

Proposal Cover Sheet (New and Existing Operators)

Applicant Information

COMPLETE THIS PAGE ONLY ONCE REGARDLESS OF THE NUMBER OF SCHOOLS PROPOSED.

Name of applicant organization: Instant Impact Educational Services

Primary contact person: Dr. JoAnn Rucker

Mailing address: _____

Street/PO Box: _____

City: _____ State: _____ Zip: _____

Phone Number: _____ Day: _____ Evening: _____

Email: _____

Names, roles, and current employment of all persons on applicant team (add lines as needed):

Full Name	Current Job Title and Employer	Position with Proposed School
Dr. JoAnn Rucker	EIR Lead Coach/Houston ISD	Executive Director
Valerie Griffin	CEO Achieving Sobriety Counseling	Director of Academics
Debra Reed	Registrar Liberty County School System	Counselor

Do any of the following describe your organization, or the school/campuses proposed here?

- ☐ Seeks approval for multiple campuses under a single charter.
- ☐ Already operates schools elsewhere in the US.
- ☐ Will contract or partner with an education service provider. *If yes, include the provider's portfolio in answering the below questions regarding pending applications and school openings.*

If so, identify the provider: NA

☐ This provider already operates schools in this state or elsewhere in the US.

NOTE: *If the applicant meets the definition of an existing operator, the applicant must complete the Existing operator application. If the applicant intends to contract with a third-party education service provider (ESP), the applicant must complete Addendum 3 for Education Service Providers. An ESP is any third-party entity that provides comprehensive education management services to a school via contract with the school's governing board.*

Does this applicant team have charter school applications under consideration by any other authorizer(s) in the United States? ☐ Yes ☒ No *If yes, complete the table below, adding lines as needed.*

State	Authorizer	Proposed School Name	Application Due Date	Decision Date
	NA			

Does this applicant team have new schools or campuses scheduled to open in the United States in the next two school years? ☐ Yes ☒ No *If yes, complete the table below, adding lines as needed.*

Planned School Name	City	State	Opening Date
NA			

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Does this applicant team have new schools or campuses approved but scheduled to open in additional years?

☐ Yes

☒ No

If yes, complete the table below, adding lines as needed.

Authorizer	# of Schools	City(s)	State
NA			

School Information

COMPLETE THIS PAGE FOR EACH SCHOOL/CAMPUS INCLUDED IN THIS PROPOSAL. Duplicate as needed.

Proposed School/Campus Name		Grades served: year one	Grades served: capacity
Instant Impact Global Prep		K-2	K-8
Proposed Location			
School District: <i>Identify the school district where the charter school will be located.</i>	Natchez-Adams School District		
School District Accountability Grade:	D		
Address of identified facility <i>if applicable</i> :	NA		
District Demographic Information	100% FRL:	14.5% SpEd:	>5% ELL:
Proposed School Projected Demographic Information	97% FRL:	14.5% SpEd:	4% ELL:
Model/Specialty (check all that apply)			
<input type="checkbox"/> Alternative	<input type="checkbox"/> Career and Technical Education	<input type="checkbox"/> Disability (list):	<input type="checkbox"/> Montessori
<input type="checkbox"/> Arts	<input type="checkbox"/> College Prep	<input type="checkbox"/> Language Immersion	<input checked="" type="checkbox"/> STEM
<input type="checkbox"/> Blended Learning	<input type="checkbox"/> Other (list):	<input type="checkbox"/> Military	

Proposed Principal/Head of School (if known)

Name of proposed candidate: Dr. JoAnn Rucker

Current employment: Houston Independent School District

Phone Number: Day: [REDACTED] Evening: [REDACTED]

Email: [REDACTED]

Campus Enrollment Projection:

Grade Level	Year 1 July 2023 – June 2024	Year 2 July 2024 – June 2025	Year 3 July 2025 – June 2026	Year 4 July 2026 – June 2027	Year 5 July 2027 – June 2028
K	50	50	50	50	50
1	50	50	50	50	50
2	50	50	50	50	50
3		50	50	50	50
4			50	50	50
5				50	50
6					50
7					
8					
TOTAL	150	200	250	300	350

SCHOOL OVERVIEW - EXECUTIVE SUMMARY

Mission: Instant Impact Global Preparatory Charter School (IIGP) will provide students in grades K-8 from Adams County with a rigorous STEM-infused, 21st century educational program that provides all students with what we call the **4-Factor Foundation**: Student Engagement, Cultural & Civic Responsibility, Social Emotional Development, and College and Career Readiness.

Vision: IIGP will prepare our students to excel in the complex global world of the 21st Century and enact positive change in their communities and society by providing them with college and career-aligned pathways and equipping them with critical thinking, problem-solving, and culturally responsive skills.

Educational Need and Anticipated Student Population: IIGP will be located in the Natchez-Adams School District, which currently serves approximately 2,875 students, 90% of whom identify as Black/African American, 8% as White, 1% as Hispanic/Latino, and 1% as Multiracial.¹ Approximately 14% of students qualify for special education services; less than 5% of students are English language learners. 97% of students qualify for free or reduced-price lunch with 53% coming from families living below the poverty line and 44% coming from families qualifying for food stamps/SNAP benefits.²

There is an urgent need for more and better academic programs in Natchez. In both SY2018-19 and SY2019-20, the district was rated a “D” on the Mississippi Statewide Accountability System. Although schools did not receive grade letter ratings for 2020-2021, the District performance data falls significantly below the state average, which is also significantly below national averages.³ In SY2020-21, the district performed far below the state in terms of proficiency: only 8% proficiency in math (compared to 36% statewide) and 18.9% proficiency in English (compared to 35% statewide).⁴ In Science, only 24.1% of students demonstrated proficiency,⁵ and in US History only 25.8% demonstrated proficiency.⁶ In terms of College and Career Readiness, only 13.4% of the district’s students met the ACT benchmarks for English (18) or reading (22) and for math (22).⁷ Suspension rates are alarming in Natchez-Adams.⁸ Students missing class and actual school days due to suspensions shows how more African-American males are receiving punishments compared to their non-African-American peers.⁹ African American males underperform as a result, including being subjected to police calls, exacerbates college and career ready levels. At IIGP, the goal is to end the use of suspension as a tool for discipline and focus on social-emotional supports through positive behavioral interventions (PBIS) and restorative justice practices, discussed in detail later in this application.¹⁰

Education Plan/School Design: IIGP’s program model is designed to develop the whole child and prepare students for 21st-century life experiences, while simultaneously creating a sense of responsibility for their community. Therefore, the IIGP model is based on the following Key Design Elements (KDEs): **KDE 1** – IIGP focuses on what we call the **4-Factor Foundation**: Student Engagement, Cultural & Civic Responsibility, Social-Emotional Development, and College and Career Readiness—to help students gain the range of skills necessary for long term success. **KDE 2** – IIGP provides students with developmentally-appropriate pathways (innovative drivers) through which we deliver the 4-Factor Foundation: iCaptive (Grades K-3); iLead (Grades 4-5); iExcel (Grades 6-8). **KDE 3** – IIGP uses social-emotional supports throughout the curriculum such as Habits and Mind (grade 4) and Community Inquiry (grade 5) to foster thoughtful problem-solving and leadership development. **KDE 4** – IIGP uses positive behavioral interventions and supports (PBIS) and restorative justice strategies to help students develop into civic-minded and responsible citizens. These 4 KDEs are IIGP’s “non-negotiable” design elements. We support implementation of these KDEs through several innovative drivers, including: Ongoing Student Assessment – In addition to the MAAP assessments, IIGP will use iStation to continually measure and monitor our students’ academic progress. Nationally normed iStation’s Indicators of Progress (ISIP™) measure student growth with engaging, computer-adaptive diagnostic and screening programs in Reading and Math. Collaborative & Continuous Inquiry – Our teachers will work together in professional learning

communities (PLCs) to review student progress and engage in the Deming Process (Plan, Do, Study, Act). The Deming Process helps teachers make evidence-based decisions related to curriculum design and instructional approaches (where evidence is derived from student work and assessments). Parent Engagement – IIGP sees parents as partners in their children’s education. We will engage them in all aspects of the learning experience and help build home-to-school bridges that support student success.

Community Engagement. IIGP is rooted in the Natchez community, with most of its applicant team either as residents or natives. The mission and vision of IIGP lends itself to bridging the community needs with the education program through extensive outreach and communication and when chartered, through school operations. To date, IIGP has held a Literacy Symposium (September 19, 2020); the “Just Read” Project, held from October 5- December 4, 2020; several community focused meetings (most recently held in April 2021). Looking ahead, IIGP is excited to host its first ever STEM Camp (after several successful iterations of the camp in Beaumont, Texas) to be held July 5th-8th (with family commitments in the community to participate). Please refer to Attachment 8 for more information.

Leadership and Governance. The IIGP founding team of IIGP is composed of local board members and educational professionals with over 100 years of combined instructional experience. The IIGP Board believes that all students deserve access to a quality education that meets the full range of their needs. By establishing IIGP as a public charter school, we hope to help increase such options for our community’s children.

