolled returning students, frequently communicate with the families to build their excitement for the upcoming school year and drive attendance to any Welcome Back activities. For returning students who are not enrolled, attempt communication daily until they are enrolled or a transfer reason is

		noted in PowerSchool. For high school students, ensure transfer paperwork is in their file.

Task	**Date**	**Notes**	**Owner**
Social Media Posts*	Weekly	Post an enrollment reminder every Friday and boost it. In the post, you could have a student say why they love the school. End it with having them tell people to enroll and the link to SchoolMint. Post a student or staff spotlight every Tuesday.	Assistant Principal
Ads – Digital*	Weekly	- Run ads on Facebook and Instagram. - Run a video ad on YouTube.	Special Projects Manager
Visit feeder schools*	Weekly or as needed	- If your feeder school is running any activities for students or summer school for students, visit them to distribute enrollment information.	Principal, Director of Community Engagement, and School Student Support Specialist
Flier – churches*	Weekly	- Call the churches first to make sure that it's OK to come and distribute fliers, leave a yard sign for them to put in front of church. - Ask if we can speak to the congregation or a youth group. - If they have a social media page, ask if they can feature your school on it.	Director of Student Attendance and Recruitment and Special Projects Manager
Flier – local businesses*	Weekly	- Visit (list names of businesses) - Distribute fliers and a yard sign if it makes sense - Ask them if they know of any students who	Director of Student Attendance and Recruitment and Special Projects Manager

		could enroll and have them either give contact information or message on social media. - If they have a social media page, ask if they can feature your school on it.	
Flier – community centers*	Weekly	- Visit (list names of community centers) - Distribute fliers and yard signs if it makes sense - Schedule a time to talk to potential students and their families - If they have a social media page, ask if they can feature your school on it	School Operations Manager, Student & Family Support Specialist
Canvas – neighborhood*	Weekly	- Visit the homes of students within your school zone - When possible, collect their information in SchoolMint - During summer canvas neighborhood and frequently visited locations such as the farmer's market	Enrollment Team
School Messenger*	Weekly, then Daily	- Send automated calls, texts, and emails to families reminding them about the first day of school and that they need to be enrolled. - One week before school starts, begin sending communication daily to families.	School Operations Manager
Personal calls*	Daily	- Call five families per day to express excitement for their enrollment, see if they have any questions, and invite them to the Welcome Back event. - In May, do this immediately after school.During the summer, use the student call list to do a phone banking blitz.	Student & Family Support Specialist Specialist and counselor

Home visits*	As needed	- Visit the homes of returning students who have not enrolled for the school year, have not responded to phone calls, and have not indicated that they are attending a different school.	Counselor
Mailer – zoned houses*	By May 1	- Send a postcard to the zoned zip code to inform families that we are open to them. - On postcards, include a link to SchoolMint, information about any enrollment events and Summer Bridge.	Special Project Manager
Mailer – Back to School*	By July 1	- Send a mailer home to families that includes a letter from the principal, dress code, bell schedule, flier for Welcome back events, spots schedules (if applicable), etc.	Special Project Manager
Yard signs	By July 15	- Deliver yards sign to parent and student ambassadors. - Deliver yards sign to (businesses, churches).	School Operations Manager
Welcome Back Event*	By August 1	-Host a welcome back event for families .	School Leadership Team and Staff
Enrollment Nights*	July- Aug	- Usually the Tuesday before school starts - Have enrollment stations set up for families to quickly register. - Communicate frequently about this event to families not registered, use SM and personal calls.	Enrollment Team
Parent Appreciation Night	By July 31st	- The summer can be hard on parents with their kids home so show them some love with food, joy, and celebration.	Director of Student Attendance and Recruitment, Student & Family Support

R&E swag	Distribute by May 25th	- Every Friday, staff wear specific shirts for recruitment and engagement. - Students who are enrolled can get a wristband in advisory on Thursday to wear a school shirt - Remind staff to wear this swag as often as possible when in the Community - If they meet a family, email the family contact info to appropriate staff member	School Leadership Team
Host camps	TBD	- Band – taking place - Cheerleading – taking place - Football – taking place - Volleyball – taking place - Connect with all coaches to make sure that they recruit from feeder schools - Make sure that all new students are enrolled before attending camp	School Leadership Team
R&E check in's and goal setting*	Weekly Begins May 1	- The goal is to enroll 25 students per week - Include this goal in the weekly email to staff	Enrollment Team
Returning students enrollment campaign in advisory*	Launch May 1	- Train staff on this campaign - Launch this - Advisory incentive by grade level	Chief of Schools, Director of Student Attendance and Recruitment, and Special Projects Manager
Summer Bridge*	Based on IOTA Community Schools calendar	- All athletes are required to attend this	School Leadership Team

August	September	October	November/December
This month is about enrolling students and getting them into school each and every day. You will want to frequently communicate with families to ensure they are committed to your school. When school begins, you should monitor attendance aggressively to see who is in the building and who is missing to determine what you will do to bring the missing students to school. New – Continue to enroll. Ensure that students are in the building and that families feel Welcome. Returning – Continue to enroll. Ensure that students are in the building and that families feel welcome. For students who do not attend school, you will want a daily communication attempt.	One of the best R&E strategies is running an excellent school. If students are learning, feel welcomed, and are enjoying their experience, they will stay and possibly recruit their friends to attend your school. Enrollment norming happens this month which can lead to cuts if you are below your enrollment goals. You want to ensure that all students who are enrolled are in your building. New – Ramp up some of your R&E strategies for new students as this will be the time that families become dissatisfied with other schools and are looking for a better Option. Returning – Continue To check in with students and families to ensure that they feel welcome and excited about attending your school.	One of the best R&E strategies is running an excellent school. If students are learning, feel welcomed, and are enjoying their experience, they will stay and possibly recruit their friends to attend your school. During this month, you will want to secure your R&E team. New – Begin connecting more intensely with your feeder schools, community centers, etc. By the end of the month, they should know your name and be excited about your school. Inviting prospective students to homecoming can be a great way to connect with incoming new students. Returning – Continue to check in with students and families to ensure that they feel welcome and excited about attending your school.	These two months can feel short and rushed because of the holiday breaks, but They lead into January, a critical month, so you want to begin marketing, primarily to new students, and connecting with them, e.g. visiting feeder schools, community events. New – Visit feeder schools, community centers, etc. to get your information in the hands of potential families. You want to communicate to families that your application opens January 2025. Returning – Continue to check in with students and families to ensure that they feel welcome and excited about attending your school. Families should have information about enrollment for the upcoming year and when they should complete it to secure a spot at your school.

**The fall plan includes the actions in the section, "The first weeks of school," as well as the actions below. "The first weeks of school" section provides ways to ensure students who are enrolled are attending school and not attending another school or dropping out of school.*

Task	Date	Notes	Owner
Social Media Posts*	Weekly	- Through mid-September–Post an enrollment reminder every Friday and boost it. - Pick a day. Post a picture and boost it. The post should highlight a positive aspect of your school, ideally including a photo of a student. - If a person likes the post but hasn't followed your school's page, invite them to follow it.	Assistant Principal
Ads –Digital*	Weekly	- Through mid-September–Run ads on Facebook and Instagram. - Through mid-September–Run video ads on YouTube.	Special Projects Manager
Visit feeder schools*	Ongoing	- By DATE, contact the principal of the feeder schools. -By DATE, visit the feeder school, bring food, and attempt to meet with the principal.	Principal, Director of Student Attendance and Recruitment and Student & Family Support Specialist
Visit Feeder Schools	First visit by Dec 10th	Introduce yourselves and provide their families with	Director of Student Attendance and Recruitment, and

	weekly	information about ILA. - Weekly – Continue to visit. Make it fun. Do ILA trivia and have a raffle prize. Every student should know your names, want to attend ILA, and know the lottery deadline.	the Special Projects Manager
Call incoming Kindergarten and 6th grade families for the next school year	Daily	- Beginning in October, call 5-10 families per day to introduce yourself, tell them you're excited about their child applying, and answer any questions they may have. - By mid-November, all families should have received a personal call. By mid-December, all families should have received their second personal call.	Enrollment Team
Parent info night	By EOM December	- Send SM communication to families daily for weeks leading up to event. - Host parent info night, with food ideally, that provides them with information about the lottery as well as gets them excited about the school. Consider having student ambassadors and other parents	School Operations Manager, Student & Family Support Specialist

		present to talk to families.	
Attend feeder school events*	Ongoing	- Obtain the schedule for sports and band events for the feeder school. - Attend certain events while wearing your school swag. - Talk to families and either obtain their contact information or get them to follow the Facebook page so that you can communicate through Facebook to enroll them.	Enrollment Team
Solidify R&E team	By Nov. 14	- Solidify your R&E team for the remainder of the school year using the R&E team section of the playbook as a guide.	School Leadership
Map Community Assets	By Nov 30.	- In the playbook section, “R&E strategy and calendar of events,” map the feeder schools and community assets that you will build relationships with and visit to recruit students	Enrollment Team
Flier – churches*	Nov. 30 Jan 15	- Call the churches first to make sure that it’s OK to come and distribute fliers, leave a yard sign for them to put in front of church - Go to (list names of	Counselor

		churches). - Ask if we can speak to the congregation or a youth group. - If they have a social media page, ask if they can feature your school on it.	
Flier – local businesses*	Nov. 30 Jan 15	- Visit (list names of businesses). - Distribute fliers and a yard sign if it makes sense. - Ask them if they know of any students who could enroll and have them either give contact information or message on social media. - If they have a social media page, ask if they can feature your school on it.	Special Projects Manager
Flier – community centers*	Nov. 30 Jan 15	- Visit (list names of community centers). - Distribute fliers and yard signs if it makes sense. -Schedule a time to talk to potential students and their families. - If they have a social media page, ask if they can feature your school on it.	Special Project Manager
School tour	March 1st	- School tour for community, church,	School Leadership and Director

		business, and school leaders to show them how great your school is so that they want all of the students they know to attend your school.	of Student Attendance & Recruitment
Personal calls*	Daily then Weekly	- Daily in January–call five families to express excitement for their enrollment, see if they have any questions, and see if they have any other families to register. - Complete this weekly in February and beyond.	School Leadership Team and Staff
Home visits*	As needed	- Visit the homes of returning students who have not enrolled for the school year, have not responded to phone calls, and have not indicated that they are attending a different school, as needed.	Counselor
Mailer – zoned houses*	Jan 5	- Send a postcard to the zoned zip code to inform families that we are open to them. - On postcard, include link to SchoolMint, information about any enrollment events and Summer Bridge.	Special Projects Manager
Refer a Friend campaign	By Feb	- Have students follow and/or share Facebook posts of	School Leadership Team

		your school. - Have students refer friends from other schools to enroll at your school. - This can be run in advisory or could be done at the front door during morning arrival. It could also be done in the main office for families who visit the school.	
Yard signs	By April	- Deliver yards signs to parent and student ambassadors. - Deliver yards signs to (businesses, churches)	School Leadership Team
R&E check in's and goal setting*	Beginning January Weekly, then Bi-Weekly	- The goal is to enroll 25 students per week. - Include this goal in the weekly email to staff.	Enrollment Team

Outreach, outreach, January Outreach	**Outreach, outreach, February Outreach.**	**Enroll, March Outreach**	**April Outreach**
SchoolMint opens on January X for you. You Should align your efforts to the local school district timeline since most families are familiar with this. You will want to train your entire staff on R&E since many will be assisting students with enrolling in	New – You should focus on getting new families to complete the enrollment process for their students. As you do this, you want to have them refer their friends to you as well. Continue to leverage referrals and get in front of new students	New – Continue to get in front of new students. Collect referral information from them. Chip away at your enrollment goals. Returning – You are now done with your broad campaign to enroll returning students for the	New – Continue to get in front of new students. Collect referral information from them. Chip away at your enrollment goals. Returning–Continue to target students who have not enrolled for the coming

advisory. New – Leading up to the deadline, you will want to get in front of potential students as frequently as possible. You may only be able to get in front of a handful of students. Start with them. As you do this, have them refer their friends to you. If feeder schools are challenging to get into, start with a small group of students and build from there. Returning–Re-enrollment campaigns should launch in advisory to align with optional programs which launches in January 2025. Student incentives should be in place.	through feeder schools and other locations within the community. Returning–Re-enrollment campaigns continue in advisory. The closing of this should align with the optional program deadlines. Student incentives should be in place.	coming year. Now, you will need to be more targeted with students who have not completed this process.	school year. Begin to call already enrolled families to strengthen their commitment for the coming school year. As you plan for an end-of-year celebration, consider including being enrolled as part of the criteria.

Spring Strategy			
Task	**Date**	**Notes**	**Owner**
Returning students enrollment campaign in advisory*	Launch in advisory by January 5	- Train staff on this campaign on X. - Send SM communication to families on X. - Launch this in advisory on X. - Advisory incentive by grade level.	School Leadership

R&E all-staff PD*	By January 5	- Conduct all-staff PD that outlines the goals for R&E, builds the mindset that all staff are responsible for R&E, and provide them with ways to do this (swag to wear, what to say to families, plan to re-enroll students in advisory).	School Operations
Social Media Posts*	Weekly	- Post every PICK A DAY and boost it. The post should highlight a positive aspect of your school, ideally including a picture or photo of a student. - If a person likes the post but hasn't followed your school's page, invite them to follow it. - Beginning in January, post reminders about enrollment. - If possible, visit the feeder school's pages and invite people who follow them to follow your page.	School Leadership
Ads–Digital	Weekly	- Run ads on Facebook and Instagram. - Run a video ad on YouTube.	Special Projects Manager
Ads–Billboards	June - Sept	- Purchase a billboard to advertise enrollment.	Special Projects Manager
Ads–Radio	June - Sept	- Advertise on	Special Projects

		iHeartRadio (V101, Hallelujah 95.7, Ambiente 1030, Q107.5 & Hot107.1).	Manager
Visit feeder schools*	Ongoing	- By January 30, visit the feeder school, bring food, and attempt to meet with the principal. - The principal's reaction will determine your strategy. Ideally, you can get in front of 8th grade students to begin enrolling them. This is unlikely, though, so you will have to think of other ways to get in front of them, e.g. attending sporting and band events/competitions, hosting sporting and band events/camps, visiting after school hangouts (libraries, convenience stores, community centers).	Enrollment Team
Flier–churches*	Monthly	- Call the churches first to make sure that it's OK to come and distribute fliers,and leave a yard sign for them to put in front of church. - Go to (list names of churches). - Ask if we can speak to the congregation or a youth group. - If they have a social media page, ask if	Director of Student Attendance and Recruitment and Special Projects Manager

		they can feature your school on it.	
Flier–local businesses*	Monthly	- Visit (list names of businesses). - Distribute fliers and a yard sign if it makes sense - Ask them if they know of any students who could enroll and have them either give contact information or message on social media. - If they have a social media page, ask if they can feature your school on it.	Director of Student Attendance and Recruitment and Special Projects Manager
Flier – community centers*	Monthly	- Visit (list names of community centers) - Distribute fliers and yard signs if it makes sense - Schedule a time to talk to potential students and their families. - If they have a social media page, ask if they can feature your school on it.	School Operations Manager and Student & Family Support Specialist
Open house	By April 15	- Host an open house for potential families so that they can tour the school and complete their enrollment process.	School Leadership
Personal calls*	Daily	- After your advisory enrollment campaign for returning students ends, call families of current students who are not enrolled to complete enrollment.	School Leadership and Staff

		- Once a new family enters their information in SchoolMint, call them within 24 hours to answer questions and get them to complete their enrollment.	
Mailer–zoned houses*	TBD	- Send a postcard to the zoned zip code to inform families that we are open to them. - On postcard, include link to SchoolMint, information about any enrollment events and Summer Bridge	Special Projects Manager
Refer a Friend campaign	TBD	- In advisory, have current students provide information for potential incoming 6th grade students.	School Operations Manager
Yard signs	By April	- Deliver yards sign to parent and student ambassadors. - Deliver yards sign to (businesses, churches).	Special Project Manager and School Leadership
R&E check in's and goal setting*	Weekly	- The goal is to enroll 25 students per week. - Include this goal in the weekly email to staff.	Enrollment Team

Describe the key elements of the school's marketing plan aimed at recruiting and retaining students in subsequent years

The key elements to the school's marketing plan for recruitment and retention through the years is reflected in the chart above.