Full Name	Current Job Title and Employer	Position with Proposed School
Dr. JoAnn Rucker	EIR Lead Instructional Coach, Houston Independent SD	Executive Director/Principal
Valerie Griffin	Coordinator of Academics & Student Supports, Buena Vista ISD	Director of Academics
Debra Reed	Registrar Liberty County School System	Counselor
Joyce Cornett	Postmaster U.S. Postal Service	Chair, Board of Trustees
Ellen Edwards	Retired Mississippi Department of Education	Board Member
Gloria Chatman	Registered Nurse Alcorn State University	Board Member
Edna Gloria Arbuthnot	Sales Associate Walmart	Board Member
Trumeka Clark	Surveillance Agent, Magnolia Bluffs Casino	Board Member

ENROLLMENT SUMMARY

Grade Level	Number of Students					
	Year 1 2023-24	Year 2 2024-25	Year 3 2025-26	Year 4 2026-27	Year 5 2027-28	Full Enrollment 2029-30
K	50	50	50	50	50	50
1	50	50	50	50	50	50
2	50	50	50	50	50	50
3		50	50	50	50	50
4			50	50	50	50
5				50	50	50
6					50	50
7						50
8						50
TOTAL	150	200	250	300	350	450

Rationale for the estimated student enrollment. We aim to provide Natchez students with 21st century critical thinking skills from the beginning of their educational experiences. This is why we will open (Year 1) serving grades K to 2. Beyond our first year, and to track attrition rates, IIGP will add one grade level each year, throughout the life of the charter. Each new grade level will enroll 50 students, accounting for each grade level rising to the next.

IIGP will provide a new, quality option for Natchez families. Currently, the district has 3 schools that serve students in grades K-5 and 3 schools that serve students in grades 6-8. Based on the Mississippi Statewide Accountability System, only one of these schools earns an “above average” grade in terms of overall performance, as documented below.

MSAS SCHOOL GRADES NATCHEZ-ADAMS SCHOOL DISTRICT,* SY 2019-2020¹¹

SCHOOL	# STUDENTS	GRADES SERVED	SCHOOL GRADE
Joseph L Frazier Elementary	469	K-5	D
McLaurin Elementary	630	PK-5	B
Susie B West Elementary	383	K-5	D
Robert Lewis Magnet School	372	6-8	C
Morgantown Middle	349	6-8	D
Natchez Freshman Academy	200	8-9	D

* Due to the pandemic, Mississippi is not assigning school grades for the 20-21 school year.

As noted in the Executive Summary, the Natchez-Adams school district has high suspension rates, which have not been updated from the most recent Civil Rights Data Collection (CRDC) for 2017. However, the data reported by Natchez-Adams from the earlier collection (2015-2016 CRDC data) shows that suspensions are used a method of punishment that hurts students more than remedies the behaviors: 20.5% of students experienced one or more in-school suspension and 23.9% experienced one or more out-of-school suspensions, which far exceeds the statewide rates of 7.4% (in-school suspensions) and 8.9% (out-of-school suspensions).¹² IIGP will use a Positive Behavioral Intervention and Support (PBIS) approach to student discipline that helps students build on their existing social-emotional assets, provides them with tools and strategies to deal productively with conflict and problems, and uses a progressive restorative justice approach to discipline.¹³ Suspension and expulsion are last resort measures only at IIGP.¹⁴

Unenrolled students in Adams County. Even though the population has shown a 2.7% decline from 2020 to 2021, the school age population in Adams County accounts for approximately 20% of the population from year to year, indicating that the demand for seats in schools remains unchanged.¹⁵ When looking at these total numbers, we see that the school age population (under 18 years of age) accounts for 6,645 students in Adams County.¹⁶ After removing students enrolled in high school, the 25% dropout rate,¹⁷ and the number of students currently enrolled in private school, that leaves approximately 3,443 children in Adams County who would be eligible to enroll in IIGP once it is at full capacity (serving grades K-8). To note, the average private school tuition is \$5500 annually,¹⁸ and enrollments reflect a very small percentage of “students of color” attending these schools.¹⁹ As noted in our Executive Summary, 97% of the student body in Natchez-Adams qualifies for free or reduced price lunch and lives at or below the poverty line, demonstrating that most families in this area are “priced out” of a private school education.²⁰ With few options for affordable school choice and quality instructional programming, IIGP will offer a new—free and public—option to those families whose children are currently not enrolled in the district schools as well as alternatives for those who are not satisfied with their current school (public or private).²¹ As our total enrollment at capacity will be 450 students, it is clear that IIGP will be able to meet and maintain our enrollment targets.

SECTION 1: EDUCATIONAL PROGRAM DESIGN & CAPACITY

PROGRAM OVERVIEW

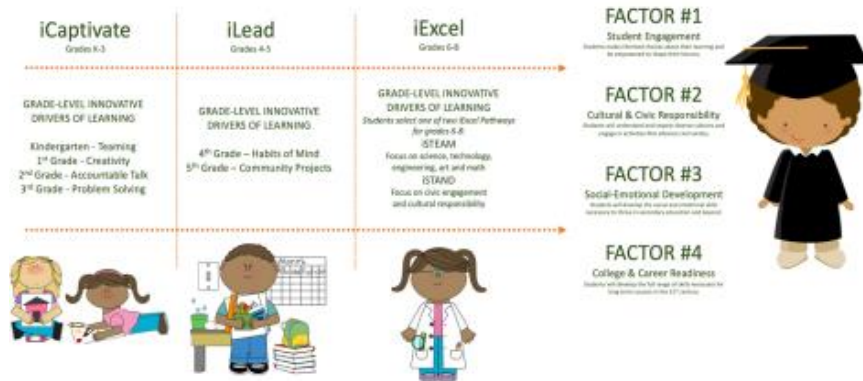
Instant Impact Global Preparatory (IIGP) will provide students in grades K-8 from Natchez-Adams School District with a rigorous STEM-infused, 21st century education program that provides all students with what we call the **4-Factor Foundation**: Student Engagement, Cultural & Civic Responsibility, Social-Emotional Development, and College and Career Readiness. Our Innovative Drivers provide the mechanism in which our students engage developmentally in our key design: grades K-3 engaging in our iCaptive pathway, building foundational skills in STEM, reading, and math. In grades 4-5 our students participate in iLead, where they begin to refine their base knowledge and take on leadership and collaboration with their peers. Finally, in grades 6-8, our students specialize their skills for high school and their post-secondary lives in iExcel- becoming community stewards through STEM and Humanities. During our first run of sixth grade, our students will begin the middle school transition, beginning their iExcel journey with social emotional learning and leadership skills that align to the choice of the eventual pathway of STEAM or humanities. This will enable the school to engage in collaborative inquiry (Innovative Driver that focuses on the Deming Cycle) and review how students make the transition from grade 5 to 6, and ensure that in the following year when they move up to 7th grade, they have the proper supports to engage in skill specialization.

After our first run (2027-2028), the 6th grade model will then mirror the traditional middle school model of departmentalized classes.²² This puts our innovative drivers to practice- using our Deming cycle will speak to our dedication to school improvement, keeping the needs of our learners first, and evaluating our program effectiveness for middle school transition. A positive school climate as students move up beginning in grade 4 is paramount to a successful middle school experience.²³ Noted in our mission and vision, IIGP infuses STEM throughout the curriculum as a means to ensure our students are ready for the ever-evolving 21st century living, learning and work environments. Students at IIGP are engaged in building positive behaviors and relationships, learning collaborative problem solving and using restorative justice as a means to develop collegial relationships with peers, school, and community stakeholders.

The school design and the choices we have made in our instructional programming describe all of the “ingredients” that are designed to address the egregious deficits that Adams County young people face today: poverty, lack of proficiency and college and career readiness, engagement with the school community and community stakeholders, and ultimately, a vision for their own futures beyond high school. As described in our Executive Summary, a staggering 25% of Adams County residents are high school dropouts,²⁴ with almost 23.4% of the population never attaining a high school diploma or its equivalent.²⁵ The innovation of our program is specifically designed with all learners in mind, but particularly to *prevent* the further marginalization of Adams County young people: providing a STEM infused curriculum that supports 21st century skills²⁶ focused on empathy, community inquiry and problem-solving,²⁷ which will ultimately build leaders and innovators for Natchez’ future.²⁸ Below is a visual depiction of the IIGP educational program design.

4-Factor Foundation

Developmentally appropriate, grade-level innovative drivers of learning help students build the 4-Factor Foundation for long-term success.



4-Factor Foundation for IIGP Students

Stemming from our mission statement, IIGP's 4-Factor Foundation takes our educational program beyond the traditional measures of student success (such as performance on state assessments).²⁹ We know that educating the whole child is a commitment to differentiating instruction and instructional planning that is in tune to every child's strengths and weaknesses. This whole child approach is embedded in our instructional programming- the 4-Factor Foundation acts as the ultimate "goal post" to student achievement- building on student engagement (crucial to students living in poverty),³⁰ appreciating and celebrating diverse cultures (mirrored in the diversity of Natchez),³¹ supporting emotional growth by embedding practices throughout our programming,³² and fostering a community of college and career readiness at a young age (beginning in Kindergarten),³³ so students learn how to move beyond "just getting by" and setting challenging goals for themselves because they have an adult and peer system that cultivates learning and exploration in a trusting environment.³⁴ When all of these components come together, we can commit to high academic performance outcomes because we have provided a supply to addressing the basic needs of our students first.³⁵ This is why when our families graduate from our program, they can see their rising high school students leave our campus with the following skills/capacities:

Factor #1 – Student Engagement – Students will be able to make informed choices about their learning and be empowered to shape their futures. Research has shown that when disengagement rises, student performance drops.³⁶ Student engagement is extremely important for economically disadvantaged students.³⁷ In a study of over 81,000 students, 75% of the students thought school was boring because of the lessons taught and they simply went to school to graduate and get out.³⁸ The IIGP curriculum is designed to be dynamic. There will be engaging activities embedded throughout the curriculum (Innovative Drivers), whether the students are role playing in reading, building prototypes, or collaborating with fellow students to complete tasks, students will find themselves highly engaged by design.³⁹ Students will also have a number of opportunities to choose between activities that let them showcase their values, strengths, and experiences.⁴⁰ Giving students choices and supporting them to make informed decisions empowers them to take responsibility for their futures.