In accordance with Arkansas law 6-23-306, the school must prohibit discrimination in its admission policy based on gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility. If the school has more applicants than available seats, then it shall conduct a random, anonymous lottery to fill the seats. Describe how the school's enrollment lottery process will comply with these requirements.

Outreach

ILA is open to all students and there are no admissions criteria. In addition to the general recruitment strategies listed above, the outreach plan includes measures for a diverse student population. The plan is implemented to ensure equal representation of all students.

Families in Poverty

Our strategy includes neighborhoods where students live in poverty. A door-to-door outreach campaign provides the opportunity for us to meet and greet potential families. IOTA Community Schools and ILA representatives attend community and sporting events in target communities and distribute flyers or establish information kiosks at local parks and recreations centers, libraries, Boys & Girls Clubs, elementary (feeder) schools, food banks, homeless shelters, and other institutions that provide services to youth from low socio-economic backgrounds. We have established relationships with local food banks and non-profit organizations that collaborates with at-risk, runaway, and homeless youth to promote resiliency.

Low-Performing Students or Students at Risk of Academic Failure

IOTA Community Schools and ILA staff clearly communicate specific features of the academic program, including our emphasis on the whole child, personalized learning, targeted instruction and intervention, as well as small classrooms to accelerate the achievement of academically low-performing or at-risk students and prepare all students for college, leadership, and life. School representatives focus recruitment efforts on families who may have less access to information about local school choices and will purposefully reach out to organizations that serve academically low-performing students.

Students with disabilities

Marketing materials will specifically describe how students with disabilities benefit from ILA's programming. We encourage all students to apply and describe the services and systems that are in place to ensure students' individualized education plans (IEPs) are implemented with fidelity. Our Managing Director of Student Experience and Access is available to connect directly

with potential parents. Outreach efforts target social workers, foster care agencies, nonprofits, and health and welfare agencies that cater to, and serve, students with disabilities.

English language learner (ELL) students: Marketing materials and applications are made available in languages other than English, with an emphasis on Spanish. Advertisements in Spanish language media outlets, including newspapers and radio, are placed to target non-monolingual-speaking families. Recruitment efforts may include joining local Hispanic parent training and setting up information tables at cultural institutions, local places of faith that serve Latinx parishioners before and after Spanish language services, and at local grocery stores that cater to Latinxs. Spanish-speaking personnel are on staff and available to speak with families. Translation services are offered during events to ensure all other-than-English-speaking families have access.

Ark. Code Ann 6-23- 306(14)(B)(ii)(a) and (b) allows for certain enrollment preferences. Will the charter school utilize any of the permitted enrollment preferences? If so, please briefly describe the school's policy.

ILA shall grant enrollment preference and/or reserve capacity for the following students by order of priority:

- Students returning to the charter school in the second or any subsequent year of its operation.
- Siblings of students currently enrolled at the school.
- Children or legal wards of employees of the school (not to exceed ten percent of the total number of students enrolled).

Definition of Sibling: Students will be considered siblings if they share a common parent/guardian or legal ward, either biologically or legally through adoption, and foster children. Students sharing the same primary household are also considered siblings for the purposes of enrollment priority.

Section 6: Financial Plan and Fiscal Sustainability

In the table below, indicate the number of students the charter school intends to serve for each year of the initial charter term. What data and factors were used to determine the demand for the school and the projected enrollment shown in Table 1?

To determine the demand for a new school and project its enrollment, the following data sources and factors were considered.

1. Population Demographics
    - IOTA compared the publicly available race, age, and household income information to compile an average student demographic profile. The profile of the average student in the 5 mile area surrounding the proposed Meadowcliff site closely aligns with the programmatic strengths of IOTA. Our programs are targeted to impact dramatically underserved primarily African American and Hispanic or Latino students. Further, the population distribution of pre middle and high school students has remained consistent or explained by one time events for the surrounding area.

2. Housing Density
    - To ensure successful implementation of our community centered model, IOTA compared the population density of the 3 mile area surrounding the proposed Meadowcliff site with similar areas historically served by IOTA. This survey ensured a density exceeding the 500 people per a square mile limit needed for successful implementation.

3. Near by School Enrollment and Competitive Analysis
    - Nearby School Capacity: Enrollment figures and capacity of existing schools in the area vary widely correlated to school performance. However, a market saturation has not been identified in the data and capture rate for any nearby school is not expected to be above 25%.
    - Nearby School Options: While there are other school options within a 5 mile radius of the proposed Meadowcliff site all of the options do not focus on a similar demographic to IOTA (see above 1) and/or are performing at a lower level.

4. Community Input
    - IOTA highly values the input of local stakeholders and families. If we are not welcomed into a community, a community school becomes difficult to operate. To that extent IOTA has and will continue to build consensus on how to best serve the community and ensure that the schools are the schools of choice for the area. This leads to ongoing enrollment stability.

All factors were then applied to an economically efficient school model and normalized for consistency and predictability each school year.

Table 1: Annual Enrollment Projections (Years 1-5)

School Year	Grade Levels offered	Total projected Student Enrollment for all grades	Faculty projections based on anticipated enrollment	Non-faculty projections based on anticipated enrollment
Year one	K, 1	200	11	12.5
Year two	K, 1, 2	300	16	14.5
Year three	K, 1, 2, 3	400	23	20
Year four	K, 1, 2, 3, 4	500	27	21
Year five	K, 1, 2, 3, 4, 5	600	32	22.5

School Year	Grade Levels offered	Total projected Student Enrollment for all grades	Faculty projections based on anticipated enrollment	Non-faculty projections based on anticipated enrollment
Year one	6	200	12	6.5
Year two	6,7	400	22	10.5
Year three	6,7,8	600	34	15.5
Year four	6,7,8	600	34	15.5
Year five	6,7,8	600	34	15.5

Provide a startup budget and a three-year budget forecast beginning July 1 of year 1, necessary to sustain the successful startup of the school. Include revenue projections, expenses, and anticipated fund balances. A copy of the startup and three-year projected budget should be included with the application.

a) Include in your budget analysis the line-item revenue and expenditure assumptions on which the operating and start-up budgets are based. This description should include the basis for revenue projections, staffing levels, and

expenses. Provide sufficient information to guide a full understanding of how budgetary figures were determined.

Please see budget attachment for line-item revenue and expenditure assumptions with explanations. All revenue projections are based on data from Arkansas Department of Education resources with application to demographic levels of the expected population and historical financial data of IOTA Community Schools. All staffing projections are based on data from the Bureau of Labor Statistics market competitive analysis and historical financial data of IOTA Community Schools. All expense projections are based on the historical financial data of IOTA Community Schools with like organization market analysis adjustments.

b) Describe any anticipated state and federal funding sources the school expects to receive in addition to per-pupil foundation funding. In addition to these alternative income sources, clearly explain the degree to which the school budget will rely on variable income (grants, donations, fundraising).

Please see the budget attachment for anticipated state and federal funding sources. IOTA believes ongoing primary operations of a school should be able to be maintained from state and federal funding sources. As such, beginning in year two each budget reflects Schoolwide Pool Federal Funding (as a consolidation of traditional federal funding sources, including TItle I, Title II, Title III and IDEA [Title IV funding is not expected nor considered]). Rates are derived from like demographic averages in the local market and an estimate of inflation based increases. In order to comply with all funding requirements, including but not limited to the requirement to supplement not supplant, IOTA will conduct a comprehensive needs assessment. The results of the needs assessment will be aligned to the goals of the school performance plan and screened to ensure the expenditure would not be made if federal funds were not available, it is not required by state or local law, and the resource was not provided by federal funds in a prior year. Budget, expenditure and certification documents will be maintained to ensure the funding was utilized to its full, reasonable, and intended purpose. As new school startups are cash intensive, IOTA through its fundraising partners intend to contribute revenue directly through a grant to each school in year one.

If the budget is contingent upon funding sources beyond those typically provided by the state and federal government, provide evidence of such funding.

IOTA believes ongoing primary operations of a school should be able to be maintained from state and federal funding sources. IOTA has a track record of successfully upholding this philosophy while robustly raising funds from outside sources for increased programmatic

offerings. Appropriate IOTA fundraising resources will be applied for increased programmatic offerings, as needed.

Explain how the school will remain fiscally sustainable and describe the school's emergency plan for cash flow challenges, a budget shortfall, lower-than-expected enrollment, or other financial challenges in the early years of operation.

IOTA recognizes the need to implement contingency plans due to factors such as lower than expected enrollment, deferred or delayed cash payments, or unexpected expenses, such as enrollment of one or more high needs students with disabilities. All IOTA schools have in place a contingency budget process so that schools can adjust their budget once enrollment numbers are finalized. ILA expects to be able to operate effectively even if funds are delayed or lower than expected. However, in the event that state and federal funds are severely delayed or much lower than expected or the school has a large shortfall in enrollment, IOTA will use best practices developed through experiences to determine contingency budgets for ILA, including, but not limited to: reducing the amount allocated to classroom materials and supplies, reducing the amount allocated to office materials and supplies, deferring technology upgrades or replacement, and seeking additional philanthropy or local, state or federal funding sources for high needs students. Additionally, IOTA maintains a reserve of at least 30, and strives for 60 days cash on hand at the CMO level to ensure fluidity in operations. Lastly, IOTA has a successful development track record, applying for a variety of state, federal and private foundation grants as well as building relationships with high-net-worth individuals. In the event of a budget shortfall, IOTA's development team would ensure that essential academic programs and key operations would be fundraised for and maintained.

Describe how the annual operating budget will be developed and refined each year in accordance with Ark. Code Ann. §6-23-306 (10). Please include how resource allocation decisions are aligned with organizational improvement priorities, student achievement data, and mission-driven priorities.

IOTA and ILA will go through an in depth budgeting process aligned to Ark. Code Ann. §6-23-306 (10) in the Spring and then update the budget based on new data (i.e. updated revenue estimates from LEA and state, enrollment at the start of the school year, and updated staffing based on hiring efforts throughout the Spring and Summer) during late Summer/early Fall. This in depth budgeting process involves all IOTA and school leadership to ensure that robust input is received and all student needs and achievement goals for the following fiscal year have been addressed and accounted for in the budget. Further, students, community, and staff input is solicited throughout the budgeting processes to ensure resources are aligned to organizational improvement priorities, student achievement data, and mission-driven priorities.The school budgets are also refined throughout the academic year as additional resources may be needed to support our students and school goals.

This model has proven successful for IOTA throughout the past ten years of operating schools in Memphis leading to a days cash on hand reserve 3 times the industry standard.

The proposed budget process is as follows:

Spring Proceeding start of the School Year-

Step 1: Establish Budget Development Committee

1. **Formation**: Form a budget development committee that includes IOTA leadership, school administrators, teachers, parents, students, and community representatives.
2. **Roles and Responsibilities**: Clearly define the roles and responsibilities of each committee member.

Step 2: Review Mission and Goals

1. **Mission Statement Review**: Revisit the school's mission statement and long-term goals to ensure alignment with budget priorities.
2. **Strategic Plan**: Review the strategic plan to identify key organizational improvement priorities and initiatives.

Step 3: Analyze Student Achievement Data

1. **Data Collection**: Gather comprehensive student achievement data from standardized tests, classroom assessments, and other performance indicators.
2. **Data Analysis**: Analyze the data to identify strengths, weaknesses, and areas needing improvement.

Step 4: Identify Priorities

1. **Needs Assessment**: Conduct a needs assessment based on student achievement data and organizational priorities.
2. **Set Priorities**: Establish budget priorities that support mission-driven goals and address areas identified in the needs assessment.

Step 5: Develop Budget Proposals

1. **Initial Proposals**: Build initial budget proposals based on identified priorities and needs.
2. **Cost-Benefit Analysis**: Perform a cost-benefit analysis of proposed expenditures to ensure efficient use of resources.

Step 6: Align Resource Allocation

1. **Alignment with Priorities**: Ensure that resource allocation decisions are directly aligned with the school's improvement priorities, student achievement data, and mission-driven goals.
2. **Stakeholder Input**: Seek input from stakeholders to validate and refine budget proposals.

Step 7: Draft Preliminary Budget

1. **Compile Proposals**: Compile the budget proposals into a preliminary budget draft.
2. **Review and Feedback**: Present the preliminary budget to the budget development committee for review and feedback.

Step 8: Refine the Budget

1. **Adjustments**: Make necessary adjustments to the budget based on feedback and further analysis.
2. **Contingency Planning**: Consider contingency plans to address unforeseen expenses or changes in funding.

Step 9: Approval Process

1. **Final Review**: Conduct a final review of the refined budget with all stakeholders.
2. **Approval**: Submit the final budget to the Board of Directors for approval.

First Quarter of the School Year-

Step 10: Implementation and Monitoring

1. **Implementation**: Implement the approved budget and allocate resources accordingly.
2. **Monitoring and Evaluation**: Regularly monitor expenditures and progress towards goals. Adjust the budget as needed to respond to changing circumstances and ensure alignment with priorities.

Step 11: Contingency Budget

1. **True-Up Budgetary Inputs**: Update the Board Approved Budget to include new revenue estimates from LEA and state, enrollment at the start of the school year, and updated staffing based on hiring efforts.
2. **Evaluate Cost Saving Proposals**: If needed, gather input and make budgetary adjustments relative to cost saving proposals aligned with stakeholder input and buy-in.
3. **Approval**: Submit the contingency budget to the Board of Directors for approval.

Throughout the School Year-

Step 12: Reporting and Accountability

1. **Regular Reports**: Provide regular financial reports to the school board and stakeholders.
2. **Accountability**: Hold departments and programs accountable for staying within budget and achieving desired outcomes.

Step 13: Continuous Improvement

1. **Feedback Loop**: Establish a feedback loop for continuous improvement, using insights from budget implementation and student achievement data to inform the next budget cycle.
2. **Annual Review**: Conduct an annual review of the budget process to identify areas for improvement and ensure ongoing alignment with the school's mission and goals.

Appendix A

ARKANSAS STATEMENT OF ASSURANCE FOR CHARTER SCHOOLS

As an authorized representative of the applicant group, I hereby certify that under the penalties of perjury, the information submitted in this application for [xxxxx] is true to the best of my knowledge and belief. Further, I understand that if awarded a charter, the school and its governing board will address the assurances listed below through policies adopted by the sponsoring entity and charter school. In addition, if the application is approved, the sponsoring entity, governing body, administration, and staff of the charter organization shall comply with all relevant state and federal laws in addition to the assurances listed below.

1. The charter school shall be open to all students on a space-available basis and shall not discriminate in its admission policy on the basis of gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility, except as follows: the charter school may adopt admissions policies that are consistent with state and federal law, regulations, or guidelines applicable to charter schools. The charter may provide for the exclusion of a student who has been expelled from another public school district.

2. If applications exceed the approved enrollment cap, the open-enrollment charter school shall hold an annual random and anonymous public lottery, followed by notifying parents of the enrollment status of all applicants. The waiting list generated by the lottery is valid until the next time the open-enrollment public charter school is required to conduct a random, anonymous student selection in accordance with Ark. Code Ann. §6-23-306 (14)(B)(b)(2).

3. The charter school shall comply with all applicable laws concerning the recruitment, hiring, promotion, retention, or termination of its employees.

4. The charter school shall operate in accordance with federal laws and rules governing public schools, applicable provisions of the Arkansas Constitution, and state laws and regulations governing public schools not waived by the approved charter.

5. The charter school shall not use the money that it receives from the state for any unlawful sectarian program, obligations, or activity or as collateral for debt except as allowed by law.

6. Charter schools may enter public-private partnerships where they enter into a lease-purchase agreement for the acquisition or construction of a school building or related facilities built or acquired by private entities exempt from federal taxes under 26 U.S.C. 142(a)(13) as allowed by Ark. Code Ann. 6-20-402(a)(1)(B).

7. The charter school shall not impose taxes or charge students' tuition or fees that are not allowable by law

8. The charter school shall not be religious in its operations or programmatic offerings in accordance with Ark. Code Ann. 6-23-401(a)(7) or as otherwise allowed by law.

9. The charter school shall ensure that any of its employees who qualify for membership in the Arkansas Teacher Retirement System or the Arkansas State and Public-School Employee Insurance Program are covered under those systems to the same extent required by law.

10. Under applicable state laws, the employees and volunteers of the charter school is immune from liability to the same extent as other public school district employees and volunteers.

11. The charter school shall carefully review the potential impact of its application on the efforts of a public school district or public-school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools in accordance with Ark. Code Ann. §6-23-106 (a).

12. The charter school shall comply with all applicable federal, state, and local health and safety laws, rules, and regulations regarding the facilities and school property.

13. The applicant confirms the understanding that certain provisions of state law shall not be waived. The charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code and any rule and regulation approved by the State Board of Education under this title relating to (a) Monitoring compliance with Ark. Code Ann. § 6-23-101 et seq., as determined by the Commissioner of the Department of Education; (b) Conducting criminal background checks for employees; (c) High school graduation requirements as established by the State Board of Education; (d) Special education programs as provided by this title; (e) Public school accountability under this title; (g) Health and safety codes as established by the State Board of Education and state and local governmental entities, pursuant to Arl. Code Ann. 6-23-401(b).

14. No indebtedness of any kind incurred or created by the charter school shall constitute an indebtedness of the state or its political subdivisions. No debts of the charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions, pursuant to Ark. Code Ann. 6-23-503. Upon dissolution of the charter school or nonrenewal or revocation of the charter, all net assets of the charter school, including any interest in real property purchased with public funds, shall be deemed the property of the state unless otherwise specified in the charter of the charter school. If the charter school used state or federal funds to purchase or finance personal property, real property, or fixtures for use by the charter school, the authorizer may require that the property be sold. The state has a perfected priority security interest in

the net proceeds from the sale or liquidation of the property to the extent of the public funds used in the purchase.

15. The school's curriculum will be aligned with the Arkansas Academic Standards

16. The school will operate within the statewide assessment system

17. The Arkansas Public School Computer Network (APSCN) Financial Management System, provided by the Division of Elementary and Secondary Education, shall be the original and official accounting system of record for the public charter school as required by state law and the rules and regulations of the Division of Elementary and Secondary Education for all financial transaction records and reporting (including, but not limited to, payroll processing and wage and tax reporting to the IRS ATRS, DFA, etc., accounts payable, fixed assets, personnel budgeting, and budgeting). APSCN shall be used to record all private, as well as local, state, and federal revenues and expenditures.

18. The charter school shall comply with Ark. Code Ann. §6-24-105-107 concerning contracting with board members, administrators, and employees.

19. The Arkansas Public School Computer Network (APSCN) Student Management System, provided by the Department of Education, shall be the original and official student management system for the public charter school as required by state law and the rules and regulations of the Department of Education for all student management areas (including, but not limited to, systems administration, demographILA, attendance, scheduling, report cards, discipline, medical, Cognos reporting, and Statewide Information System reporting).

20. The facility to be used will comply with all applicable accessibility requirements in accordance with the Americans with Disabilities Act (ADA), the Individuals with Disabilities Education Act (IDEA), and all other state and federal laws and local zoning ordinances.

21. A copy of the entity's letter from the IRS reflecting tax-exempt status or a copy of the entity's application for 501(c)(3) status must be included with the application. Articles of incorporation or a letter acknowledging non-profit status from the Secretary of State will not suffice.) To be eligible, an entity must hold or have applied for 501(c)(3) status at the time this charter application is filed. The entity must receive formal tax-exempt status under §501(c)(3) of the Internal Revenue Code of 1986 prior to the first day of its operation with students. Non-profit entities without the required Internal Revenue Service documentation are not eligible to be awarded charters; therefore, any applications submitted without documentation showing that 501(c)(3) status has been applied for or received will not be reviewed.

To the best of my knowledge, I certify that the information and data contained in the application are true and correct. The applicant’s governing body has duly authorized this application and documentation, and the applicant will comply with the Arkansas Statement of Assurances for

Charter Schools and all State and Federal laws guiding Charter Schools in Arkansas unless granted a waiver. The sponsoring entity presiding over this application and any subsequent charter operations affirm and acknowledge the information and affirmations presented in this application (sign and date):

Authorized Representative Printed Name:	
Authorized Representative Signature:	
Date:	

Addendum – Experienced Operator or CMO

Describe the enrollment practices, processes, and policies of the proposed school. If these differ from your existing school(s), please describe how and why they differ.

IOTA Community Schools sets goals for enrollment each year based on the demographics of the community. We also look at the data to inform our capacity for how many students we can enroll for each grade. Once the goals are set to budget, our enrollment teams meet to determine the recruitment strategy and the timeline for the lottery process. We have robust recruitment and enrollment plans that include multiple tiers of social media advertising, mailers, billboards and radio advertising that alert people to the dates for the lottery dates, which gives everyone in the community the opportunity to apply within the window. There is also a calendar created for dates for parent meetings to be held during the lottery period. The enrollment team will also go out and canvass the community for engagement, as well as to door knock for student enrollment. We are open enrollment to all students who apply.

Explain how the community for the proposed school is similar and/or different from the community that schools in your portfolio currently serve.

We currently serve students who are 74% African American and 26% Hispanic across all IOTA campuses. We are 78% economically disadvantaged, 15% special populations and 20% ELL..

Provide a portfolio summary of existing schools operated by CMO or charter organizations. List all charter schools that have operated within the last five years. Please indicate if any of those schools have had their charter revoked or not renewed.

Student Achievement and Growth

The following data was provided in the SY2022-23 annual report (released in September 2023).

School	Educational Program	Successes	Challenges
Bluff City High School Bluff City High School (“Bluff City”)—opened in the fall of 2017 as a new, start-up charter high	The school’s academic model prioritizes strong and empowered leadership, highly effective	The average daily attendance rate of 87.1% demonstrated gains, indicating the school’s	IOTA (formerly GDPST) acknowledges areas of concern at the school. The lack of students performing “on-track” or

school authorized by the Tennessee State Board of Education. This school opened to further one of IOTA's (formerly GDPST) core strategies: to give all parents the option of sending their children to a high-quality local school. IOTA (formerly GDPST) strategically opened Bluff City near our two middle schools to ensure that the significant academic progress students are achieving in middle school can continue through high school. Providing a consistent, seven-year pathway to success is vital for students already several grade levels behind when they enter the sixth grade. In the 2022-23 school year, the school served 9th -12th graders with 7.7% classified as ELLs. In addition, the school served 6.65% students with disabilities.	teaching, a college preparatory curriculum, meaningful community engagement, and the provision of comprehensive wraparound services to reduce non-academic barriers to learning. The strength of this proven model, which has been adapted to meet the unique needs of students, families, and communities in Memphis, has allowed IOTA (formerly GDPST) to exemplify the power of a public school to transform student behavior and academic outcomes.	academic model effectiveness as the school transitioned to in-person instruction while still addressing the ongoing challenges of operating during a pandemic. The school has made significant progress in moving students into Tier I, taking students who were multiple grade levels behind and accelerating them towards reaching proficiency levels aligned with being on or above grade level. The school was able to continue assessing student growth in the 2022-2023 school year in order to provide swift interventions and determine areas for reteaching. For students that tested in both fall and spring windows, every	"mastered" on assessments is a primary concern. Despite our adoption and implementation of a rigorous curriculum, our students face numerous challenges in their lives outside of school which impact their academic achievement. As a result, incoming students enter our school multiple years behind grade level. The school has closely monitored student academic progress since its opening, and we continue to build effective systems to address student gaps in skill or content.

		grade level increased the size of Tier I.	
Fairley High School Fairly High School ("Fairley")— opened in the fall of 2014 as a conversion independent charter middle school authorized by the Achievement School District. In 2023, the school returned to the MSCS. In the 2022-23 school year, the school served 9th -12th graders with 0.3% classified as English Language Learners. In addition, the school served 6.25% Students with Disabilities.	The school's academic model prioritizes strong and empowered leadership, highly effective teaching, a college preparatory curriculum, meaningful community engagement, and the provision of comprehensive wraparound services to reduce non-academic barriers to learning. The strength of this proven model, which has been adapted to meet the unique needs of students, families, and communities in Memphis, has allowed	The school has made significant progress in moving students into Tier I, taking students who were multiple grade levels behind and accelerating them towards reaching proficiency levels aligned with being on or above grade level. The school was able to continue assessing student growth in the 2022-2023 school year in order to provide swift interventions and determine areas for reteaching. For students that tested in both fall and spring windows, every	GDPST acknowledges areas of concern at the school. The lack of students performing "on-track" or "mastered" on assessments is a primary concern. Despite our adoption and implementation of a rigorous curriculum, our students face numerous challenges in their lives outside of school which impact their academic achievement. As a result, incoming students enter our school multiple years behind grade level. The school has closely
	IOTA to exemplify the power of a public school to transform student behavior and academic outcomes.	grade level increased the size of Tier I.	monitored student academic progress since its opening, and we continue to build effective systems to address student gaps in

			skill or content.
Hillcrest High School Hillcrest High School ("Hillcrest")—opened in the fall of 2016 as a conversion independent charter middle school authorized by the Achievement School District. This school opened further one of IOTA (formerly GDPST) core strategies: to give all parents the option of sending their children to a high- quality local school. In the 2022-23 school year, the school served 9th -12th graders with 4.6% classified as English Language Learners. In addition, the school served 9.38% Students with Disabilities.	The school's academic model prioritizes strong and empowered leadership, highly effective teaching, a college preparatory curriculum, meaningful community engagement, and the provision of comprehensive wraparound services to reduce non-academic barriers to learning. The strength of this proven model, which has been adapted to meet the unique needs of students, families, and communities in Memphis, has allowed IOTA (formerly GDPST) to exemplify the power of a public school to transform student behavior and academic outcomes.	The school has made significant progress in moving students into Tier I, taking students who were multiple grade levels behind and accelerating them towards reaching proficiency levels aligned with being on or above grade level. The school was able to continue assessing student growth in the 2022-2023 school year in order to provide swift interventions and determine areas for reteaching. For students who tested in both fall and spring windows, every grade level increased the size of Tier I.	GDPST acknowledges areas of concern at the school. The lack of students performing "on-track" or "mastered" on assessments is a primary concern. Despite our adoption and implementation of a rigorous curriculum, our students face numerous challenges in their lives outside of school which impact their academic achievement. As a result, incoming students enter our school multiple years behind grade level. The school has closely monitored student academic progress since opening, and we continue to build effective systems to address student gaps in skill or content.

Kirby Middle School Kirby Middle School ("Kirby")— opened fall 2016 as a conversion independent charter middle school authorized by the Achievement School District. This school opened further one of IOTA's (formerly GDPST) core strategies: to give all parents the option of sending their children to a high- quality local school. In the 2022-23 school year, the school served 6th - 8th graders with 7.0% classified as English Language Learners. In addition, the school served 5.94% Students with Disabilities.	The school's academic model prioritizes strong and empowered leadership, highly effective teaching, a college preparatory curriculum, meaningful community engagement, and the provision of comprehensive wraparound services to reduce non-academic barriers to learning. The strength of this proven model, which has been adapted to meet the unique needs of students, families, and communities in Memphis, has allowed IOTA (formerly GDPST) to exemplify the power of a public school to transform student behavior and academic outcomes.	The school has made significant progress in moving students into Tier I, taking students who were multiple grade levels behind and accelerating them towards reaching proficiency levels aligned with being on or above grade level. The school was able to continue assessing student growth in the 2022-2023 school year in order to provide swift interventions and determine areas for reteaching. For students that tested in both fall and spring windows, every grade level increased the size of Tier I.	GDPST acknowledges areas of concern at the school. The lack of students performing "on-track" or "mastered" on assessments is a primary concern. Despite our adoption and implementation of a rigorous curriculum, our students face numerous challenges in their lives outside of school which impact their academic achievement. As a result, incoming students enter our school multiple years behind grade level. The school has closely monitored student academic progress since opening, and we continue to build effective systems to

			address student gaps in skill or content.
Wooddale Middle School (Wooddale MS) opened in the fall of 2015 as a conversion independent charter middle school authorized by the Achievement School District. In the 2022-23 school year, the school served 6th - 8th graders with 23.0% classified as English Language Learners. In addition, the school served 4.75% Students with Disabilities.	These details are woven through the application narrative above.		

Wooddale MS is the highest-performing school in the IOTA portfolio. Growth and academic achievement data show Wooddale is providing a higher quality option than other neighborhood schools that our students would most likely attend. While five neighborhood schools earned an “F” grade, Wooddale is the only middle school in the neighborhood that earned a “C.” Wooddale’s Letter Grade Dashboard indicates Wooddale earned Level 5 (of 5 points) in student academic growth, and in growth for the highest need students. The Dashboard shows Wooddale’s economically disadvantaged, English Learner, and Black or African American student groups also showed Level 5 growth. Wooddale achieved priority exit status by the Tennessee Department of Education in SY 2024. Further, as shown in the chart, the iReady typical growth data for the past two school years shows Wooddale students have achieved well over the typical amount of growth for similar students nationwide, in both math and ELA. In the current year, Wooddale students have already averaged more than the typical goal amount in ELA and 87% of the goal amount in math, based on fall-to-winter growth. Growth data provides a comprehensive picture of student learning. This is important given that Wooddale students typically enroll far below grade level. We will continue to diligently monitor student growth and teachers’ delivery to ensure that we are closing gaps and producing significant learning gains.

Growth data also indicates the students' ability to learn and develop; these are essential qualities for success in college, leadership, and life.

Similarly, iReady stretch growth data (to the top right) shows more than half of all Wooddale students are reaching their stretch growth goals by the end of the school year. This is important because a stretch goal is the amount of growth needed for students to "catch up" and score on grade level within a few years. Curriculum Associates (our partner in administering the iReady exam) reports students must meet their stretch growth goals for two years to be on the path to grade-level proficiency. This is particularly important as the state's new letter grading system places more weight on achievement.