Meeting/Exceeding the Expectations of the Mississippi Curriculum Frameworks. IIGP's curriculum builds upon the MS Curriculum Frameworks with college and career readiness as the main goal. The schools opens with grades K-2, where students will learn about the world around them and build context to their experiences through our innovative drivers. This cohort of students will be engaged in our iCaptive

pathway, where they learn how to ask questions (inquiry), engage with varying levels of text complexity, learn how to problem solve, and then make connections to their own lives and the world around them. Ultimately our students will graduate in grade 8 in the iExcel pathway, choosing between a STEAM or humanities focus. With our teachers engaged in our Collaborative Inquiry process as our gold standard for continuous school improvement, the teams will use the Deming Cycle (PDSA) to evaluate our grade level crosswalks and scaffolds, ensuring that the content and skills derived from the framework are inherent in the curriculum, instruction, and assessment of each grade level.

Meeting the Needs of the IIGP Target Population. Positive student engagement is the key to providing a successful vehicle of student learning.⁴¹ As mentioned in our Executive Summary and Enrollment Summary, the children coming to IIGP from Adams County live in poverty, with more than 97% of the population receiving free and/or reduced price lunch. Additionally, we assume that will have a higher special education population (the district assumption is 14.5% based on the budget workbook). When we review the Civil Rights Data Collection from 2017, we also see that African American males are disproportionately higher in receiving suspensions, resulting in more classroom learning loss, lower performance outcomes, and lower graduation rates (See Executive Summary and endnotes on subgroup performance). Embedding our innovative drivers, ensures that our students begin their learning experiences with positive student-teacher interactions,⁴² positive peer to peer interactions,⁴³ and school improvement is inherent through assessment,⁴⁴ collaborative inquiry, and enhanced by parent engagement.⁴⁵

Factor #2 – Cultural & Civic Responsibility – Students will understand and respect diverse cultures and engage in activities that advance civil society. Culturally relevant education (CRE) is “a way of teaching that empowers students and incorporates their cultures, backgrounds, and experiences into the school environment and classroom activities.”⁴⁶ This includes providing a curriculum that builds on students’ prior knowledge and cultural experience; giving time and space for students to interact with people of different cultures; and providing students with the tools to critique and challenge inequalities. Through our Innovative Pathways and Drivers, our students will engage in practices that develop their awareness of the world and the diversity of the people around them. This will be embedded in all content areas, and in our classroom model of instruction. As students progress through IIGP, they evolve from cultural awareness and respect to civic responsibility by learning how to take action through community projects (e.g. iLead in grades 4-5). For those students who choose the iStand pathway for 6th-8th grade, cultural and civic responsibility will become core to their learning experiences and growth at IIGP.

Meeting/Exceeding the Expectations of the Mississippi Curriculum Frameworks. Cultural and civic responsibility is closely aligned to the social studies framework,⁴⁷ where students begin learning about the world around by starting with the most important person in that relationship- themselves! Our Kindergartners learn about themselves in the context of who they are and where they live, and in that learning they can make connections to what they have in common with their peers, and appreciate different cultural activities like special foods and holiday traditions. When we build appreciation for our friends and their family practices, we build a civically responsible person that will respect others and the contributions that they make to the great state of Mississippi. Further, these practice align to the newly adopted Social Emotional standards,⁴⁸ which are discussed in further detail in Factor #3.

Meeting the Needs of the IIGP Target Population. Our target population as described above must be engaged with their peers and learn how to facilitate interactions within the community from a place of understanding of cultural similarities and differences. Using our SEL framework as described in Factor #3, and the alignment to instruction in the Social Studies Framework, our students will develop civic and cultural responsibility as facilitated by our instructors and through the innovative drivers (KDE #2). Each of these pathways addresses our students and where they are from, and what their families are like, and how

they can enjoy all of the wonderful things that Adams County can offer them as grow up and decide what they want to do after they earn their high school diploma. By showing our students all of the possibilities within Adams County and beyond, they can appreciate the goals and dreams of their peers, learn about their community and how to preserve it for generations, and how to improve their own lives through community engagement and stewardship (ultimately chosen in the iExcel pathways in grades 6-8).

Factor #3 – Social-Emotional Development – Students will develop the social and emotional skills necessary to thrive in secondary education and beyond. In order to address the whole child, IIGP will support the social emotional development of each student and address community needs. Using the Collaborative for Academic, Social, and Emotional Learning (CASEL) framework for social emotional development as a guide, IIGP will help students develop the five competencies that permit them to navigate the world better: self-awareness, self-management, social awareness, responsible decision-making, and relationship skills.⁴⁹ These skills are reinforced through the iCaptive Pathway (grades K-3), and iLead Pathway (grades 4 and 5). Our 6th-8th graders are groomed in the earlier grades with these pathways to ultimately engage in their program of choice for middle school: iStand (civic engagement) or iSTEAM (science, technology, engineering, arts and math) Pathways. SEL will be embedded in each driver, pathway, program of choice, just as the other key design elements in the 4-Factor Foundation.

Meeting/Exceeding the Expectations of the Mississippi Curriculum Frameworks. Our framework is directly aligned to the SEL Standards from Mississippi. This alignment ensures that we are meeting state benchmarks and also adhering to this very important key design of our charter.

Meeting the Needs of the IIGP Target Population. Children in poverty need a safe space to learn.⁵⁰ When a child does not feel safe, a basic human need is not being met, and that prevents the child from learning and growing to college and career level readiness. We see this demonstrated in the proficiency results of our school district, where high poverty rates only exacerbate student performance, with ratings far below standard at less than 35% in both reading and math for all subgroups.⁵¹ The CASEL framework as aligned in the Mississippi Curriculum Framework for Social Emotional Standards, and as outlined in our Key Design, embeds these skills in every aspect of the curriculum.⁵² By using the framework to develop self-awareness, self-management, social awareness, relationship skills, and decision making skills, our students will be able to engage with their teachers and peers and grow to civically and culturally minded stewards of Adams County as young adults.

Factor #4 – College & Career Readiness – Students will develop the full range of skills necessary for long term success in the 21st century. We have selected and designed a rigorous and relevant curriculum that will equip students to compete in the global society. Combined with these rich experiences and exposure, college and career readiness (CCR) will become a reality. Not only does the school design give us more time with the students compared to the traditional school district, it requires students to utilize higher order thinking skills daily through rigorous lessons embedded throughout the curriculum and in the innovative classes. Our 18:1 student ratio is less than the 20:1 ratio for Natchez Adams at the elementary level.⁵³ We know that small class sizes positively impact student learning for all learners.⁵⁴ The flexibility of our design also allows for different groupings throughout the school day, giving students ample opportunity for thoughtful teacher and peer feedback in their work. This supports the work in our SEL framework, as well as mirrors the behaviors of college and career ready practices as indicated in the NAEP frameworks-including persuading, explaining, and conveying experience.⁵⁵ Goal setting is another important feature of college and career readiness. For example, 6th -8th grade students will have personal graduation plans so once they enter high school, they will have all the necessary skills to obtain their high school diploma, a postsecondary education, and/or career certification. They will explore careers and develop Habits of Mind in 4th and 5th grades and receive explicit instruction and support in grades 6-8 for the MAAP and Science Assessments in grade 8. As Mississippi uses the ACT as a measure of college readiness, IIGP will begin

preparing our students for this and other college-entry exams so that when they transition to high school, they will already be equipped to take on these challenges.

Meeting/Exceeding the Expectations of the Mississippi Curriculum Frameworks. By developing curriculum across subject areas that incorporates proper scaffolding for all learners, regular assessment, collaborative inquiry, and parents as partners, college and career readiness outcomes will be a goal post that can be achieved at all grade levels.⁵⁶

Meeting the Needs of the IIGP Target Population. Natchez-Adams students enrolling with IIGP will be engaged in their schooling right from the time of their enrollment, partnering with their parents in order to design sound instructional practices that meet their needs. After reviewing baseline entrance data (Kindergarten screening and baseline assessments from iStation), teachers will work with parents to learn more about each child's strengths and weaknesses, building their program on their strengths and helping them set goals on the areas that need further development. By providing a safe environment for all of our learners, with STEM and SEL infused throughout the curriculum, our students will feel safe in taking risks, building their trust in their teachers and peers, and learning the practices of what it means to be college and career ready.

CURRICULUM AND INSTRUCTIONAL DESIGN

Basic Learning Environment

Throughout our Key Design Elements, and Innovative Drivers, the path of our target population of learners; students from Adams County, is rooted in becoming culturally and civically minded young adults that are ready to take on 21st century problem solving with finesse and empathy toward their fellow Natchez citizens. Our STEM and SEL programming is infused throughout our content, beginning with the Pathways that are described below. The mechanism through which this is all planned is well researched and highly effective: Gradual Release of Responsibility (GRR).⁵⁷ GRR allows our instructors to use our innovative drivers (assessment, PDSA and parent engagement) to differentiate instruction and make decisions with their colleagues through PLC work when to determine the best time and in what manner to place more responsibility on our learners.⁵⁸

IIGP students will be engaged in developmentally-appropriate "Pathways" that focus on specific innovative drivers of learning:

- iCaptive for Grades K-3 will foster curiosity and creativity among our youngest students. They will learn how to participate in teams, take responsibility for their own work within those groups ("accountable talk")⁵⁹ and engage in problem solving. STEM and SEL are infused throughout the curriculum, with students learning how to engage in problem solving through self-awareness and self-management (CASEL Domains 1 and 2).⁶⁰ As students become active members of the school community, they will build upon these strengths by learning how to develop skills in relationship building, social awareness, and ultimately, decision-making (CASEL Domains 3-5).⁶¹
- iLead for Grades 4-5 will help students develop the *Habits of Mind* that support learning and leadership.⁶² The Habits of Mind framework is a perfect compliment and set of "next steps" where students rising from their iCaptive Pathway can transfer their learning from the 5 domains of CASEL and build on their skills and knowledge of *how* they learn and interact with others. For example, students developing their skills of self awareness (CASEL Domain 1) can also be focused on metacognition (Habit 5, thinking about your thinking) and being open to continuous learning (Habit 16).⁶³ The 5th graders will engage in community inquiry projects to learn how they can directly and positively impact their world through research, teaming and problem solving, among other assets developed in the earlier grades (aligning CASEL Domains 2,4, and 5 to Habits 8 and 11, applying past knowledge to new situations and creating, imagining, and innovating, respectively).⁶⁴ STEM continues to be infused through the curriculum, as problem solving,

research design, and application are a consistent practice our 4th and 5th graders will learn in their groups, and as they are guided through the GRR with their teachers. Our fifth graders as leaders are ready to begin the journey to middle school- where they will take what they have learned through their academics and SEL training to choose a final pathway- iSTEAM or iSTAND.