Finally, achievement data (percent of Wooddale students scoring proficient on TNReady state assessments in the table to the right), shows, aside from the 2021 scores (which were heavily affected by COVID school closures), Wooddale MS has seen consistent growth in Math and ELA proficiency on the TNReady state assessments. Prior to becoming an IOTA (formerly GDPST) school, Wooddale's success rate on state assessments was in the bottom 5% of TN schools. Now (based on 2023 overall success rates), Wooddale outscores 9% of all TN schools and outscored 10.3% of TN middle schools. Wooddale has demonstrated increased student academic outcomes over the ten years of operation.

Average percent of typical goal achieved by Wooddale students with at least two tests in a school year:

	Math	ELA
2020-2021	96%	119%
2021-2022	197%	221%
2022-2023	195%	162%
2023-2024 (YTD)	87%	126%

Average percent of stretch goal achieved by Wooddale students with at least two tests in a school year:

	Math	ELA
2020-2021	41%	39%
2021-2022	85%	79%
2022-2023	85%	56%
2023-2024 (YTD)	37%	42%

Percent of Wooddale students scoring proficient on TNReady state assessments

	Math	ELA
2015 (pre-Green Dot)	11.50%	16.90%
2016	no test data	
2017	3.20%	5.70%
2018	6.60%	7.20%
2019	8.40%	7.70%
2020	no test data	
2021	3.50%	3.30%
2022	8.00%	11.30%
2023	15.00%	10.50%

Attributes

Several factors contribute to Wooddale's success, including stable leadership, teaching quality, and resources. Data suggests our professional development investments are translating into increased student performance. Through the supported implementation of skills we focus on during PD and the implementation of a standards-aligned curriculum, our high-quality teachers are meeting students' needs as we implement robust RTI2 interventions. They are continuously adapting curriculum based on real-time data analysis. Wooddale's 88.9% staff retention rate is evidence of job satisfaction. Students and families are also highly satisfied; enrollment has peaked through word of mouth. The school's enrollment has been increasing over the current

charter term. We anticipate the school will continue to meet full enrollment as news of our growth and achievement results continue. Moreover, Wooddale's ability to nurture and sustain a positive school culture contributes to improved attendance rates. We provide students with a safe learning environment. Robust parent and community engagement contributes to students' success; the adult education workshops our parents participate in boost their ability to play an integral role in their child(ren)'s success. We also support the whole child with the support of community organizations. Students and families receive support from Lifedoc and the Memphis Food Bank to make sure basic needs are met so students may focus on learning.

Challenges

A challenge Wooddale MS continues to face is the low performance level of incoming students. Students are enrolling far below grade level. To address the challenge of students entering multiple years behind grade level, many students qualify for Tiers 2 or 3 given foundational content and learning gaps. We have developed and implemented a robust RTI2 plan to provide students with foundational learning and skills needed to serve all students with fidelity. Finally, despite efforts (e.g., creating a welcoming environment, quick turnaround for student records, offering resources that address the specific needs of students, working to understand and address reasons behind relocations), high student mobility rates are associated with lower school engagement, poorer grades in reading and math.

Impact on Others

Wooddale shares its success with other schools in the IOTA portfolio. Particular practices that Wooddale shares through IOTA wide training include using diagnostic data to predict performance on state assessments and its' lessons learned regarding attendance (See section 1.4c for more detail), and its RTI2 to accelerate student learning. Wooddale is currently piloting instructional materials from the state list. Data is shared with schools to analyze the outcomes of these curriculum and assessment materials with our target student population given they're expressly anchored in state standards.

Select one of the network's lower-performing schools and describe its performance. What specific strategies have you implemented to improve performance?

Low Performance

IOTA (formerly GDPST) Fairley High School struggled to significantly increase the number of students scoring on or above grade level in math and ELA. Fairley's proficiency and graduation rates fell slightly below the local district's while state performance data insufficiently demonstrated how GDPST efforts were effective in supporting the closing of achievement gaps.

Strategies we employed to improve performance included improving staff qualifications. Fairley struggled to recruit and retain teachers, particularly during the national teacher shortage. Further, student attendance rates were lower than needed to garner desired student performance.

Satisfactory performance would be measured first in attendance, followed by growth and achievement.

Lessons learned have been applied to IOTA (formerly GDPST) two existing high schools. Our expectations for satisfactory performance in terms of performance levels and timing include a graduation rate that exceeds the district's (80.1%) and meets the state's graduation rate (90.6%) within five years of beginning a new ten-year term; and, more than half of all students scoring on or above grade level in math and ELA on year-end assessments (TNReady) while demonstrating incremental growth by earning a Level 5 TVAAS score by year three and exiting priority status within four years. Finally, as an ASD school, Fairley HS did not receive support from or build a partnership based on accountability with its authorizer. As we apply to transition to Wooddale and open with MSCS as our authorizer, we welcome the partnership and believe a ten-year charter term will propel our students to meet school, district, and state goals while providing families with continuity in learning.

Describe the scope of specific resources, services, or set of services that the Charter Management Organization (CMO) will provide for the school to support operation or management.

The CMO will provide support in the following areas:

- **Human Resources**: IOTA will continue to have HR services lead by the soon to be former GDPSN Managing Director of People (and former GDPST Director of HR and HC) and the soon to be former GDPSN People Strategy Manager. With their wealth of experience (10 years) in serving GDPST, IOTA will be able to ensure continued robust HR services.
- **Payroll:** IOTA has traditionally utilized ADP for payroll processing. Going forward, IOTA will utilize ADP's full service payroll solution and ADP Workforce Now. As an industry leader, there is no expected decrease in payroll services after the transition. Oversight will be provided through our Human Resources capacity.
- **Benefits:** IOTA has and will continue to work with Mercer to provide robust benefits offerings.Oversight will be provided through our Human Resources capacity.
- **Finance:** The soon to be former GDPSN Director of Finance will be joining IOTA to provide continued oversight and consistency to all finance practice areas. Further, the longstanding Director of Finance and Operations and Chief Business Officer at GDPST has rejoined IOTA to lead these efforts as its CFO.

- **Audits:** IOTA has and will continue to work with Eide Bailly LLP to provide consistency in the audit process.IOTA (formerly GDPST) has received a clean audit every year of operation. Oversight will be provided through our Finance capacity.
- **Fundraising:** IOTA has a Director of Development that has actively worked and trained with the organization for over a year. They are intune to the fundraising landscape and have had success with their efforts in the last year. Further, IOTA has added a dedicated Grant Writer to ensure robust grant fundraising.
- **Accounting:** IOTA previously contracted with a non-profit accounting consulting firm to complete a robust analysis of IOTA's accounting needs and structures. The analysis guided IOTA to adopt Sage Intacct as its financial ERP and build a robust internal accounting team.

See the Organizational Chart in the Attachments for other areas of support.

Please describe and explain any monetary obligations designated for services or fees associated with IOTA and with the CMO (if applicable).

A 14.5% of revenue Shared Service Fee (SSF) will be assessed to ILA 6-8 as payment for CMO level services, found above, rendered by IOTA.This fee was developed after thorough research and benchmarking within the CMO landscape. We believe the SSF is competitive to the fair market value of outsourcing any of the CMO level services, while providing a more white-glove approach. IOTA readdresses the SSF rate and services every year to ensure continued quality and value. In conjunction with SSF and the CMO services, IOTA may provide ancillary funding and support to highlighted programmatic efforts at a targeted school.

Addendum – Virtual or Blended Operator

Explain each of the statements listed below:

1) The rationale for opening and authorizing the online school

2) How will authorizing the online school benefit the current student population of Arkansas?

3) Describe the role of the teachers within the online learning environment.

4) Verify by your signature below that the proposed school will abide by the following high-quality standards for online instruction:

1. *The Online School involves representatives of the Online School's community, as well as staff, in a collaborative process to develop and communicate the Online School's vision, mission, goals and results in a manner appropriate to the online model for that program. The Online School provides leadership, governance, and structure to support this vision, and these supports are used by all staff to guide the decision-making.*

2. The Online School has a plan and timeline to accomplish the technological infrastructure capable of meeting the needs of students and staff and supporting teaching and learning. The Online School uses a variety of technological tools and has a user-friendly interface. The Online School meets industry-accepted accessibility standards for interoperability and appropriate access for learners with special needs. Technological support structures and programs are in place to reduce barriers to learning for all students.

3. The Online School has and implements a technology plan that includes (but is not limited to) documentation that all students and Parents know and understand the acceptable use of the Internet in

in accordance with all federal and state statutes. When providing direct services (for example, ISP,
computer equipment or "at location") to students, the Online School will use filtering software to
prevent access to inappropriate materials.

4. Online Schools must comply with all statutory requirements, including the existing budgetary
reporting procedures under state law, as well as being consistent with the format required by the
authorizing entity. Budgets and accounting records must be transparent, open to the public, and
demonstrate support for student academic achievement.

5. Online School demonstrates levels of attainment of statewide performance indicators that
Meet expectations established by the Department's annual performance review.

6. The Online School's Teachers use ongoing, research-based formative and summative assessments to measure student academic performance. Students have varied opportunities to
demonstrate mastery of skills, show academic progress, and receive meaningful feedback on their
learning.

7. The Online School has a policy regarding course completion.

8. The Online School follows policies for tracking attendance, participation, and truancy. The
policy includes documentation of Teacher/student interaction.

9. The Online School has a policy and the infrastructure to store, retrieve, analyze, and report
required student, teacher, financial, and other required data collections.

10. The Online School has a policy of providing guidance counseling services as appropriate to
grade level and student needs.

11. The Online School has a policy guiding school/home communication about student and program progress, school governance, and school accountability that is relevant, regular, and available in the native language where reasonable.

12. Instructional strategies, practices, and content address various learning needs and styles of students. The Online School uses a body of evidence to identify advanced, underperforming, economically disadvantaged, or other special needs students. The Online School will work to ensure that support structures and programs, including but not limited to Title I, ESL, Special Ed. and Gifted and Talented are integrated into the school's instructional program to promote and support student learning.

13. The Online School evaluates the degree to which it achieves the goals and objectives for student learning. There is a systematic process for collecting, disaggregating, managing, and analyzing data that enables the Online School's leadership, teachers, parents, students, community
members, and other stakeholders to determine areas of strength and challenge. The data collected are analyzed using a systems approach, and the analysis includes the use of the school performance
reports.

14. The Online School shall ensure that background checks in accordance with law are performed on all volunteers and paid staff, including but not limited to mentors, teachers, administrators or any other persons in unsupervised contact with the student, except parents supervising their children's educational program.

15. The Online School has an established policy to conduct virtual home visits to enhance school-family engagement.

Signature of the authorized representative

_____

Date

The notice of a public hearing will be published weekly in a newspaper with general circulation in Little Rock for 3 consecutive weeks prior to the final application deadline.

Appendix A

ARKANSAS STATEMENT OF ASSURANCES

FOR CHARTER SCHOOLS

As an authorized representative of the applicant group, I hereby certify that under the penalties of perjury, the information submitted in this application for [IOTA Community Schools] is true to the best of my knowledge and belief. Further, I understand that if awarded a charter, the school and its governing board will address the assurances listed below through policies adopted by the sponsoring entity and charter school. In addition, if the application is approved, the sponsoring entity, governing body, administration, and staff of the charter organization shall comply with all relevant state and federal laws in addition to the assurances listed below.

1. The charter school shall be open to all students on a space-available basis and shall not discriminate in its admission policy on the basis of gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility, except as follows: the charter school may adopt admissions policies that are consistent with state and federal law, regulations, or guidelines applicable to charter schools. The charter may provide for the exclusion of a student who has been expelled from another public school district.

2. If applications exceed the approved enrollment cap, the open-enrollment charter school shall hold an annual random and anonymous public lottery, followed by notifying parents of the enrollment status of all applicants. The waiting list generated by the lottery is valid until the next time the open-enrollment public charter school is required to conduct a random, anonymous student selection in accordance with Ark. Code Ann. §6-23-306 (14)(B)(b)(2).

3. The charter school shall comply with all applicable laws concerning the recruitment, hiring, promotion, retention, or termination of its employees.

4. The charter school shall operate in accordance with federal laws and rules governing public schools, applicable provisions of the Arkansas Constitution, and state laws and regulations governing public schools not waived by the approved charter.

5. The charter school shall not use the money that it receives from the state for any unlawful sectarian program, obligations, or activity or as collateral for debt except as allowed by law.

6. Charter schools may enter public-private partnerships where they enter into a lease-purchase agreement for the acquisition or construction of a school building or related facilities built or acquired by private entities exempt from federal taxes under 26 U.S.C. 142(a)(13) as allowed by Ark. Code Ann. 6-20-402(a)(1)(B).

7. The charter school shall not impose taxes or charge students' tuition or fees that are not allowable by law

8. The charter school shall not be religious in its operations or programmatic offerings in accordance with Ark. Code Ann. 6-23-401(a)(7) or as otherwise allowed by law.

9. The charter school shall ensure that any of its employees who qualify for membership in the Arkansas Teacher Retirement System or the Arkansas State and Public-School Employee Insurance Program are covered under those systems to the same extent required by law.

10. Under applicable state laws, the employees and volunteers of the charter school is immune from liability to the same extent as other public school district employees and volunteers.

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11. The charter school shall carefully review the potential impact of its application on the efforts of a public school district or public-school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools in accordance with Ark. Code Ann. §6-23-106 (a).

12. The charter school shall comply with all applicable federal, state, and local health and safety laws, rules, and regulations regarding the facilities and school property.

13. The applicant confirms the understanding that certain provisions of state law shall not be waived. The charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code and any rule and regulation approved by the State Board of Education under this title relating to (a) Monitoring compliance with Ark. Code Ann. § 6-23-101 et seq., as determined by the Commissioner of the Department of Education; (b) Conducting criminal background checks for employees; (c) High school graduation requirements as established by the State Board of Education; (d) Special education programs as provided by this title; (e) Public school accountability under this title; (g) Health and safety codes as established by the State Board of Education and state and local governmental entities, pursuant to Arl. Code Ann. 6-23-401(b).

14. No indebtedness of any kind incurred or created by the charter school shall constitute an indebtedness of the state or its political subdivisions. No debts of the charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions, pursuant to Ark. Code Ann. 6-23-503. Upon dissolution of the charter school or nonrenewal or revocation of the charter, all net assets of the charter school, including any interest in real property purchased with public funds, shall be deemed the property of the state unless otherwise specified in the charter of the charter school. If the charter school used state or federal funds to purchase or finance personal property, real property, or fixtures for use by the charter school, the authorizer may require that the property be sold. The state has a perfected priority security interest in the net proceeds from the sale or liquidation of the property to the extent of the public funds used in the purchase.

15. The school's curriculum will be aligned with the Arkansas Academic Standards

16. The school will operate within the statewide assessment system

17. The Arkansas Public School Computer Network (APSCN) Financial Management System, provided by the Division of Elementary and Secondary Education, shall be the original and official accounting system of record for the public charter school as required by state law and the rules and regulations of the Division of Elementary and Secondary Education for all financial transaction records and reporting (including, but not limited to, payroll processing and wage and tax reporting to the IRS ATRS, DFA, etc., accounts payable, fixed assets, personnel budgeting, and budgeting). APSCN shall be used to record all private, as well as local, state, and federal revenues and expenditures.