- iExcel for Grades 6-8 introduces choice by allowing students to join one of two pathways: iSTEAM, which focuses on science, technology, engineering, art and math, or; iSTAND, which focuses on civic engagement and cultural responsibility (CASEL Domains 1 and 4, Habits 4, 10, 14 and 15).⁶⁵ Regardless of the pathway our middle schoolers will choose, their learning is reflective of our Key Design, growing into young adults that are empathetic, civically minded, and respectful and appreciative of cultural differences. This level of training and guidance will produce 21st century problem solvers that love the Natchez community and are looking to the future in continuing to build this great community.

These innovative drivers of learning provide the focal point for subject-area instruction. Our target population (students from Adams County) will have their needs met right from the start- as it is the belief of IIGP that all learners have a safe space to learn,⁶⁶ are guided by their instructors to become independent thinkers (KDE 1- 4 Factor Foundation), and work with their peers in understanding the resources their community offers to build their self-esteem (KDE 3 and 4), and actualize their potential through the GRR. STEM and SEL are infused in each of the subject areas, with specific alignments mentioned above, and in more detail in Attachment 1.

Students in grades K-5 will study in self-contained classrooms where they have a primary teacher with other subject-area specialists conducting “push-in” instruction. This supports the structure of GRR, and allows teachers to use their drivers to build self and social awareness, build relationships and decision making skills (KDE 3, CASEL Framework), and learn how they learn best (Habits of Mind). In this elementary setting, students learn how to see their own world, take that knowledge and apply it to the new learning they will discover through collaborative inquiry and community projects that will be the capstone of their fifth grade year (KDE 3). Further, students apply their thinking and relationship building to create community within the classroom, facilitated by their teachers, and used to enhance their own personal learning styles (KDE 3, and KDE 4).

During our first run of 6th grade, rising 6th grades will remain in a self-contained classroom but make switches for ELA/SS and Math/Science as a transition to the traditional middle school model. The emotional transition for students rising from elementary school to middle school can be a very confusing time for our young learners. GRR is really in full swing, where students must be responsible for assignments and projects with less support and guidance from their teachers. To ensure that our learners are transitioning to this model well, and to give our staff the means to evaluate program effectiveness, we will use this model for grade 6 during its first run. This will provide on the ground changes to be incorporated through teacher collaborative inquiry teams and protocols to review lesson plans and student work as a result of assessment and review. Finally, teachers will also have the opportunity to get feedback from our 6th grade families about this transition, and the needs their learners may develop as they move through grade 6. Ultimately, this allows IIGP the opportunity to use the PDSA cycle to build a very strong transitional program for our rising 6th graders to ensure that their social emotional needs are being met, their academic needs are being met, and interventions and support are in place for when they choose their individual pathways in this final driver, iExcel.

After that first year, all students in grades 6-8 will move among subject-area classrooms (math, English, science, social studies, etc.). The pathways each student chooses will be infused in each of their classes, just as STEM and SEL will continue to be aligned to each class. Students work in the GRR with their teachers as they focus on inquiry and other problem solving settings where they can use the Habits of

Mind to make new learning from their previous skills (such as Habit of Mind 15- thinking interdependently). All students will be assigned a homeroom teacher with whom they will begin each school day and will serve as a primary point of intervention for students in need of support (KDE 3 and 4).

Structure

The school schedule, discussed in further detail in the School Calendar section, utilizes different blocks of time for required instruction. Block scheduling in reading and math feature 90 minute and 75 min segments respectively, where other specialty classes will be scheduled with less time, but follow a workshop model featuring GRR and LRI. These schoolwide structures for elementary include lesson cycle elements such as a 5-7 minutes of bell ringer activities, 15-20 minutes of whole group instruction, 35- 45 minutes of small group instruction, and 5-minute formative assessments. This structure allows for gradual release, or load reduction instruction (LRI)⁶⁷ and provides ample opportunities for teachers to facilitate student directed learning using STEM and SEL frameworks (such as collaborative inquiry, habits of mind, 21st century problem solving techniques that are aligned to KDEs 1-4). Small student-to-instructor ratios will provide teachers with the opportunity to conduct a variety of assessments that will track student progress and develop intervention plans through our innovative drivers in each grade level (KDE 1; Innovative Drivers in Assessment, and the PDSA cycle). This structure holds true throughout our offerings, even when our students rise to the middle school model (after the first 6th grade transitional year), with slight time adjustments 5 minute bellringer, 15 minute of whole group instruction 25 minutes, for small group, and 5 minute formative assessment. This GRR cycle provides ample opportunity for scaffolding and support, including extensions, for all learners in the classroom in grades K-8.

As discussed in the Executive Summary, IIGP will offer 2 sections at each grade level with 30 students per section. We will assign 1 teaching aide to each grade level to support direct instruction. In addition, our faculty will include 1 special education teacher and 1 specialty teachers in Year 1. Based on this staffing plan, the year 1 student-to-instructional staff member ratio will be 18:1. We will maintain a comparable ratio as we add grade levels throughout the term of the charter.

Overview of Planned Curriculum

The foundation of a school's ability to provide its students with a quality education begins with a guaranteed viable curriculum that is aligned to Mississippi College and Career Readiness Standards (per code 37-28- 15).^{68, 69} IIGP's curriculum is fully developed and discussed in detail in Attachment 1. It will simultaneously build social emotional development and promote 21st century skills. According to McCrel, a viable curriculum promotes equity, giving all children equal opportunity to learn essential content.⁷⁰ For IIGP, this means the curriculum will be pliable enough to support ALL student groups, including special education, gifted and talented, and English language learners. This is the crux of our 4-Factor Foundation, and addresses the needs of our target population: students from Adams County.

Using the Mississippi Instructional Materials Matter (Ed Reports for ELA and Math)⁷¹ as a guide for our K-5 curriculum framework, the proposed Director of Academics will customize the framework to incorporate activities, lessons, and supplemental curriculum during the planning year.⁷² The 4-Factor Foundation (student engagement, cultural responsibility and civic engagement, social emotional development, and college and career readiness) will be infused throughout lessons and activities which will help our students become critical thinkers. This includes STEM and Habits of Mind. When IIGP is at census, we will be adding grades 6-8. The curriculum will also be fully aligned to the Mississippi Instructional Materials Matter, infused with STEM and SEL as with grades K-5. The relative consistency in which our curriculum is developed, revised, and implemented will IIGP to fully engage in the PDSA cycle, using assessments and student work derived from the Key Design to evaluate program effectiveness. This process of constant school improvement through the Deming Cycle ensures that the message of learning as a continuous activity trickles down to our students in their own learning journeys (Habit 16, remaining

open to continuous learning). Our target population, learners from Adams County, will be engaged at their own personal entry points- meaning through the GRR and LRI our students can approach learning from their own lens (Habit 4 thinking flexibly) and apply it to other situations (Habit 8). Our target population will grow as learners when they are involved in their school community (CASEL Domain 3, social awareness) and learn how to develop problem solving skills (CASE Domain 5, decision making skills and KDEs 1 and 4). Our mission is to build our Adams County learners into empathetic, community oriented citizens. Throughout curriculum, from start to finish (KDEs 1 and 2), they will learn about the world around from their own viewpoint and grow to become problem solvers with the Natchez community at heart (Grade 5 capstone inquiry projects and individualized pathways in grades 6-8).

Summary of Instructional Materials

To provide some clarity on the feedback we received from our previous application, IIGP believes that curriculum is something that is mutable. We will list materials, textbooks, and other methods to enhance the learning of our target population (Adams county school age children), but we are committed to making changes to those offerings as we reflect on engagement in school improvement (PDSA Cycle). While all of our materials will always be aligned to Mississippi College and Career Readiness standards, including the Instructional Materials Initiative, we are committed to making changes to offerings based on the assessment and feedback of our students and families (KDEs 1-4 and our drivers like the PDSA cycle).

The text materials that are mentioned in this section are not meant to be used as a stand alone method for instruction. For example, as we discuss our approach to readers' and writers' workshops, we know through the What Works Clearinghouse that Success for All⁷³ is one of the few vetted intervention programs with noted improvements in reading, particularly for beginning reading.⁷⁴

This does not mean that IIGP will ONLY be using resources currently identified by the applicant team. These are examples of materials that align with the MSCCR Standards and can be effectively implemented in our classrooms. However, when the need arises for a shift in materials, IIGP will make that decision with teacher and school leader input. IIGP hopes that this description, as well as our discussion of our curriculum and review in Attachments 1-3 demonstrates our commitment to our target population and the suitability of our choices for grades K-8, with infusion of STEM (per our mission) and SEL (through our KDEs).