18. The charter school shall comply with Ark. Code Ann. §6-24-105-107 concerning contracting with board members, administrators, and employees.

19. The Arkansas Public School Computer Network (APSCN) Student Management System, provided by the Department of Education, shall be the original and official student management system for the public charter school as required by state law and the rules and regulations of the Department of Education for all student management areas (including, but not limited to, systems administration, demographILA, attendance, scheduling, report cards, discipline, medical, Cognos reporting, and Statewide Information System reporting).

20. The facility to be used will comply with all applicable accessibility requirements in accordance with the Americans with Disabilities Act (ADA), the Individuals with Disabilities Education Act (IDEA), and all other state and federal laws and local zoning ordinances.

21. A copy of the entity's letter from the IRS reflecting tax-exempt status or a copy of the entity's application for 501(c)(3) status must be included with the application. Articles of incorporation or a letter

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acknowledging non-profit status from the Secretary of State will not suffice.) To be eligible, an entity must hold or have applied for 501(c)(3) status at the time this charter application is filed. The entity must receive formal tax-exempt status under §501(c)(3) of the Internal Revenue Code of 1986 prior to the first day of its operation with students. Non-profit entities without the required Internal Revenue Service documentation are not eligible to be awarded charters; therefore, any applications submitted without documentation showing that 501(c)(3) status has been applied for or received will not be reviewed.

To the best of my knowledge, I certify that the information and data contained in the application are true and correct. The applicant's governing body has duly authorized this application and documentation, and the applicant will comply with the Arkansas Statement of Assurances for Charter Schools and all State and Federal laws guiding Charter Schools in Arkansas unless granted a waiver. The sponsoring entity presiding over this application and any subsequent charter operations affirm and acknowledge the information and affirmations presented in this application (sign and date):

Authorized Representative Printed Name:	Jocquell Rodgers
Authorized Representative Signature:	
Date:	13/06/24

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Tre Hargett
Secretary of State

Division of Business Services
Department of State
State of Tennessee
312 Rosa L. Parks AVE, 6th FL
Nashville, TN 37243-1102

Filing Information

Name: **IOTA Community Schools**

General Information

SOS Control #	**000759433**	Formation Locale:	TENNESSEE
Filing Type:	Nonprofit Corporation - Domestic	Date Formed:	05/29/2014
	05/29/2014 3:56 PM	Fiscal Year Close	6
Status:	Active		
Duration Term:	Perpetual		
Public/Mutual Benefit:	Public		

Registered Agent Address
GREGORY GRISHAM
STE 312
1715 AARON BRENNER DR
MEMPHIS, TN 38120-1443

Principal Address
6670 E RAINES RD
MEMPHIS, TN 38115

The following document(s) was/were filed in this office on the date(s) indicated below:

Date Filed	Filing Description	Image #
06/13/2024	Articles of Amendment	B1573-4439
	Filing Name Changed From: Green Dot Public Schools Tennessee To: IOTA Community Schools	
	Principal Address 1 Changed From: 4950 FAIRLEY RD To: 6670 E RAINES RD	
	Principal Address 2 Changed From: STE 125 To: No value	
	Principal Postal Code Changed From: 38109-7311 To: 38115	
09/29/2023	2023 Annual Report	B1457-2559
09/30/2022	2022 Annual Report	B1283-7557
09/30/2021	2021 Annual Report	B1099-2552
	Principal Postal Code Changed From: 38109-7375 To: 38109-7311	
10/01/2020	2020 Annual Report	B0931-2606
09/30/2019	2019 Annual Report	B0761-9745
09/28/2018	2018 Annual Report	B0600-5274
	Registered Agent Physical Address 1 Changed From: 150 3RD AVE S To: 1715 AARON BRENNER DR	
	Registered Agent Physical Address 2 Changed From: STE 2010 To: STE 312	
	Registered Agent Physical City Changed From: NASHVILLE To: MEMPHIS	
	Registered Agent Physical County Changed From: DAVIDSON COUNTY To: SHELBY COUNTY	

Filing Information

Name: **IOTA Community Schools**

Registered Agent Physical Postal Code Changed From: 37201-2045 To: 38120-1443	
10/02/2017 2017 Annual Report	B0447-1948
09/30/2016 2016 Annual Report	B0300-7882
Registered Agent First Name Changed From: JEFFREY To: GREGORY	
Registered Agent Middle Name Changed From: C. To: No Value	
Registered Agent Last Name Changed From: SMITH To: GRISHAM	
Registered Agent Physical Address 1 Changed From: 6075 POPLAR AVE To: 150 3RD AVE S	
Registered Agent Physical Address 2 Changed From: STE 700 To: STE 2010	
Registered Agent Physical City Changed From: MEMPHIS To: NASHVILLE	
Registered Agent Physical County Changed From: SHELBY COUNTY To: DAVIDSON COUNTY	
Registered Agent Physical Postal Code Changed From: 38119-0100 To: 37201-2045	
09/30/2015 2015 Annual Report	B0156-3679
09/10/2014 2014 Annual Report	B0002-1285
Principal Address 1 Changed From: 6075 POPLAR AVE To: 4950 FAIRLEY RD	
Principal Address 2 Changed From: STE 700 To: STE 125	
Principal Postal Code Changed From: 38119-0100 To: 38109-7375	
07/25/2014 Mailing Address Update	A0255-0534
05/29/2014 Initial Filing	A0238-2024
Record Status Changed From: Pending To: Active	

Active Assumed Names (if any)	Date	Expires

The name change for Green Dot Public Schools TN was approved and the 501 (c)(3) will be updated as soon as it is received.

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: JUN 15 2015

GREEN DOT PUBLIC SCHOOLS TENNESSEE
4950 FAIRLEY RD
MEMPHIS, TN 38119

Employer Identification Number:
47-0970499
DLN:
17053069312035
Contact Person:
JUSTIN R PALMER ID# 31674
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Public Charity Status:
170(b)(1)(A)(ii)
Form 990 Required:
Yes
Effective Date of Exemption:
May 29, 2014
Contribution Deductibility:
Yes
Addendum Applies:
Yes

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading 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,

Tamara Ripperda

Director, Exempt Organizations

Letter 947

GREEN DOT PUBLIC SCHOOLS TENNESSEE

ADDENDUM

INFORMATION FOR CHARTER SCHOOLS

You are not subject to the specific publishing requirements of Revenue Procedure 75-50, 1975-2 C.B., page 587, as long as you are operating under a contract with the local government. If your method of operation changes to the extent that your charter is terminated, cancelled, or not renewed, you will be required to comply with Revenue Procedure 75-50.

ILA 6-8
Estimated Revenues - Year 1

Source of Funds	# Students	Amount Per Student
Foundation Funding	200	$7,182.00
Arkansas ELL Funding	46	$366.00
Arkansas Professional Development Funding	200	$37.50
Arkansas- Enhanced Student Achievement Funding	200	$1,076.00
Facility Funding	200	$500.00
IOTA New School Oppotunity Grant	200	$500.00
		Total Budgeted Revenues

Total Yr 1
$1,436,400.00
$16,836.00
$7,500.00
$215,200.00
$100,000.00
$100,000.00
$1,875,936.00

ILA 6-8

Estimated Salaries to be Paid from State/Local Funds - Ye

Position	#	Salary	Subtotal	Fringe
Kindergarten Teacher		$53,000	$0	$0
1st Grade Teacher		$53,000	$0	$0
2nd Grade Teacher	-	$53,000	$0	$0
3rd Grade Teacher	-	$53,000	$0	$0
4th Grade Teacher	-	$53,000	$0	$0
5th Grade Teacher	-	$53,000	$0	$0
Associate Teacher	-	$37,875	$0	$0
Assistant Principal	1.00	$70,000	$70,000	$18,200
Counselor	0.50	$70,000	$35,000	$9,100
Head of Operations	-	$70,000	$0	$0
Day Porter	-	$33,946	$0	$0
Dean of Students	-	$60,000	$0	$0
English Language Development Teacher	1.00	$53,000	$53,000	$13,780
Exceptional Student Services Coordinator	-	$60,000	$0	$0
Fine Arts Teacher	-	$53,000	$0	$0
Foreign Language Teacher		$53,000	$0	$0
Front Office Associate	0.50	$32,240	$16,120	$4,191
Front Office Manager	0.50	$40,000	$20,000	$5,200
Licensed Practical Nurse	0.50	$44,000	$22,000	$5,720
Instructional Coach	-	$60,000	$0	$0
Interventionist	-	$48,277	$0	$0
IT Support Specialist	0.50	$39,520	$19,760	$5,138
Lunch Monitor	-	$25,272	$0	$0
Maintenance Technician	0.50	$33,946	$16,973	$4,413
Marketing & Enrollment	-	$37,877	$0	$0
MS Language Arts Teacher	2.00	$53,000	$106,000	$27,560
MS Math Teacher	2.00	$53,000	$106,000	$27,560
MS Science Teacher	2.00	$53,000	$106,000	$27,560
MS Social Studies Teacher	2.00	$53,000	$106,000	$27,560
Music Teacher	1.00	$53,000	$53,000	$13,780
Paraprofessional	2.00	$31,626	$63,253	$16,446
Physical Education Teacher	1.00	$53,000	$53,000	$13,780
Principal	0.50	$100,000	$50,000	$13,000
Registrar	-	$38,002	$0	$0
SPED Paraprofessional	-	$31,439	$0	$0
SPED Teacher	1.00	$53,000	$53,000	$13,780
Speech Pathologist	-	$75,750	$0	$0
Speech Pathologist Assistant	-	$48,480	$0	$0
Technology Teacher	-	$53,000	$0	$0
				Total Budgeted Salaries and Benefits

ear 1

Total Expense	Note
$0	
$0	
$0	
$0	
$0	
$0	
$0	
$88,200	
$44,100	To be shared with ILA 6-8 on a shared campus
$0	
$0	
$0	
$66,780	
$0	
$0	
$0	
$20,311	To be shared with ILA 6-8 on a shared campus
$25,200	To be shared with ILA 6-8 on a shared campus
$27,720	To be shared with ILA 6-8 on a shared campus
$0	
$0	
$24,898	To be shared with ILA 6-8 on a shared campus
$0	
$21,386	To be shared with ILA 6-8 on a shared campus
$0	
$133,560	
$133,560	
$133,560	
$133,560	
$66,780	
$79,699	
$66,780	
$63,000	To be shared with ILA 6-8 on a shared campus
$0	
$0	
$66,780	
$0	
$0	
$0	
$1,195,873	

Administration:
Purchased Services
Supplies and Materials
Equipment
Classroom Instruction:
Purchased Services
Supplies and Materials
Equipment
Special Education:
Purchased Services
Supplies and Materials
Equipment
Gifted & Talented Program
Purchased Services
Supplies and Materials
Equipment
ALE Program:
Purchased Services
Supplies and Materials
Equipment
ELL Program:
Purchased Services
Supplies and Materials
Equipment
Guidance Services:

Purchased Services
Supplies and Materials
Equipment
Health Services:
Purchased Services
Supplies and Materials
Equipment
Library Media Services:
Purchased Services
Supplies and Materials
Equipment
Fiscal Services:
Purchased Services
Supplies and Materials
Equipment
Pupil Transportation:
Purchased Services
Supplies and Materials
Equipment
Maintenance & Operations:
Purchased Services
Supplies and Materials
Equipment
Phone
Gas
Electric
Water
Sewer
Food Services:
Purchased Services

Supplies and Materials
Equipment
Data Proccessing:
Purchased Services
Supplies and Materials
Equipment
Substitute Personnel:
Supplies and Materials
CMO Fee (if applicable):
Annual Fee
Advertising/Marketing
Legal Services
Facilities:
Lease/Purchase Contract Per Yr
Facility Upgrades
Property Insurance Per Yr
Content Insurance Per Yr
Depreciation
Debt Expenditures:
Interest on Loan/Bond
Other Expenditures:

ILA 6-8

Estimated Expenditures - Year 1

Explanation	Amount
Dues, Subscriptions and Professional Development	$6,300.00
Office Supplies, Postage, and Printing	$11,000.00
	$0.00
Explanation	**Amount**
	$0.00
Curriclular Materials and Supplies at $250 per a Student	$50,000.00
Classroom Equipment at $250 per a Student	$50,000.00
Explanation	**Amount**
ESE/Speach Therapist/Consultants	$25,000.00
Specialized Materials and Supplies	$1,000.00
	$0.00
Explanation	**Amount**
Included in Special Education	$0.00
	$0.00
	$0.00
Explanation	**Amount**
Included in Special Education	$0.00
	$0.00
	$0.00
Explanation	**Amount**
	$0.00
Specialized Materials and Supplies at $50 per an ELL student	$2,300.00
	$0.00
Explanation	**Amount**

Included in Special Education	$0.00
Explanation	**Amount**
Included in Special Education	$0.00
Explanation	**Amount**
	$0.00
	$0.00
	$0.00
Explanation	**Amount**
Anual Independent Audit	$7,000.00
	$0.00
	$0.00
Explanation	**Amount**
One Contracted School Bus to be shared with ILA 6-8	$45,000.00
	$0.00
	$0.00
Explanation	**Amount**
Custodial and Grounds at $2 per a sq. ft. to be split in half with IOTA 6-8	$34,000.00
Cleaning and Maintiance Supplies	$10,000.00
	$0.00
Data and Network Connection $200 per a month	$2,400.00
$250 per a month	$3,000.00
$3,000 per a month	$36,000.00
$400 per a month	$4,800.00
$100 per a month	$1,200.00
Explanation	**Amount**
	$0.00

	$0.00
	$0.00
Explanation	**Amount**
	$0.00
	$0.00
	$0.00
Explanation	**Amount**
	$0.00
Explanation	**Amount**
14.5% of Revenue	$243,010.72
	$0.00
	$15,000.00
Explanation	**Amount**
	$0.00
	$0.00
Insurance at $30 per $1,000 of value (to be split in half with IOTA 6-8)	$48,000.00
Insurance at $30 per $1,000 of value	$15,000.00
Explanation	**Amount**
Facility Purchase and Phase 1 Renovation (to be split in half with IOTA 6-8) ($3.2 million at 7.5% for 30 years)	$50,249.00
Explanation	**Amount**

TOTAL BUDGETED EXPENDITURES **$660,259.72**

ILA 6-8
Year 1 Ending Balance

REVENUE		$1,875,936.00
EXPENDITURES		
Salaries & Benefits	$1,195,873.09	
Other Expenses	$660,259.72	
		$1,856,132.81
ENDING BALANCE		$19,803.19

ILA 6-8
Estimated Revenues - Year 2

Source of Funds	# Students	Amount Per Student
Foundation Funding	400	$7,926.42
Arkansas ELL Funding	92	$366.00
Arkansas Professional Development Funding	400	$37.50
Arkansas- Enhanced Student Achievement Funding	400	$1,076.00
Facility Funding	400	$500.00
Schoolwide Federal Funding (Title I, Title II, Title III, IDEA)	400	$729.00
		Total Budgeted Revenues

Total Yr 1
$3,170,568.00
$33,672.00
$15,000.00
$430,400.00
$200,000.00
$291,600.00
$4,141,240.00