Reading/Writing Instruction. In reading and writing, IIGP aims to promote language and literacy beginning at the K level, ensuring that all students will read at or above grade level by grade 3, and read, write, and speak effectively in 4th-8th grades, as to exemplify CCR. In Kindergarten through 3rd grade, students will develop mastery level skills in phonemic awareness, phonics, fluency, vocabulary, and comprehension, also known as the five components of reading.⁷⁵ Instruction will be provided using a balanced literacy approach such as guided reading, guided writing, fluency probes, read alouds, and independent reading in both small groups, whole class, and reinforced in projects.⁷⁶ As with all of our foundation and other content, students will be engaged through our innovative pathways and drivers, and immersed in the instructional materials developed through the Mississippi Instructional Materials Matter, MS CCR Standards, and IIGP proprietary materials.⁷⁷

Further, this method of delivery will address the needs of our target population- our methods including GRR and LRI will support our English Language Learners and students being identified or currently identified with an Individualized Education Plan (IEP), as well as including diversity in our materials that mirror the population of students in our classrooms. This speaks to the importance of our curriculum being fluid and not weighed down in textbooks, which cannot be changed and may not mirror our student population and their learning styles from one year to the next. Using our drivers in school improvement, Literacy Instruction will be consistently reviewed to ensure that all learners: students in

poverty, English Language Learners, Special Education students, and gifted students, are having their needs met and see themselves in the curricular materials as well as their peers.

Structurally, as mentioned above, K-5 students will have a daily 90-minute reading block for their workshop, which will include whole group, small group, and personalized learning stations.⁷⁸ Students will participate in flexible learning groups arranged and based upon data and common gaps during intervention time, and in centers and stations. Students will also receive personalized instruction via computer-based instruction such as iStation, depending on individual needs and goals.⁷⁹ For example, if a student has set a goal to increase his or her vocabulary, the student can work on vocabulary through iStation and reflect on progress during weekly teacher/student success conferences.⁸⁰ This structure supports differentiation as discussed with our target population. IIGP expects to host a diverse population of learners- from students who are learning English, to students who may be otherly abled, to students who are gifted and need to be extended in their thinking and learning. Workshop allows for this differentiation. Using GRR and LRI, teachers can use conferencing, assessment, and other anecdotal evidence to make on the ground determinations about how a student is progressing. Teachers will be able to communicate this information home (Driver of Parent Engagement), and use the data from that class period to work with their colleagues in a PDSA during their PLCs. GRR, LRI, and the infusion of STEM and SEL competencies shows all learners that they can learn about how they learn (Habits of Mind), build on their abilities to relate to themselves and (CASEL domains 1, 3, and 4) and develop problem solving and systematic ways to approach challenges with our STEM focus (Mission and KDEs). With all of this support and reflection as a school, our students also learn how to become lifelong learners with flexible and creative thinking in a space that celebrates how each child learns in the community (KDEs 3 and 4).

IIGP's goal for 6th- 8th grade students is to read effectively, regularly, and in depth. As middle school students take on the specialization of their pathways (iSTEAM or iSTAND), they use the skills from their elementary school beginnings to continue their investigations of the world around them (Habits of Mind, CASEL, STEM, and our 4 Factor Foundation). Students learning to specialize in their focus are immediately aligned to long-term goal setting, which is reflected in their coursework, and their capstone experience in grade 5 with their community inquiry project. Our middle school students learn how to take their knowledge and skills and apply them across the content areas, becoming creative thinkers (Habits of Mind) that are culturally and civically engaged. This includes reading different genres, novels, and vocabulary building exercises. Classroom libraries will contain plenty of literature that reflect the interest and experiences of the students, and of course aligned to the MS CCR Standards, as with all of our Foundational and other content.⁸¹

Math Instruction. Using the Mississippi Instructional Materials Matter⁸² as a guide for making decisions regarding skill emphasis, pacing of instruction, curriculum design, and assessments, students will develop conceptual, procedural, and problem-solving skills with a keen focus on reasoning and precision.⁸³ These practices are essential building blocks for algebraic reasoning.⁸⁴ Aligned to the MS CCR Standards and MS Instructional Materials Matter, IIGP will use the EnVision Math series as the resource for instruction.⁸⁵ Using the concrete-to-representational-to-abstract sequence of instruction, all activities will begin from the concrete level using hands-on and real-world applications.⁸⁶ Students will then apply their understanding by creating representations that lead to the mastery of more abstract and complex math concepts. Other strategies such as visuals, show and tell, storytelling, and learning stations will also be included. This course will use explicit vocabulary instruction to build deep understanding, develop mathematical fluency, and an ability to generalize. As students advance in grade levels, IIGP will introduce financial literacy into the curriculum. Ultimately, IIGP wants to build students' confidence and foundation in the area of math so students will be able to compete for the jobs of the future.

The math program at IIGP is scheduled in blocks, so students have ample time to investigate and conduct inquiries into this method of learning- understanding concepts from concrete to abstract and understanding the physical and theoretical concepts of math from a young age. Our target population will experience success through math workshop, where teachers use GRR and LRI to build confidence and encourage risk taking (inherent in the CASEL framework, Habits of Mind, and our Innovative drivers). Differentiation in this setting can occur through planning with colleagues in PLCs using the PDSA cycle, or right on the ground through conferencing, to provide supports, and to build extensions for our learners that excel in the concepts for that day. The EnVision Math program is vetted by the Mississippi Instructional Materials Matter initiative, and IIGP believes the program uses conceptual thinking from concrete to abstract to build on our young learners' knowledge and comfort with math. Our STEM focus allows our learners to take their time with these concepts- using them with manipulatives, computer programs, and other projects that develop their critical thinking and decision making skills (CASEL domain 4, and our KDEs).

Science Instruction. Science concepts will be taught using the Five E instructional model through which students Engage, Explore, Explain, Elaborate, and Evaluate,⁸⁷ aligned to the Mississippi CCRS.⁸⁸ 50% of all science instruction is taught using lab investigations, supported by the MS STEM Teaching Tools.^{89,90} The FOSS System uses this approach to engage learners and deepen their understanding of scientific approaches to more than just a lab activity.⁹¹ For example, during the "explain" component of the model, students will utilize tools such as mind mapping, guided imagery, reading frames, and reflection logs (see Attachment 2, Summary Scope and Sequence). For grades K-5, using FOSS and the 5E method will meet the needs of our target population, including English Language Learners, Special Education students, and Talented and Gifted students. Adams county young people will be able to engage in lessons that connect them to their community through collaborative inquiry (KDEs, Habits of Mind, CASEL Framework). During these sessions, students are the drivers of the investigating, looking at problems, and the parameters on how to solve them. The use of GRR and LRI will only support our learners to gain confidence and begin the process of inquiry and 21st century problem solving skills at their own pace. Teachers use their drivers in assessment, PDSA, and engaging with parents to evaluate and make changes as needed in the coursework. These mechanisms to science instruction (GRR and LRI during lab activities, incorporating habits of mind and the CASEL framework into our peer interactions, and the use of our 4Factor Foundation to engage all learners in the activities) will drive the theoretical use of inquiry as a tool in all subject areas.⁹²

When students rise to middle school, their specializations will not change the mechanisms in which they approach science instruction. The use of the 5E's through our FOSS curriculum will help teachers employ GRR and LRI to differentiate instruction for all learners.⁹³ Science concepts will be reinforced daily during ISTEAM project integration. In the iSTEAM pathway for grades 6-8, students will use the engineering process to enhance life by applying science concepts to real world situations to drive life, community, and world improvement. Students that choose the iSTAND pathway will look at the same content but through a different lens- looking to make improvements in the quality of life of Natchez citizens through civic engagement and advocacy for sustainable neighborhoods. These approaches to the same content allows students to develop a mindset that is consistent throughout our KDEs- using the innovative drivers as a vehicle to participate actively in the 4Factor Foundation (KDE1) while demonstrating social emotional awareness (KDE 3- CASEL and Habits of Mind) and positively interacting with peers (KDE 4).

Social Studies Instruction. Part of IIGP's mission is to develop critical thinkers who become productive citizens in a global society. Through social studies, students will gain knowledge of how the world works. Culturally relevant materials that focus on the founding of Mississippi and the diversity of the people that make up the state, will provide a window for our students to understand how Natchez is a

microcosm of the world around them.⁹⁴ Trade books, online periodicals, and texts such as myWorld Social Studies⁹⁵ will provide our learners with a rich tapestry of resources that allow them to see how the world has developed and how the United States will continue to lead critical thinkers into the 21st century.⁹⁶ In grades K-5 our students engage in lessons that are aligned with the CASEL and Habits of Mind frameworks (KDEs 1-4)- learning how to develop a world view by starting from the beginning: themselves. The GRR and LRI methods will allow for differentiation and the use of inquiry into understanding the development of humans and the resources around them- learning why some places in our great nation are different from others, and how that is similar or different to their own homes in Natches/Adams County.⁹⁷ This approach, aligned to the practices that we follow in science (inquiry), in SEL (CASEL and Habits of Mind), as well as in Math (moving from concrete to abstract concepts) builds the capacity of our students to see the world around them as a vast opportunity for their futures, and by working together, to understand the resources and development of Natchez, they will learn how community and ingenuity have built a future that they will ultimately help shape.⁹⁸ Using these methods of instruction, our teachers will be able to address the needs of our target population through differentiation (through GRR and LRI) as well as through collaborative inquiry and conferencing. These practices build skills in our young learners that they will employ when they specialize their pathways in middle school (KDE2). This knowledge will be demonstrated in their capstone community inquiry project (KDE2).