ILA 6-8
Estimated Salaries to be Paid from State/Local Funds - Yea

Position	#	Salary	Subtotal	Fringe
Kindergarten Teacher	-	$54,590	$0	$0
1st Grade Teacher	-	$54,590	$0	$0
2nd Grade Teacher	-	$54,590	$0	$0
3rd Grade Teacher	-	$54,590	$0	$0
4th Grade Teacher	-	$54,590	$0	$0
5th Grade Teacher	-	$54,590	$0	$0
Associate Teacher	-	$39,011	$0	$0
Assistant Principal	1.50	$72,100	$108,150	$29,525
Counselor	0.50	$72,100	$36,050	$9,842
Head of Operations	-	$72,100	$0	$0
Day Porter	-	$34,964	$0	$0
Dean of Students	-	$61,800	$0	$0
English Language Development Teacher	1.00	$54,590	$54,590	$14,903
Exceptional Student Services Coordinator	-	$61,800	$0	$0
Fine Arts Teacher	1.00	$54,590	$54,590	$14,903
Foreign Language Teacher		$54,590	$0	$0
Front Office Associate	1.00	$33,207	$33,207	$9,066
Front Office Manager	0.50	$41,200	$20,600	$5,624
Licensed Practical Nurse	0.50	$45,320	$22,660	$6,186
Instructional Coach	1.00	$61,800	$61,800	$16,871
Interventionist	-	$49,725	$0	$0
IT Support Specialist	0.50	$40,706	$20,353	$5,556
Lunch Monitor	-	$26,030	$0	$0
Maintenance Technician	0.50	$34,964	$17,482	$4,773
Marketing & Enrollment	-	$39,013	$0	$0
MS Language Arts Teacher	4.00	$54,590	$218,360	$59,612
MS Math Teacher	4.00	$54,590	$218,360	$59,612
MS Science Teacher	4.00	$54,590	$218,360	$59,612
MS Social Studies Teacher	4.00	$54,590	$218,360	$59,612
Music Teacher	1.00	$54,590	$54,590	$14,903
Paraprofessional	4.00	$32,575	$130,301	$35,572
Physical Education Teacher	1.00	$54,590	$54,590	$14,903
Principal	0.50	$103,000	$51,500	$14,060
Registrar	-	$39,142	$0	$0
SPED Paraprofessional		$32,382	$0	$0
SPED Teacher	2.00	$54,590	$109,180	$29,806
Speech Pathologist	-	$78,022	$0	$0
Speech Pathologist Assistant	-	$49,935	$0	$0
Technology Teacher	-	$54,590	$0	$0
			Total Budgeted Salaries and Benefits	

*Reflects 3% YOY Average Wage Growth **Reflects 5%

ar 2

Total Expense	Note
$0	
$0	
$0	
$0	
$0	
$0	
$0	
$137,675	.5 to be shared with ILA 6-8 on a shared campus
$45,892	To be shared with ILA 6-8 on a shared campus
$0	
$0	
$0	
$69,493	
$0	
$69,493	
$0	
$42,273	To be shared with ILA 6-8 on a shared campus
$26,224	To be shared with ILA 6-8 on a shared campus
$28,846	To be shared with ILA 6-8 on a shared campus
$78,671	
$0	
$25,909	To be shared with ILA 6-8 on a shared campus
$0	
$22,255	To be shared with ILA 6-8 on a shared campus
$0	
$277,972	
$277,972	
$277,972	
$277,972	
$69,493	
$165,873	
$69,493	
$65,560	To be shared with ILA 6-8 on a shared campus
$0	
$0	
$138,986	
$0	
$0	
$0	
$2,168,024	

› YOY Average Benefits Growth

ILA 6-8

Estimated Expenditures - Year 2

Administration:	**Explanation**
Purchased Services	Dues, Subscriptions and Professional Development
Supplies and Materials	Office Supplies, Postage, and Printing
Equipment	
Classroom Instruction:	**Explanation**
Purchased Services	
Supplies and Materials	Curriclular Materials and Supplies at $250 per a Student
Equipment	Classroom Equipment at $250 per a Student
Special Education:	**Explanation**
Purchased Services	ESE/Speach Therapist/Consultants
Supplies and Materials	Specialized Materials and Supplies
Equipment	
Gifted & Talented Program	**Explanation**
Purchased Services	Included in Special Education
Supplies and Materials	
Equipment	
ALE Program:	**Explanation**
Purchased Services	Included in Special Education
Supplies and Materials	
Equipment	
ELL Program:	**Explanation**
Purchased Services	
Supplies and Materials	Specialized Materials and Supplies at $50 per an ELL student
Equipment	
Guidance Services:	**Explanation**

Purchased Services	Included in Special Education
Supplies and Materials	
Equipment	
Health Services:	**Explanation**
Purchased Services	Included in Special Education
Supplies and Materials	
Equipment	
Library Media Services:	**Explanation**
Purchased Services	
Supplies and Materials	
Equipment	
Fiscal Services:	**Explanation**
Purchased Services	Anual Independent Audit
Supplies and Materials	
Equipment	
Pupil Transportation:	**Explanation**
Purchased Services	Three Contracted School Bus to be shared with ILA 6-8
Supplies and Materials	
Equipment	
Maintenance & Operations:	**Explanation**
Purchased Services	Custodial and Grounds at $2 per a sq. ft. to be split in half with IOTA 6-8
Supplies and Materials	Cleaning and Maintiance Supplies
Equipment	
Phone	Data and Network Connection $200 per a month
Gas	$250 per a month
Electric	$3,000 per a month
Water	$450 per a month
Sewer	$150 per a month
Food Services:	**Explanation**
Purchased Services	

Supplies and Materials	
Equipment	
Data Proccessing:	**Explanation**
Purchased Services	
Supplies and Materials	
Equipment	
Substitute Personnel:	**Explanation**
Supplies and Materials	
CMO Fee (if applicable):	**Explanation**
Annual Fee	14.5% of Revenue
Advertising/Marketing	
Legal Services	
Facilities:	**Explanation**
Lease/Purchase Contract Per Yr	
Facility Upgrades	
Property Insurance Per Yr	Insurance at $30 per $1,000 of value (to be split in half with IOTA 6-8)
Content Insurance Per Yr	Insurance at $30 per $1,000 of value
Depreciation	
Debt Expenditures:	**Explanation**
Interest on Loan/Bond	Facility Purchase and Phase 1 Renovation ($3.2 million at 7.5% for 30 years), and Phase 2 Renovation($6.2 million at 7.5% for 30 years) (to be split in half with IOTA 6-8)
Other Expenditures:	**Explanation**
Software	Student and Staff Facing Software and Technology

TOTAL BUDGETED EXPENDITURES

Amount
$9,000.00
$22,000.00
$0.00
Amount
$0.00
$100,000.00
$100,000.00
Amount
$50,000.00
$2,000.00
$0.00
Amount
$0.00
$0.00
$0.00
Amount
$0.00
$0.00
$0.00
Amount
$0.00
$4,600.00
$0.00
Amount

$0.00
Amount
$0.00
Amount
$0.00
$0.00
$0.00
Amount
$7,000.00
$0.00
$0.00
Amount
$135,000.00
$0.00
$0.00
Amount
$65,000.00
$15,000.00
$0.00
$2,400.00
$3,000.00
$36,000.00
$5,400.00
$1,800.00
Amount
$0.00

$0.00
$0.00
Amount
$0.00
$0.00
$0.00
Amount
$0.00
Amount
$571,479.80
$0.00
$15,000.00
Amount
$0.00
$0.00
$141,000.00
$15,000.00
Amount
$150,747.00
Amount
$50,000.00

$1,501,426.80

ILA 6-8
Year 2 Ending Balance

REVENUE		$4,141,240.00
EXPENDITURES		
Salaries & Benefits	$2,168,024.40	
Other Expenses	$1,501,426.80	
		$3,669,451.20
ENDING BALANCE		$471,788.80

ILA 6-8
Estimated Revenues - Year 3

Source of Funds	# Students	Amount Per Student
Foundation Funding	600	$8,337.21
Arkansas ELL Funding	138	$366.00
Arkansas Professional Development Funding	600	$37.50
Arkansas- Enhanced Student Achievement Funding	600	$1,076.00
Facility Funding	600	$500.00
Schoolwide Federal Funding (Title I, Title II, Title III, IDEA)	600	$729.00
		Total Budgeted Revenues

Total Yr 1
$5,002,325.92
$50,508.00
$22,500.00
$645,600.00
$300,000.00
$437,400.00
$6,458,333.92

ILA 6-8

Estimated Salaries to be Paid from State/Local Funds - Yea

Position	#	Salary	Subtotal	Fringe
Kindergarten Teacher	-	$53,000	$0	$0
1st Grade Teacher	-	$53,000	$0	$0
2nd Grade Teacher	-	$53,000	$0	$0
3rd Grade Teacher	-	$53,000	$0	$0
4th Grade Teacher	-	$53,000	$0	$0
5th Grade Teacher	-	$53,000	$0	$0
Associate Teacher	-	$37,875	$0	$0
Assistant Principal	2.00	$70,000	$140,000	$36,400
Counselor	1.00	$70,000	$70,000	$18,200
Head of Operations	-	$70,000	$0	$0
Day Porter	-	$33,946	$0	$0
Dean of Students	-	$60,000	$0	$0
English Language Development Teacher	2.00	$53,000	$106,000	$27,560
Exceptional Student Services Coordinator	-	$60,000	$0	$0
Fine Arts Teacher	1.00	$53,000	$53,000	$13,780
Foreign Language Teacher		$53,000	$0	$0
Front Office Associate	1.00	$32,240	$32,240	$8,382
Front Office Manager	0.50	$40,000	$20,000	$5,200
Licensed Practical Nurse	0.50	$44,000	$22,000	$5,720
Instructional Coach	2.00	$60,000	$120,000	$31,200
Interventionist	-	$48,277	$0	$0
IT Support Specialist	1.00	$39,520	$39,520	$10,275
Lunch Monitor	-	$25,272	$0	$0
Maintenance Technician	0.50	$33,946	$16,973	$4,413
Marketing & Enrollment	-	$37,877	$0	$0
MS Language Arts Teacher	6.00	$53,000	$318,000	$82,680
MS Math Teacher	6.00	$53,000	$318,000	$82,680
MS Science Teacher	6.00	$53,000	$318,000	$82,680
MS Social Studies Teacher	6.00	$53,000	$318,000	$82,680
Music Teacher	1.00	$53,000	$53,000	$13,780
Paraprofessional	6.00	$31,626	$189,758	$49,337
Physical Education Teacher	2.00	$53,000	$106,000	$27,560
Principal	1.00	$100,000	$100,000	$26,000
Registrar	-	$38,002	$0	$0
SPED Paraprofessional		$31,439	$0	$0
SPED Teacher	3.00	$53,000	$159,000	$41,340
Speech Pathologist	-	$75,750	$0	$0
Speech Pathologist Assistant	-	$48,480	$0	$0
Technology Teacher	1.00	$53,000	$53,000	$13,780
			Total Budgeted Salaries and Benefits	

ar 3

Total Expense	Note
$0	
$0	
$0	
$0	
$0	
$0	
$0	
$176,400	
$88,200	To be shared with ILA 6-8 on a shared campus
$0	
$0	
$0	
$133,560	
$0	
$66,780	
$0	
$40,622	To be shared with ILA 6-8 on a shared campus
$25,200	To be shared with ILA 6-8 on a shared campus
$27,720	To be shared with ILA 6-8 on a shared campus
$151,200	
$0	
$49,795	To be shared with ILA 6-8 on a shared campus
$0	
$21,386	To be shared with ILA 6-8 on a shared campus
$0	
$400,680	
$400,680	
$400,680	
$400,680	
$66,780	
$239,096	
$133,560	
$126,000	
$0	
$0	
$200,340	
$0	
$0	
$66,780	
$3,216,139	

ILA 6-8

Estimated Expenditures - Year 3

Administration:	**Explanation**
Purchased Services	Dues, Subscriptions and Professional Development
Supplies and Materials	Office Supplies, Postage, and Printing
Equipment	
Classroom Instruction:	**Explanation**
Purchased Services	
Supplies and Materials	Curriclular Materials and Supplies at $250 per a Student
Equipment	Classroom Equipment at $250 per a Student
Special Education:	**Explanation**
Purchased Services	ESE/Speach Therapist/Consultants
Supplies and Materials	Specialized Materials and Supplies
Equipment	
Gifted & Talented Program	**Explanation**
Purchased Services	Included in Special Education
Supplies and Materials	
Equipment	
ALE Program:	**Explanation**
Purchased Services	Included in Special Education
Supplies and Materials	
Equipment	
ELL Program:	**Explanation**
Purchased Services	
Supplies and Materials	Specialized Materials and Supplies at $50 per an ELL student
Equipment	
Guidance Services:	**Explanation**

Purchased Services	Included in Special Education
Supplies and Materials	
Equipment	
Health Services:	**Explanation**
Purchased Services	Included in Special Education
Supplies and Materials	
Equipment	
Library Media Services:	**Explanation**
Purchased Services	
Supplies and Materials	
Equipment	
Fiscal Services:	**Explanation**
Purchased Services	Anual Independent Audit
Supplies and Materials	
Equipment	
Pupil Transportation:	**Explanation**
Purchased Services	Four Contracted School Bus to be shared with ILA 6-8
Supplies and Materials	
Equipment	
Maintenance & Operations:	**Explanation**
Purchased Services	Custodial and Grounds at $2 per a sq. ft. to be split in half with IOTA 6-8
Supplies and Materials	Cleaning and Maintiance Supplies
Equipment	
Phone	Data and Network Connection $200 per a month
Gas	$250 per a month
Electric	$3,000 per a month
Water	$500 per a month
Sewer	$200 per a month
Food Services:	**Explanation**
Purchased Services	

Supplies and Materials	
Equipment	
Data Proccessing:	**Explanation**
Purchased Services	
Supplies and Materials	
Equipment	
Substitute Personnel:	**Explanation**
Supplies and Materials	
CMO Fee (if applicable):	**Explanation**
Annual Fee	14.5% of Revenue
Advertising/Marketing	
Legal Services	
Facilities:	**Explanation**
Lease/Purchase Contract Per Yr	
Facility Upgrades	
Property Insurance Per Yr	Insurance at $30 per $1,000 of value (to be split in half with IOTA 6-8)
Content Insurance Per Yr	Insurance at $30 per $1,000 of value
Depreciation	
Debt Expenditures:	**Explanation**
Interest on Loan/Bond	Facility Purchase and Phase 1 Renovation ($3.2 million at 7.5% for 30 years), and Phase 2 Renovation($6.2 million at 7.5% for 30 years) (to be split in half with IOTA 6-8)
Other Expenditures:	**Explanation**
Software	Student and Staff Facing Software and Technology

TOTAL BUDGETED EXPENDITURES

Amount
$11,000.00
$25,000.00
$0.00
Amount
$0.00
$150,000.00
$150,000.00
Amount
$75,000.00
$3,000.00
$0.00
Amount
$0.00
$0.00
$0.00
Amount
$0.00
$0.00
$0.00
Amount
$0.00
$6,900.00
$0.00
Amount

$0.00
Amount
$0.00
Amount
$0.00
$0.00
$0.00
Amount
$7,000.00
$0.00
$0.00
Amount
$180,000.00
$0.00
$0.00
Amount
$75,000.00
$20,000.00
$0.00
$2,400.00
$3,000.00
$36,000.00
$6,000.00
$2,400.00
Amount
$0.00

$0.00
$0.00
Amount
$0.00
$0.00
$0.00
Amount
$0.00
Amount
$892,958.42
$0.00
$15,000.00
Amount
$0.00
$0.00
$141,000.00
$30,000.00
Amount
$150,747.00
Amount
$80,000.00

$2,062,405.42

ILA 6-8
Year 3 Ending Balance

REVENUE		$4,141,240.00
EXPENDITURES		
Salaries & Benefits	$2,168,024.40	
Other Expenses	$1,501,426.80	
		$3,669,451.20
ENDING BALANCE		$471,788.80

ILA K-5
Estimated Revenues - Year 1

Source of Funds	# Students	Amount Per Student
Foundation Funding	200	$7,182.00
Arkansas ELL Funding	46	$366.00
Arkansas Professional Development Funding	200	$37.50
Arkansas- Enhanced Student Achievement Funding	200	$1,076.00
Facility Funding	200	$500.00
IOTA New School Oppotunity Grant	200	$1,250.00
		Total Budgeted Revenues

Total Yr 1
$1,436,400.00
$16,836.00
$7,500.00
$215,200.00
$100,000.00
$250,000.00
$2,025,936.00

ILA K-5

Estimated Salaries to be Paid from State/Local Funds - Ye

Position	#	Salary	Subtotal	Fringe
Kindergarten Teacher	4.00	$53,000	$212,000	$55,120
1st Grade Teacher	4.00	$53,000	$212,000	$55,120
2nd Grade Teacher	-	$53,000	$0	$0
3rd Grade Teacher	-	$53,000	$0	$0
4th Grade Teacher	-	$53,000	$0	$0
5th Grade Teacher	-	$53,000	$0	$0
Associate Teacher	-	$37,875	$0	$0
Assistant Principal	1.00	$70,000	$70,000	$18,200
Counselor	0.50	$70,000	$35,000	$9,100
Head of Operations	-	$70,000	$0	$0
Day Porter	-	$33,946	$0	$0
Dean of Students	-	$60,000	$0	$0
English Language Development Teacher	1.00	$53,000	$53,000	$13,780
Exceptional Student Services Coordinator	-	$60,000	$0	$0
Fine Arts Teacher	-	$53,000	$0	$0
Foreign Language Teacher		$53,000	$0	$0
Front Office Associate	0.50	$32,240	$16,120	$4,191
Front Office Manager	0.50	$40,000	$20,000	$5,200
Licensed Practical Nurse	0.50	$44,000	$22,000	$5,720
Instructional Coach	-	$0	$0	$0
Interventionist	-	$48,277	$0	$0
IT Support Specialist	0.50	$39,520	$19,760	$5,138
Lunch Monitor	-	$25,272	$0	$0
Maintenance Technician	0.50	$33,946	$16,973	$4,413
Marketing & Enrollment	-	$37,877	$0	$0
MS Language Arts Teacher	-	$53,000	$0	$0
MS Math Teacher	-	$53,000	$0	$0
MS Science Teacher	-	$53,000	$0	$0
MS Social Studies Teacher	-	$53,000	$0	$0
Music Teacher		$53,000	$0	$0
Paraprofessional	8.00	$31,626	$253,011	$65,783
Physical Education Teacher	1.00	$53,000	$53,000	$13,780
Principal	0.50	$100,000	$50,000	$13,000
Registrar	-	$38,002	$0	$0
SPED Paraprofessional	-	$31,439	$0	$0
SPED Teacher	1.00	$53,000	$53,000	$13,780
Speech Pathologist	-	$75,750	$0	$0
Speech Pathologist Assistant	-	$48,480	$0	$0
Technology Teacher	-	$53,000	$0	$0
				Total Budgeted Salaries and Benefits

ear 1

Total Expense	Note
$267,120	
$267,120	
$0	
$0	
$0	
$0	
$0	
$88,200	
$44,100	To be shared with ILA 6-8 on a shared campus
$0	
$0	
$0	
$66,780	
$0	
$0	
$0	
$20,311	To be shared with ILA 6-8 on a shared campus
$25,200	To be shared with ILA 6-8 on a shared campus
$27,720	To be shared with ILA 6-8 on a shared campus
$0	
$0	
$24,898	To be shared with ILA 6-8 on a shared campus
$0	
$21,386	To be shared with ILA 6-8 on a shared campus
$0	
$0	
$0	
$0	
$0	
$0	
$318,794	
$66,780	
$63,000	To be shared with ILA 6-8 on a shared campus
$0	
$0	
$66,780	
$0	
$0	
$0	
$1,368,189	

Administration:
Purchased Services
Supplies and Materials
Equipment
Classroom Instruction:
Purchased Services
Supplies and Materials
Equipment
Special Education:
Purchased Services
Supplies and Materials
Equipment
Gifted & Talented Program
Purchased Services
Supplies and Materials
Equipment
ALE Program:
Purchased Services
Supplies and Materials
Equipment
ELL Program:
Purchased Services
Supplies and Materials
Equipment
Guidance Services:

Purchased Services
Supplies and Materials
Equipment
Health Services:
Purchased Services
Supplies and Materials
Equipment
Library Media Services:
Purchased Services
Supplies and Materials
Equipment
Fiscal Services:
Purchased Services
Supplies and Materials
Equipment
Pupil Transportation:
Purchased Services
Supplies and Materials
Equipment
Maintenance & Operations:
Purchased Services
Supplies and Materials
Equipment
Phone
Gas
Electric
Water
Sewer
Food Services:
Purchased Services

Supplies and Materials
Equipment
Data Proccessing:
Purchased Services
Supplies and Materials
Equipment
Substitute Personnel:
Supplies and Materials
CMO Fee (if applicable):
Annual Fee
Advertising/Marketing
Legal Services
Facilities:
Lease/Purchase Contract Per Yr
Facility Upgrades
Property Insurance Per Yr
Content Insurance Per Yr
Depreciation
Debt Expenditures:
Interest on Loan/Bond
Other Expenditures:

ILA K-5

Estimated Expenditures - Year 1

Explanation	Amount
Dues, Subscriptions and Professional Development	$3,500.00
Office Supplies, Postage, and Printing	$11,000.00
	$0.00
Explanation	**Amount**
	$0.00
Curriclular Materials and Supplies at $250 per a Student	$50,000.00
Classroom Equipment at $250 per a Student	$50,000.00
Explanation	**Amount**
ESE/Speach Therapist/Consultants	$25,000.00
Specialized Materials and Supplies	$1,000.00
	$0.00
Explanation	**Amount**
Included in Special Education	$0.00
	$0.00
	$0.00
Explanation	**Amount**
Included in Special Education	$0.00
	$0.00
	$0.00
Explanation	**Amount**
	$0.00
Specialized Materials and Supplies at $50 per an ELL student	$2,300.00
	$0.00
Explanation	**Amount**

Included in Special Education	$0.00

Explanation	Amount
Included in Special Education	$0.00

Explanation	Amount
	$0.00
	$0.00
	$0.00

Explanation	Amount
Anual Independent Audit	$7,000.00
	$0.00
	$0.00

Explanation	Amount
One Contracted School Bus to be shared with ILA 6-8	$45,000.00
	$0.00
	$0.00

Explanation	Amount
Custodial and Grounds at $2 per a sq. ft. to be split in half with IOTA 6-8	$34,000.00
Cleaning and Maintiance Supplies	$10,000.00
	$0.00
Data and Network Connection $200 per a month	$2,400.00
$250 per a month	$3,000.00
$3,000 per a month	$36,000.00
$400 per a month	$4,800.00
$100 per a month	$1,200.00

Explanation	Amount
	$0.00

	$0.00
	$0.00
Explanation	**Amount**
	$0.00
	$0.00
	$0.00
Explanation	**Amount**
	$0.00
Explanation	**Amount**
14.5% of Revenue	$243,010.72
	$0.00
	$15,000.00
Explanation	**Amount**
	$0.00
	$0.00
Insurance at $30 per $1,000 of value (to be split in half with IOTA 6-8)	$48,000.00
Insurance at $30 per $1,000 of value	$15,000.00
Explanation	**Amount**
Facility Purchase and Phase 1 Renovation (to be split in half with IOTA 6-8) ($3.2 million at 7.5% for 30 years)	$50,249.00
Explanation	**Amount**

TOTAL BUDGETED EXPENDITURES **$657,459.72**

ILA K-5
Year 1 Ending Balance

REVENUE		$2,025,936.00
EXPENDITURES		
Salaries & Benefits	$1,368,188.68	
Other Expenses	$657,459.72	
		$2,025,648.40
ENDING BALANCE		$287.60

ILA K-5
Estimated Revenues - Year 2

Source of Funds	# Students	Amount Per Student
Foundation Funding	300	$7,926.42
Arkansas ELL Funding	69	$366.00
Arkansas Professional Development Funding	300	$37.50
Arkansas- Enhanced Student Achievement Funding	300	$1,076.00
Facility Funding	300	$500.00
Schoolwide Federal Funding (Title I, Title II, Title III, IDEA)	300	$729.00
		Total Budgeted Revenues

Total Yr 1
$2,377,926.00
$25,254.00
$11,250.00
$322,800.00
$150,000.00
$218,700.00
$3,105,930.00

ILA K-5
Estimated Salaries to be Paid from State/Local Funds - Yea

Position	#	Salary*	Subtotal	Fringe**
Kindergarten Teacher	4.00	$54,590	$218,360	$59,612
1st Grade Teacher	4.00	$54,590	$218,360	$59,612
2nd Grade Teacher	4.00	$54,590	$218,360	$59,612
3rd Grade Teacher	-	$54,590	$0	$0
4th Grade Teacher	-	$54,590	$0	$0
5th Grade Teacher	-	$54,590	$0	$0
Associate Teacher	-	$39,011	$0	$0
Assistant Principal	1.50	$72,100	$108,150	$29,525
Counselor	0.50	$72,100	$36,050	$9,842
Head of Operations	-	$72,100	$0	$0
Day Porter	-	$34,964	$0	$0
Dean of Students	-	$61,800	$0	$0
English Language Development Teacher	1.00	$54,590	$54,590	$14,903
Exceptional Student Services Coordinator	-	$61,800	$0	$0
Fine Arts Teacher	-	$54,590	$0	$0
Foreign Language Teacher		$54,590	$0	$0
Front Office Associate	1.00	$33,207	$33,207	$9,066
Front Office Manager	0.50	$41,200	$20,600	$5,624
Licensed Practical Nurse	0.50	$45,320	$22,660	$6,186
Instructional Coach	1.00	$0	$0	$0
Interventionist	-	$49,725	$0	$0
IT Support Specialist	0.50	$40,706	$20,353	$5,556
Lunch Monitor	-	$26,030	$0	$0
Maintenance Technician	0.50	$34,964	$17,482	$4,773
Marketing & Enrollment	-	$39,013	$0	$0
MS Language Arts Teacher	-	$54,590	$0	$0
MS Math Teacher	-	$54,590	$0	$0
MS Science Teacher	-	$54,590	$0	$0
MS Social Studies Teacher	-	$54,590	$0	$0
Music Teacher	1.00	$54,590	$54,590	$14,903
Paraprofessional	8.00	$32,575	$260,602	$71,144
Physical Education Teacher	1.00	$54,590	$54,590	$14,903
Principal	0.50	$103,000	$51,500	$14,060
Registrar	-	$39,142	$0	$0
SPED Paraprofessional		$32,382	$0	$0
SPED Teacher	1.00	$54,590	$54,590	$14,903
Speech Pathologist	-	$78,022	$0	$0
Speech Pathologist Assistant	-	$49,935	$0	$0
Technology Teacher	-	$54,590	$0	$0
				Total Budgeted Salaries and Benefits

*Reflects 3% YOY Average Wage Growth **Reflects 5% Y

ar 2

Total Expense	Note
$277,972	
$277,972	
$277,972	
$0	
$0	
$0	
$0	
$137,675	.5 to be shared with ILA 6-8 on a shared campus
$45,892	To be shared with ILA 6-8 on a shared campus
$0	
$0	
$0	
$69,493	
$0	
$0	
$0	
$42,273	To be shared with ILA 6-8 on a shared campus
$26,224	To be shared with ILA 6-8 on a shared campus
$28,846	To be shared with ILA 6-8 on a shared campus
$0	
$0	
$25,909	To be shared with ILA 6-8 on a shared campus
$0	
$22,255	To be shared with ILA 6-8 on a shared campus
$0	
$0	
$0	
$0	
$0	
$69,493	
$331,746	
$69,493	
$65,560	To be shared with ILA 6-8 on a shared campus
$0	
$0	
$69,493	
$0	
$0	
$0	
$1,838,267	

YOY Average Benefits Growth

Administration:
Purchased Services
Supplies and Materials
Equipment
Classroom Instruction:
Purchased Services
Supplies and Materials
Equipment
Special Education:
Purchased Services
Supplies and Materials
Equipment
Gifted & Talented Program
Purchased Services
Supplies and Materials
Equipment
ALE Program:
Purchased Services
Supplies and Materials
Equipment
ELL Program:
Purchased Services
Supplies and Materials
Equipment
Guidance Services:

Purchased Services
Supplies and Materials
Equipment
Health Services:
Purchased Services
Supplies and Materials
Equipment
Library Media Services:
Purchased Services
Supplies and Materials
Equipment
Fiscal Services:
Purchased Services
Supplies and Materials
Equipment
Pupil Transportation:
Purchased Services
Supplies and Materials
Equipment
Maintenance & Operations:
Purchased Services
Supplies and Materials
Equipment
Phone
Gas
Electric
Water
Sewer
Food Services:
Purchased Services

Supplies and Materials
Equipment
Data Proccessing:
Purchased Services
Supplies and Materials
Equipment
Substitute Personnel:
Supplies and Materials
CMO Fee (if applicable):
Annual Fee
Advertising/Marketing
Legal Services
Facilities:
Lease/Purchase Contract Per Yr
Facility Upgrades
Property Insurance Per Yr
Content Insurance Per Yr
Depreciation
Debt Expenditures:
Interest on Loan/Bond
Other Expenditures:
Software

ILA K-5

Estimated Expenditures - Year 2

Explanation	Amount
Dues, Subscriptions and Professional Development	$9,000.00
Office Supplies, Postage, and Printing	$16,500.00
	$0.00
Explanation	**Amount**
	$0.00
Curriclular Materials and Supplies at $250 per a Student	$75,000.00
Classroom Equipment at $250 per a Student	$75,000.00
Explanation	**Amount**
ESE/Speach Therapist/Consultants	$37,500.00
Specialized Materials and Supplies	$1,500.00
	$0.00
Explanation	**Amount**
Included in Special Education	$0.00
	$0.00
	$0.00
Explanation	**Amount**
Included in Special Education	$0.00
	$0.00
	$0.00
Explanation	**Amount**
	$0.00
Specialized Materials and Supplies at $50 per an ELL student	$3,450.00
	$0.00
Explanation	**Amount**

Included in Special Education	$0.00

Explanation	Amount
Included in Special Education	$0.00

Explanation	Amount
	$0.00
	$0.00
	$0.00

Explanation	Amount
Anual Independent Audit	$7,000.00
	$0.00
	$0.00

Explanation	Amount
Three Contracted School Bus to be shared with ILA 6-8	$135,000.00
	$0.00
	$0.00

Explanation	Amount
Custodial and Grounds at $2 per a sq. ft. to be split in half with IOTA 6-8	$65,000.00
Cleaning and Maintiance Supplies	$15,000.00
	$0.00
Data and Network Connection $200 per a month	$2,400.00
$250 per a month	$3,000.00
$3,000 per a month	$36,000.00
$450 per a month	$5,400.00
$150 per a month	$1,800.00