Once our students specialize in middle school, it is from this foundational content from their elementary studies that IIGP students will become prepared to select and engage in the iSTAND pathway, learning about microsocieties to enhance their cultural and civic responsibility.⁹⁹ This specialization will aid students in their thinking about their own learning (Habits of Mind) and how they relate to others in school, and with the community (CASEL Domain 3, and KDEs 3 and 4).¹⁰⁰ Stemming from their community inquiry capstone in grade 5, students will take that learning and apply it across the disciplines (KDEs 1-4; CASEL domains 3-5; Habits of Mind). Students using their specialization in iSTAND will further develop their interests in community and civic engagement, learning how to advocate for community health and how to care for others around them. Students who choose the iSTEAM pathway will be just as engaged in their social studies curriculum- except they will be taking a more scientific approach, using inquiry to identify community problems, just as they did in their grade 5 community inquiry capstone, but further developing their skills through experimentation and review of evidence to support their claims.

As in our elementary model, the use of GRR and LRI by teachers will provide ample opportunity for differentiation for all learners in our target population. Scaffolds will be put in place to provide language access to our English Language Learners, and materials that range in complexity that meet the needs of otherly abled learners and talented and gifted learners. Conferencing and peer to peer interactions (Habits of Mind, CASEL Framework, KDEs 1-4) encourage risk taking and provide opportunities to demonstrate learning from different modes of interpreting historical information.

Specials/Electives. Additional courses that will be offered to round out the education for IIGP's students are physical education, technology, and arts for K-8. Additional electives, art, PE, and Spanish will be offered beginning in 6th grade. The process of instruction in these classes will mirror that of the core areas- students will be engaged with their teachers in GRR and LRI, conferencing and interacting with peers in order to demonstrate their learning from their own entry points (Habits of Mind, CASEL Framework, KDEs 1-4). The needs of our target population will be met through this method of instruction- teachers will continue to confer with the content area peers to plan and revise lessons through our drivers (using assessment and the PDSA cycle to drive improvement). Further, teachers will confer and partner with families to provide support and guidance in these electives, which will encourage interactions and celebrate the different learning styles each student brings to the classroom (CASEL, Habits of Mind, KDEs 1-4). Through this process differentiation occurs and is intended for all students in our target population.

Measuring Program Effectiveness

The Executive Director/Principal (ED/Pr), Director of Academics (DoA), and teachers will use student performance as the primary indicator to determine the proposed curriculum's effectiveness. As mentioned throughout this application, the use of the Deming Cycle, or PDSA, stems from our drivers for continuous school improvement.¹⁰¹ Teachers use assessment, partner with colleagues during PLCs and engage families in their improvement process in the classroom. This behavior is modeled and used as a means to encourage the same behavior in our students (Habits of Mind, CASEL, KDEs 1-4). The PDSA cycle in this sense, is used as a whole building approach: the team will review all areas of the curriculum for alignment, rigor, and differentiation for our target population as state standards are updated. Four times during the school year, after each nine-week exam period, the written curriculum will be evaluated. In December and May of each year, the ED/Pr will provide a report to the board regarding curriculum effectiveness. Beyond the MS Instructional Materials Matter and CCR Standards, the ED/Pr, Director of Academics, and teachers will update the curriculum during the month of June, if needed. The team will use the nine-week analyses to remove misaligned lessons and activities. This will include deconstructing the MS CCR Standards and identifying any misalignment.

Primary Instructional Strategies

Innovative Drivers of Instruction. As discussed above, IIGP will implement the 4-Factor Foundation by establishing specific, age-appropriate drivers for innovation:

- iCaptive for Grades K-3 will foster curiosity and creativity among our youngest students. They will learn how to work in teams, take responsibility for their own work within those groups ("accountable talk") and engage in problem solving. Teachers rely on incorporating the GRR and LRI to provide differentiation strategies to our target population and also infuse each of the subject areas (as described in our curriculum summary, and Attachment 1) STEM and SEL competencies (KDEs 1-4, CASEL Framework and Habits of Mind). Our target population will flourish under this model because of our GRR and LRI approach- students approach content area instruction with wonder (Habit 12) and feel safe taking risks in their groups (CASEL Domains 1-5, KDEs 1-4). The facilitation of groups in workshop for reading and math (and during our shorter periods in the other subjects) allow for a mix of direct instruction (whole group) and then student-student interactions during gradual release (small group, individual practice and conferencing). Teachers employ LRI and Rtl to differentiate instruction for ELLs, SWDs, and Gifted Students. Teachers review and reflect on the data they collect on student progress through our innovative drivers (assessment, PDSA). Interventions are developed to ensure all learners are engaged (KDE 1).
- iLead for Grades 4-5 will help students further develop the Habits of Mind that support learning and leadership (aligned to the CASEL Framework as described above, aligned to KDEs 1-4). The workshop model is also used in our Reading and Math blocks, with similar structures in our other classes to ensure that students have the opportunity to confer with their peers and learn how to problem solve and make decisions about their learning (CASEL, Domain 5, Habits of Mind). The 5th graders will engage in community inquiry capstone projects to learn how they can directly and positively impact their world through research, teaming and problem solving, among other assets developed in the earlier grades. As with our foundational grades, the use of the GRR and LRI will provide the structure to support the diverse learners in our target population. Rtl is also used as an intervention tool in our classes to ensure that all learners, not just targeted subgroups have their learning styles appropriately addressed (Habits of Mind, KDEs 1-4).
- iExcel for Grades 6-8 introduces student choice by allowing students to join one of two pathways: iSTEAM, which focuses on science, technology, engineering, art and math, or; iSTAND, which focuses on civic engagement and cultural responsibility. The infusion of STEM and SEL throughout our coursework,

particularly at the middle school level, allows teachers to continue to build upon the GRR and LRI to build confidence and allow all learners to streamline their approaches to their pathway specialties. Rtl is also used as in the lower grades to address the needs of all learners and provide appropriate interventions in the content blocks and other classes. Regardless of the path they choose, our learners use those skills to approach all subject areas and electives through that lens- for example, a student in the iSTAND pathway will still approach science and math from an inquiry based perspective- but also reflect on the ways they can solve problems in the content area from a real-world context. Conversely, students in the iSTEAM pathway will regard their humanities courses through the lens of inquiry as well- except they will construct experimental scenarios from different problems brought forth in their subject area classes. An iSTEAM student may construct an experiment to determine the best methods for increasing student engagement in civics, whereas an iSTAND student may regard the same problem by looking at current trends in civic engagement in schools in Natchez. In both cases, the students may come to similar conclusions, but they took different approaches as supported in our workshops (KDEs 1-4, CASEL and Habits of Mind).

Primary Instructional Strategies. Following the MS state standards and Materials Matter, teachers will implement objective-driven lessons. Teachers will use GRR and LRI to differentiate instruction, and also use Rtl for additional interventions for SWDs. Using block scheduling for ELA and Math, teachers will have set a workshop model of instruction for students to engage with content material in whole group, small groups, individual practice and conferencing, and then coming back to the whole group. This mode of instruction allows for teachers to use their drivers for continuous school improvement: assessment, PDSA, and engaging parents in progress as students move through the curriculum. For all lessons presented, students will have an opportunity to interact with the content in an engaging manner, such as turn and talk,¹⁰² role playing,¹⁰³ or think, pair, share.¹⁰⁴ These are all important features of workshop, GRR, and LRI for engaging students in the content (KDEs 1-4, Habits of Mind, CASEL Framework). In addition to the differentiation opportunities that are afforded through this theoretical framework, teachers will also use Rtl to develop more formal interventions to students with IEPs and students who may also be considered at-risk. Rtl is discussed throughout this application, but also in more detail below. Additional strategies for ELL or special ed students such as *narrate*, *explain*, and *describe* will be incorporated for each objective to ensure learning goal attainment for all students is achieved. High interest materials will be used for each lesson so students can understand the relevance of their learning (KDE 1).

Formative Assessments. Teachers will check for understanding throughout a lesson and at the conclusion of the lesson (Innovative Drivers). The assessment will be presented in many different modalities to include exit tickets, reflection statements, or performance assessments. In addition, IIGP will use iStation to continuously monitor student academic progress in reading and math. iStation's Indicators of Progress (ISIP™) measure student growth with engaging, computer-adaptive diagnostic and screening programs in reading and math. By using iStation, IIGP will be able to benchmark our students' performance in relation to themselves (growth) as well as the rest of the nation (achievement).

We will use the formative assessment data--both teacher-developed and norm-referenced--to identify individual students' needs as well as common needs across student groups. We will use these analyses to differentiate instruction, as described below.

Differentiation. Our special populations will be planned according to the formative assessment data that is regularly collected during our classroom routines.¹⁰⁵ Teachers will work with students and student groups during group instruction, where students will be able to demonstrate the skills they are acquiring at their level and receive coaching and reinforcements or extensions, depending on the nature of the work (Habits of Mind, KDE 1-4).¹⁰⁶ Using the Response to Intervention (Rtl) model, IIGP will enable teachers to make on-the-ground decisions about how to either slow down or speed up the process for each student for more on how IIGP will implement the Rtl approach see, "Special Populations and At-Risk

Students”). That is, while students are engaged in content materials through our key design elements and innovative drivers, the teachers working with each student can observe and then prescribe a specific set of actions that will enhance their learning experience. Throughout this process, Rtl, GRR, and LRI work in tandem to provide opportunities for students to gain independence (Habits of Mind), engage with their peers (CASEL framework, KDE 3 and 4), and learn about how they learn and approach problem solving (Mission, Habits of Mind, KDEs 1-4).

To ensure that these practices are implemented and consistent, an intervention period has been built into the master schedule. Interventions and extensions will also occur during small group instruction during the regular class and in a computer-based learning center where lessons provided by the computer adaptive systems will be used to address students’ skill gaps. Ongoing progress monitoring will occur every three weeks to determine if students are making progress.

This is the crux of our 4-Factor Foundation—students remain engaged, feel secure in taking risks and working with their peers, receive culturally relevant supports (the interventions and extensions are a direct observation of their specific needs, not a “global” group need like “all students reading at level J must complete worksheet B”), and remain immersed in rigorous practices, regardless of their level, to develop college and career ready skills.¹⁰⁷ Teachers will regularly prescribe and evaluate the effectiveness of their remedies with their partners and professional learning communities (PLCs) during professional development.¹⁰⁸

Performance Standards

The performance standards described below reflect the interventions and assessment schedule that are built into the student schedule, regardless of their pathway (KDEs 1-2). IIGP knows that through interventions and reflection of those interventions, our performance measures will be attained. We further know that by creating a classroom culture that is goal oriented (KDE 1, 3 and 4), students work together to build camaraderie and meet goals set for them (CASEL Framework, Habits of Mind).¹⁰⁹

These performance standards are aligned to the MSCCRS and are measured every 9 weeks with measures of interim progress (iStation). Every 3 weeks, formative assessment is reviewed throughout our instruction programming to ensure that interventions that have been designed using Rtl and LRI are appropriate and effective for all students, including SWDs, ELLs, and Gifted students.

All students will show growth over time until proficiency is reached. The MCCRS will serve as IIGP’s 8th grade exit standards as they do for grades 2 and 6 (See Attachment 4). Each nine weeks students receive a term grade in each core area. A student must earn an average of 75 in reading, math, science and social studies to be promoted to the next grade. IIGP has determined that a grade of 75 in each of the core areas is a measure of proficiency based on the College and Career Ready Levels. Mississippi has established its long-term goal of 70% proficiency by 2025.¹¹⁰ IIGP has set the bar high to ensure that our students are ready for the rigors of high school and post-secondary when they are finished with our program.

The third grade must also satisfy the requirements of the Literacy-based Promotion Act.¹¹¹ For those scoring proficient, they are expected to continue proficiency. As discussed above, and below, interventions will be in place for students needing additional support: In class through our GRR, using LRI and Rtl as our methods of differentiation and support (KDEs 1-4, Habits of Mind). Using our innovative drivers, our staff is united in reviewing assessment and reflecting on the results and trends in their PLCs through the PDSA cycle. This ensures that the entire school is focused on proficiency and improvement. The school as a whole will be expected to gain the following proficiencies:

1. 100% of the students will be benchmarked and 90% of the students in grades K-3 will show growth on iStation reading and mathematics assessments through grade 3.

2. 80% of the students in grades 3-8, who have attended the school for two or more years, will show proficiency on the MAAP reading and mathematics tests.
3. 80% of the students who have been in attendance less than two years will show growth on the MAAP reading and mathematics tests between testing cycles.
4. 80% of the students who have attended the school for two or more years who are not scoring proficient on the MAAP are expected to show growth over time.
5. 85% of the students will graduate with proficiency in math, reading, and science.
6. 60% of the grade 5 students who have been in the school for two or more years will show proficiency on the Science Assessment.
7. 90% of those who are not proficient in grade 5 are expected to be proficient by grade 8.
8. 80% of grade 8 students who have been in the school for two years will be proficient on the Science Assessment.

Learning Standards. Please see Attachment 4

Additional Standards. Not applicable. IIGP will follow MSDE CCR Standards and any standards that are added by the state. Nothing additional will be added by the school.

Promotion Standards. At IIGP, students will be required to demonstrate 75% proficiency in the core subjects of reading, math, science and social studies for promotion. As discussed above, this level of proficiency was determined because of the long term CCR goals set by MDE by 2025.¹¹² Charter schools are expected to outperform their local district, therefore setting a proficiency rate in all subject areas is a sound goal for the school to meet, particularly when students will have attended the school for several years prior to 3rd grade assessments. In addition, and in accordance with state law, 3rd-8th grade students will be required to pass the MAAP mathematics and reading tests, as well as the grades 5 and 8 Science Assessment to be promoted.¹¹³ Students with disabilities will be promoted upon meeting the goals of their IEP.¹¹⁴

Academic Success for All

Based on the results of the appropriate grade level screener designed to identify the gaps that exist in student learning, each student will receive an individual success plan (ISP) in grades K-5 and individual graduation plan (IGP) in grades 6-8. With learning loss expected in our student enrollments as a result of the COVID-19 pandemic, IIGP will be quick to employ interventions and plans with students and their families to close the achievement gap as quickly as possible.¹¹⁵ Both plans will consist of skills students need to strengthen or develop and a performance goal that will indicate student mastery of each skill. Progress will be measured and recorded as students work toward each goal. The master schedule accommodates a 45 minute intervention session for students that demonstrate need (as evidenced through formative and summative assessments throughout the school day). The intervention is a tiered model that builds from basic skill review (targeted intervention) to a more robust plan that fills in gaps of learning and other deficiencies identified by teachers and parents (during our Circle of Success model- see below in IIGP Additional Academic Standards and Supports). This intervention period ensures that every student, regardless of the level of intervention, receives individualized ongoing support to mitigate learning loss. Please see Attachment 4 for a complete set of IIGP's proposed learning standards for one grade within each division that the school will serve.

IIGP Additional Academic Supports

On-track Model: IIGP's On-track Model epitomizes the mission and vision for our students. The model consists of three key components 1) School Connectedness 2) Academic Readiness 3) 21st Century Readiness. Using rubrics, surveys, mentor partnerships and attendance, we will measure life skills of collaboration, communication, organization and self-management. Although these assessments will never be used alone in determining students' retention or promotion, they will however be used in

combination with the academic assessments to develop a picture of the whole child which will help in the decision-making process.

Circle of Success: Students not demonstrating ongoing progress during the targeted intervention will receive additional support from three assigned adults that ideally consist of the teacher, counselor and parent. Understanding that students in our targeted population have experienced trauma from an uncertain educational foundation during COVID, other needs may first need to be addressed for our students to achieve academically.¹¹⁶ This Circle of Success group provides comprehensive support to include social emotional, home environment support, and extended academic support beyond the normal school hours. This support system examines every aspect of the child's life to intentionally remove barriers or obstacles to student learning and healthy development. This may come in the form of homework help, wrap-around services for the family, counseling, or developing a daily home schedule, just to name a few.

Policies & Standards for Student Promotion

Each year, IIGP will conduct three Student Success meetings with families in which they will learn how students are promoted as required per the Mississippi Literacy Based Promotion Act.¹¹⁷ Parents will be given a copy of each student's individual plan (including the Mississippi Individual Reading Plan) to review their child's progress. Success meetings two and three will be led by the student since students are expected to be active participants in his or her own learning (which also demonstrates CCR skills per our 4Factor Foundation). While attrition rates will be a concern for IIGP upon opening (rather than students dropping out due to poor performance), IIGP will utilize the Student Success meetings as the unit grows to include the middle school grades, where students can become truant. We recognize that the markers or indicators for dropping out of school can begin as early as grade 3.¹¹⁸ IIGP's innovative design (innovative pathways and drivers) will allow teachers to utilize the workshop model and assessment plan to capture these indicators as they occur and mitigate them through the Student Success meetings. **HIGH SCHOOL GRADUATION REQUIREMENTS.** Not applicable as the school intends to serve at census grades K-8.

SCHOOL CALENDAR AND SCHEDULE

School Calendar

IIGP's proposed 2022-2023 school year calendar is closely aligned with the corresponding public school districts, within the geographical region. IIGP's hours of operation will be from 7:30 a.m. to 3:30 p.m. for K-5, and 3:35 for middle levels to offer maximum instructional time for all students, with the option of breakfast starting as early as 7:00 a.m. During school hours, students will explore real-world concepts embedded and aligned in the curriculum. Every morning the students have dedicated time to practice culture building in their homeroom classes. This will promote unity and a positive school climate while allowing the students to practice and familiarize themselves with IIGP's mission statement. Students will spend 330 or more minutes will attend core and elective courses; this schedule is inclusive of lunch times. During the final 45 minutes of the school day, students will engage in skill development, which serves as an intervention course for those students who are in need.

Rationale

By embedding dedicated time to culture building, innovation drivers, and skill development in a regular school day, IIGP's class schedule directly aligns with our mission of developing critical thinkers and productive citizens. IIGP has a class schedule that supports the required elementary and secondary curriculum standards as well as innovative techniques that guarantee every child academic success, CCR, and social development, ultimately equipping every child to excel in life (See Attachment 5: School Calendar).

Student Schedules

Please refer to Attachment 5, Schedules, for a complete breakdown of student and teacher daily routines. As mentioned above, students will arrive at school as early as 7 am for breakfast and then begin their morning routines. Kindergarteners arrive at 7:30 for breakfast and begin their explorations at 8:45. Their day ends at 3:30 like the rest of the grades, which begin their day at 7:30 with morning rituals. There are a total of 420 instructional minutes per day. The number of instructional minutes per core subject is K-5: 285. The number of instructional minutes per core subject in 6-8 is: 440.

SCHOOL CULTURE

IIGP designs dynamic instructional practices and interventions for all learners, and our discipline policy reflects the importance of keeping students in school and engaged. Therefore, our stance on removing students from the classroom is a last resort option when all other interventions have been exhausted. For a complete listing of MS regulations, behaviors and consequences, please refer to our Discipline Policy in Attachment 7 (and later in this section).¹¹⁹

Culture of Support & Empowerment

Serving as the foundational cornerstone of our school culture are the three “Rs”, Relational, Responsive, and Restorative. It is IIGP’s primary goal to create the optimal learning environment where all stakeholders feel welcomed, safe, secure, and empowered. This is especially important for our target population and subgroups of students- everyone- regardless of their learning styles- will be a productive and welcomed member of the community where they can participate and grow from our Key Design.