Explanation	Amount
	$0.00

	$0.00
	$0.00
Explanation	**Amount**
	$0.00
	$0.00
	$0.00
Explanation	**Amount**
	$0.00
Explanation	**Amount**
14.5% of Revenue	$428,609.85
	$0.00
	$15,000.00
Explanation	**Amount**
	$0.00
	$0.00
Insurance at $30 per $1,000 of value (to be split in half with IOTA 6-8)	$141,000.00
Insurance at $30 per $1,000 of value	$15,000.00
Explanation	**Amount**
Facility Purchase and Phase 1 Renovation ($3.2 million at 7.5% for 30 years), and Phase 2 Renovation($6.2 million at 7.5% for 30 years) (to be split in half with IOTA 6-8)	$150,747.00
Explanation	**Amount**
Student and Staff Facing Software and Technology	$25,000.00

TOTAL BUDGETED EXPENDITURES $1,263,906.85

ILA K-5
Year 2 Ending Balance

REVENUE		$3,105,930.00
EXPENDITURES		
Salaries & Benefits	$1,838,267.46	
Other Expenses	$1,263,906.85	
		$3,102,174.31
ENDING BALANCE		$3,755.69

ILA K-5
Estimated Revenues - Year 3

Source of Funds	# Students	Amount Per Student
Foundation Funding	400	$8,337.21
Arkansas ELL Funding	92	$366.00
Arkansas Professional Development Funding	400	$37.50
Arkansas- Enhanced Student Achievement Funding	400	$1,076.00
Facility Funding	400	$500.00
Schoolwide Federal Funding (Title I, Title II, Title III, IDEA)	400	$729.00
		Total Budgeted Revenues

Total Yr 1
$3,334,883.94
$33,672.00
$15,000.00
$430,400.00
$200,000.00
$291,600.00
$4,305,555.94

ILA K-5
Estimated Salaries to be Paid from State/Local Funds - Yea

Position	#	Salary	Subtotal	Fringe
Kindergarten Teacher	4.00	$53,000	$212,000	$55,120
1st Grade Teacher	4.00	$53,000	$212,000	$55,120
2nd Grade Teacher	4.00	$53,000	$212,000	$55,120
3rd Grade Teacher	4.00	$53,000	$212,000	$55,120
4th Grade Teacher	-	$53,000	$0	$0
5th Grade Teacher	-	$53,000	$0	$0
Associate Teacher	-	$37,875	$0	$0
Assistant Principal	2.00	$70,000	$140,000	$36,400
Counselor	1.00	$70,000	$70,000	$18,200
Head of Operations	-	$70,000	$0	$0
Day Porter	-	$33,946	$0	$0
Dean of Students	-	$60,000	$0	$0
English Language Development Teacher	2.00	$53,000	$106,000	$27,560
Exceptional Student Services Coordinator	-	$60,000	$0	$0
Fine Arts Teacher	1.00	$53,000	$53,000	$13,780
Foreign Language Teacher		$53,000	$0	$0
Front Office Associate	1.00	$32,240	$32,240	$8,382
Front Office Manager	0.50	$40,000	$20,000	$5,200
Licensed Practical Nurse	0.50	$44,000	$22,000	$5,720
Instructional Coach	1.00	$60,000	$60,000	$15,600
Interventionist	-	$48,277	$0	$0
IT Support Specialist	1.00	$39,520	$39,520	$10,275
Lunch Monitor	-	$25,272	$0	$0
Maintenance Technician	0.50	$33,946	$16,973	$4,413
Marketing & Enrollment	-	$37,877	$0	$0
MS Language Arts Teacher	-	$53,000	$0	$0
MS Math Teacher	-	$53,000	$0	$0
MS Science Teacher	-	$53,000	$0	$0
MS Social Studies Teacher	-	$53,000	$0	$0
Music Teacher	1.00	$53,000	$53,000	$13,780
Paraprofessional	12.00	$31,626	$379,517	$98,674
Physical Education Teacher	1.00	$53,000	$53,000	$13,780
Principal	1.00	$100,000	$100,000	$26,000
Registrar	-	$38,002	$0	$0
SPED Paraprofessional		$31,439	$0	$0
SPED Teacher	2.00	$53,000	$106,000	$27,560
Speech Pathologist	-	$75,750	$0	$0
Speech Pathologist Assistant	-	$48,480	$0	$0
Technology Teacher	-	$53,000	$0	$0
			Total Budgeted Salaries and Benefits	

ar 3

Total Expense	Note
$267,120	
$267,120	
$267,120	
$267,120	
$0	
$0	
$0	
$176,400	
$88,200	
$0	
$0	
$0	
$133,560	
$0	
$66,780	
$0	
$40,622	
$25,200	To be shared with ILA 6-8 on a shared campus
$27,720	To be shared with ILA 6-8 on a shared campus
$75,600	
$0	
$49,795	
$0	
$21,386	To be shared with ILA 6-8 on a shared campus
$0	
$0	
$0	
$0	
$0	
$66,780	
$478,191	
$66,780	
$126,000	
$0	
$0	
$133,560	
$0	
$0	
$0	
$2,645,055	

Administration:
Purchased Services
Supplies and Materials
Equipment
Classroom Instruction:
Purchased Services
Supplies and Materials
Equipment
Special Education:
Purchased Services
Supplies and Materials
Equipment
Gifted & Talented Program
Purchased Services
Supplies and Materials
Equipment
ALE Program:
Purchased Services
Supplies and Materials
Equipment
ELL Program:
Purchased Services
Supplies and Materials
Equipment
Guidance Services:

Purchased Services
Supplies and Materials
Equipment
Health Services:
Purchased Services
Supplies and Materials
Equipment
Library Media Services:
Purchased Services
Supplies and Materials
Equipment
Fiscal Services:
Purchased Services
Supplies and Materials
Equipment
Pupil Transportation:
Purchased Services
Supplies and Materials
Equipment
Maintenance & Operations:
Purchased Services
Supplies and Materials
Equipment
Phone
Gas
Electric
Water
Sewer
Food Services:
Purchased Services

Supplies and Materials
Equipment
Data Proccessing:
Purchased Services
Supplies and Materials
Equipment
Substitute Personnel:
Supplies and Materials
CMO Fee (if applicable):
Annual Fee
Advertising/Marketing
Legal Services
Facilities:
Lease/Purchase Contract Per Yr
Facility Upgrades
Property Insurance Per Yr
Content Insurance Per Yr
Depreciation
Debt Expenditures:
Interest on Loan/Bond
Other Expenditures:
Software

ILA K-5

Estimated Expenditures - Year 3

Explanation	Amount
Dues, Subscriptions and Professional Development	$11,000.00
Office Supplies, Postage, and Printing	$22,000.00
	$0.00
Explanation	**Amount**
	$0.00
Curriclular Materials and Supplies at $250 per a Student	$100,000.00
Classroom Equipment at $250 per a Student	$100,000.00
Explanation	**Amount**
ESE/Speach Therapist/Consultants	$50,000.00
Specialized Materials and Supplies	$2,000.00
	$0.00
Explanation	**Amount**
Included in Special Education	$0.00
	$0.00
	$0.00
Explanation	**Amount**
Included in Special Education	$0.00
	$0.00
	$0.00
Explanation	**Amount**
	$0.00
Specialized Materials and Supplies at $50 per an ELL student	$4,600.00
	$0.00
Explanation	**Amount**

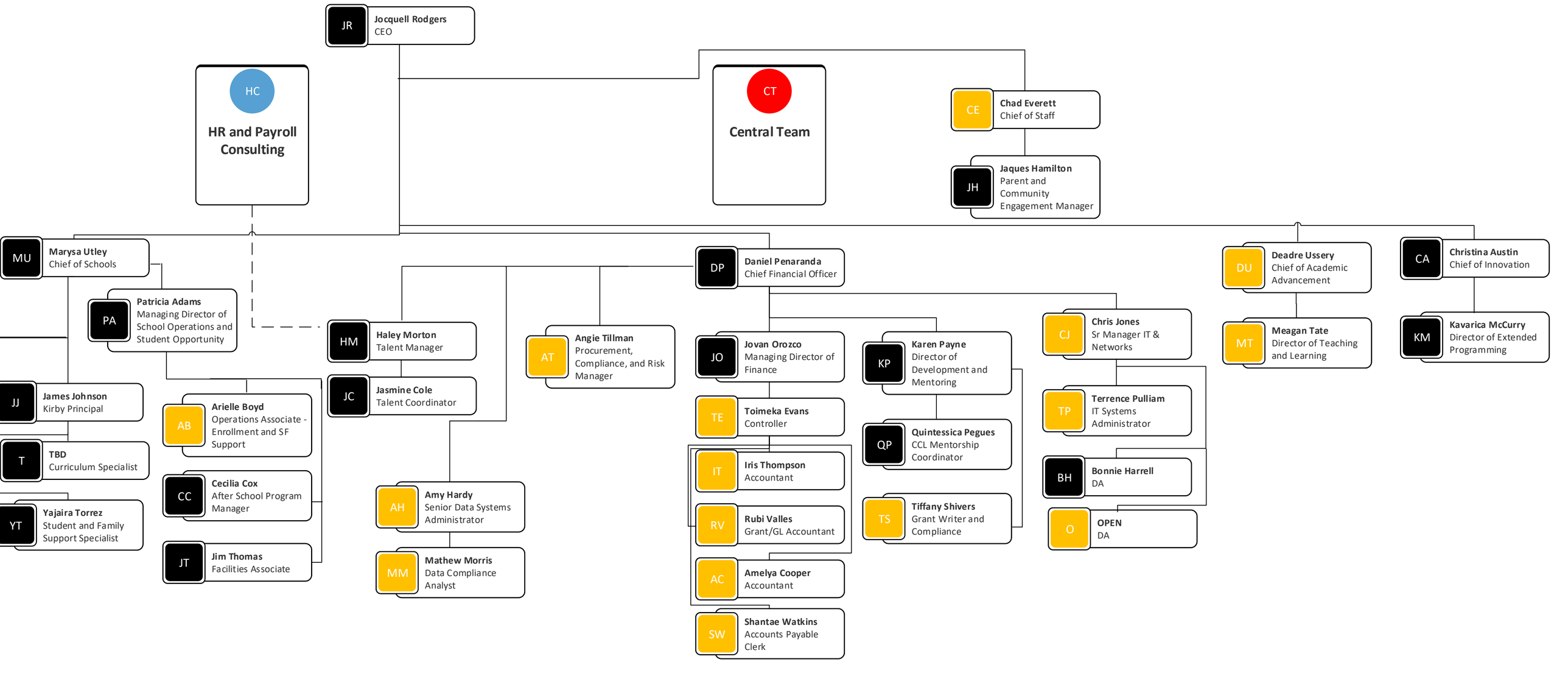
Included in Special Education	$0.00
Explanation	**Amount**
Included in Special Education	$0.00
Explanation	**Amount**
	$0.00
	$0.00
	$0.00
Explanation	**Amount**
Anual Independent Audit	$7,000.00
	$0.00
	$0.00
Explanation	**Amount**
Four Contracted School Bus to be shared with ILA 6-8	$180,000.00
	$0.00
	$0.00
Explanation	**Amount**
Custodial and Grounds at $2 per a sq. ft. to be split in half with IOTA 6-8	$75,000.00
Cleaning and Maintiance Supplies	$15,000.00
	$0.00
Data and Network Connection $200 per a month	$2,400.00
$250 per a month	$3,000.00
$3,000 per a month	$36,000.00
$500 per a month	$6,000.00
$200 per a month	$2,400.00
Explanation	**Amount**
	$0.00

	$0.00
	$0.00
Explanation	**Amount**
	$0.00
	$0.00
	$0.00
Explanation	**Amount**
	$0.00
Explanation	**Amount**
14.5% of Revenue	$595,305.61
	$0.00
	$15,000.00
Explanation	**Amount**
	$0.00
	$0.00
Insurance at $30 per $1,000 of value (to be split in half with IOTA 6-8)	$141,000.00
Insurance at $30 per $1,000 of value	$30,000.00
Explanation	**Amount**
Facility Purchase and Phase 1 Renovation ($3.2 million at 7.5% for 30 years), and Phase 2 Renovation($6.2 million at 7.5% for 30 years) (to be split in half with IOTA 6-8)	$150,747.00
Explanation	**Amount**
Student and Staff Facing Software and Technology	$70,000.00

TOTAL BUDGETED EXPENDITURES $1,618,452.61

ILA K-5
Year 3 Ending Balance

REVENUE		$4,305,555.94
EXPENDITURES		
Salaries & Benefits	$2,645,054.57	
Other Expenses	$1,618,452.61	
		$4,263,507.18
ENDING BALANCE		$42,048.76


JR
Jocquell Rodgers
CEO
HC
HR and Payroll Consulting
CT
Central Team
CE
Chad Everett
Chief of Staff
JH
Jaques Hamilton
Parent and Community Engagement Manager
MU
Marysa Utley
Chief of Schools
PA
Patricia Adams
Managing Director of School Operations and Student Opportunity
JJ
James Johnson
Kirby Principal
T
TBD
Curriculum Specialist
YT
Yajaira Torrez
Student and Family Support Specialist
AB
Arielle Boyd
Operations Associate - Enrollment and SF Support
CC
Cecilia Cox
After School Program Manager
JT
Jim Thomas
Facilities Associate
HM
Haley Morton
Talent Manager
JC
Jasmine Cole
Talent Coordinator
AH
Amy Hardy
Senior Data Systems Administrator
MM
Mathew Morris
Data Compliance Analyst
AT
Angie Tillman
Procurement, Compliance, and Risk Manager
DP
Daniel Penaranda
Chief Financial Officer
JO
Jovan Orozco
Managing Director of Finance
TE
Toimeka Evans
Controller
IT
Iris Thompson
Accountant
RV
Rubi Valles
Grant/GL Accountant
AC
Amelya Cooper
Accountant
SW
Shantae Watkins
Accounts Payable Clerk
KP
Karen Payne
Director of Development and Mentoring
QP
Quintessica Pegues
CCL Mentorship Coordinator
TS
Tiffany Shivers
Grant Writer and Compliance
CJ
Chris Jones
Sr Manager IT & Networks
TP
Terrence Pulliam
IT Systems Administrator
BH
Bonnie Harrell
DA
O
OPEN
DA
DU
Deadre Ussery
Chief of Academic Advancement
MT
Meagan Tate
Director of Teaching and Learning
CA
Christina Austin
Chief of Innovation
KM
Kavarica McCurry
Director of Extended Programming

ILA ACADEMY 2025-2026 CALENDAR

AUGUST '25						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

11 First Day of School

SEPTEMBER '25						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

1 Labor Day (SS)

OCTOBER '25						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

17 Parent Conferences (S)

20 PD (S)

NOVEMBER '25						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

7 PD (S)

24-28 Thanksgiving Break (SS)

DECEMBER '25						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

22-31 Christmas Break (SS)

JANUARY '26						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

1-2 Christmas Break (SS)

19 M.L. King Day (SS)

FEBRUARY '26						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

16 Presidents' Day (SS)

MARCH '26						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

16-20 Spring Break (SS)

APRIL '26						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

3 Good Friday (SS)

MAY '26						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

25 Memorial Day (SS)

29 Last Day of School

JUNE '26						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

19 Juneteenth- Schools and Offices Closed

JULY '26						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

4 Independence Day Schools Closed

(S) = Students Out
(SS) = Staff and Students Out