Community of Cultural Responsiveness From the First Point of Contact and Beyond. The Three R’s is a part of our Key Design and will be implemented beginning with staff training prior to opening. When students and families are recruited, they will learn about these key features of our design along with the attributes of our instructional programming. The entire school community will be set up to welcome students and begin the PBIS/Restorative Justice process from the first day of school. New students will learn about PBIS and be welcomed into the community, regardless of their entry point. Materials to families will be presented in the languages spoken (the home language survey will be used to identify multi-lingual families and English language learners). Throughout the school year and beyond, we will hold school events, conferences, and meetings with our students and families as part of our progress monitoring for program effectiveness, just as we plan to do for our academic monitoring as described above.

Relational - Building positive and trusting relationships between students, parents, staff, and the community with a focus on respect and collaboration at all levels is a primary goal for IIGP and aligns with our mission and vision (KDEs 3 and 4). Students and parents will be welcomed to a well-maintained and professionally-run facility that adheres to the driving forces of respect, compassion, and empathy being demonstrated in a spirit of excellence and accountability by all teachers and administrators (KDE 3 and 4, Innovative Driver - Parent Engagement). This will be evident with the high expectations of all stakeholders as demonstrated in how business is conducted, the tone of speech, and body language. Ultimately, IIGP will create a sense of belonging and acceptance and a safe space for garnering input, which is expected and valued. Every day, students will begin with affirmations, which have proven to improve academic performance as found in a 2017 Stanford study.¹²⁰ We will connect everything that students see, hear, and think to the affirmations. Parents will be extended opportunities to participate with the learning community through volunteering and serving as IIGP Ambassadors along with staff at community events and recruitments.

How the Relational “R” serves our target population and encourages engagement. As discussed throughout this application, our target population of students from Adams County comes from a depressed area, where 97% of the student body is anticipated to receive free and reduced priced lunch.¹²¹ In addition to these families hovering or significantly below the poverty line, some families will be English Language Learners, and other families may have students with disabilities.¹²² Some families may have gifted

students, but not the means to provide support and engagement.¹²³ Regardless of our families' entry point to IIGP, the *Relational R* is akin to our mission and vision, key design, and integral to the classroom community. Students in these groups will feel welcomed and have access to all programming and communications. School Staff will work to engage parents and provide multiple means to provide them access to our programming (such as serving as Ambassadors, attending school community and recruiting events). By creating a system of inclusion, all learners, regardless of where they come from, what they speak, how they learn, and what they have, will never have to worry about "fitting in."¹²⁴

Responsive - The ongoing monitoring of performance and growth will contribute to the culture of excellence (Innovative Driver, PDSA Cycle). Assessing performance metrics will include the normal academic measures such as diagnostic assessments, MAAP, iStation and benchmarks, but it will also include an evaluation of social development such as eye contact, appropriate voice, problem solving, and collaboration skills (CASEL, Habits of Mind, KDEs 3 and 4).¹²⁵ Students must feel safe and supported, as well as be engaged (KDE 1).¹²⁶ Students will learn how to understand and express their emotions and concerns. Time will be designated to share this with staff (Innovative Driver, PDSA Cycle). Students will also be introduced to proper interpersonal interactions and given discrete opportunities to report bullying (KDE 4). Our staff will have the necessary training to identify and cater to various learning styles, as well as an understanding and appreciation of the varied cultural backgrounds within our community. In this manner, IIGP will respond readily and with interest and enthusiasm to the needs of students, staff, parents, and community members.

How the Responsive "R" serves our target population and encourages belonging and safety. As discussed throughout this application, our target population must have their basic needs met in order to learn. We have cited research throughout this document to support these statements. A responsive school community begins training our young learners on how to understand themselves and appreciate their learning styles, regardless of if they are gifted, ELLs, or SWDs (CASEL, Habits of Mind, KDEs 1-4). Teachers are trained to work with all learners and provide opportunities for appropriate socialization and communication. By providing these opportunities to our students and families, our students are prepared for positive communication and conflict management and resolution (Habits of Mind, CASEL, KDE 4). When students know they have a safe space in the learning environment, they will be open to taking risks and partnering with others in their learning (CASEL, KDEs 1-4, Habits of Mind).

Restorative - Our discipline system will function in a way that is conscientious and allows the student not to be "punished" for mistakes.¹²⁷ Rather, these experiences will be used as tools for learning and personal growth. All teachers will be trained on restorative practices and there will be ongoing practice of "restorative circles" concept during morning rituals.¹²⁸ According to Boyes-Watson and Pranis, the circle is a useful structure for generating and articulating shared values and translating these into a set of common and explicit behavioral norms for conduct within the school community.¹²⁹ Throughout the circle process students are able to practice respect, equality, problem solving, responsibility, self-regulation, and shared leadership. Please refer to Attachment 7, School Discipline, for more information on our approach to restorative practices, which includes our use of the PBIS model.¹³⁰ PBIS is a well-known positive support system that is designed to prevent disciplinary infractions and build on the school community.¹³¹

How the Restorative "R" serves our target population and encourages positive behaviors and community. PBIS is well steeped in success in schools across the country.¹³² Students in poverty, ELLs, SWDs, as well as gifted students all benefit from participating in a PBIS program (KDE 4, CASEL Framework, Habits of Mind).¹³³ Teachers work together in their PLCs, as well as in whole school training sessions to understand the impact of trauma in young children and how PBIS can be used to address individual emotional needs in the classroom.¹³⁴ Using a restorative justice approach when conflicts cannot be resolved quickly with students enables all students involved to feel safe and heard. This is at the heart

of IIGP's mission- for students to engage with each other, solve problems, and look forward (KDEs 1-4, CASEL Framework, Habits of Mind). Using our Innovative Drivers (Assessment and the PDSA Cycle), teachers can work together to identify trends and make determinations within the restorative justice cycle in class, or in different targeted groups. Further, our innovative drivers include strong relationships with families. By including families and students in the process, we can ensure that IIGP's PBIS system is fully integrated at all levels of the school community, addressing the needs of all students.¹³⁵

Safety and Security Committee

IIGP will establish a safety and security committee consisting of teachers, parents, and administrators to help create and review safety measures for the school. The measures the committee will address include an acceptable use policy for technology and the physical security of the building. The committee will meet at a minimum four times during the school year with the first meeting occurring before the start of school. The committee will use data to make recommendations for security adjustments. Guests will buzz in to enter the school and report directly to the office. We will use the Raptor system to check the background of visitors and provide them with a pass. Cameras will be strategically placed throughout the campus for extra security. As a safety measure, all staff will wear IIGP badges so they can be easily identified.

Day in the Life of a Student at IIGP

Second grader Madison wakes up bright and early on a Tuesday morning, eager to start her school day. She is excited because she is going to get to dress up as a famous person from Natchez – she chose William T. Johnson, a former slave and barber.¹³⁶ Madison was thrilled to get William Johnson because she wants to own her own salon business when she grows up.¹³⁷ It makes her so happy to learn about amazing people that built successful futures with so little in their beginnings. She is going to start her morning meeting affirmations (iCaptive) with that very statement--that if someone like William Johnson can build a successful life, she is going to grow a huge business in Natchez. During the Reading (Literacy) block, she is going to make sure she has all of her note cards in order and that her revisions are ready to go for her presentation on William Johnson.¹³⁸ Her reading group has been working hard on their revisions and reading each other's work. After the reading schedule and the presentations, Madison is looking forward to finishing her project in math. She is building a budget for her salon business and learning how to solve problems with multiple steps. She really likes breaking down problems step by step and making them manageable. Madison's class learns problem solving like this in science too. She is thinking about how she can make her salon business a sustainable operation to help the environment. She has learned in Social Studies that when working within the community, they can take the lessons of the past and help create a better world for everyone living in Natchez. She really hopes that her salon business will do that. She sees it as a way to bring people together, provide jobs, and make people in the community feel good about themselves.

Day in the Life as a Teacher at IIGP

When Shareece took the job at IIGP, she was excited and nervous at the thought of working in a brand new school. This was going to be her chance to actually build a classroom community from a clean slate. The school was very clear about providing every student with this 4-Factor Foundation to connect students academically and emotionally and help them grow into culturally and civically responsible older students and ultimately, adults in Natchez. Since Shareece also grew up in Natchez, she was excited to help build future successful citizens that felt good about themselves as leaders and citizens in the community.

Today, the school is celebrating famous people from Natchez. Shareece's second grade class has been engaged with researching famous citizens, and she has tried to connect the project to each student's future goals. She was eager to see all the presentations. She was careful to pair students of different

groupings--like a regular education student, a special education student, and an ELL student--incorporating peer editing and checklists to help build self-reliant activities.

Shareece arrived at the school early to make sure she had everything set before the morning meeting at 7:30. By 7:45, the Literacy Block was teaming with ornately dressed students, all chattering excitedly about their famous citizens. She was really impressed at how her students helped each other out, how they used their checklists, and reminded each other to talk about different points on their cards. During the math block, they continued to work in cooperative groups, building budgets on careers that could connect to their famous person. In science and social studies, she has been conscious to make connections to their famous people and think about the cultural and civic responsibilities. Using the FOSS science curriculum and myWorld Social Studies, she can weave the topics easily to the Reading Block, unifying the innovative drivers. By the time the day came to an end, Shareece looked at her messy classroom that bared the echoes of a successful school day. She was eager to show her student work samples in the PLC meeting tomorrow and get feedback on how to strengthen this very successful and engaging project even further.

School Culture for Students with Special Needs

IIGP will foster a school culture that supports ALL students as they strive to achieve their academic goals. Students with disabilities (SWDs) or special needs will be full and equal participants in the IIGP community. SWDs will be educated in the least restrictive environment with accommodations for IEPs and 504 plans. As described throughout this application, inclusion of all learners, regardless of giftedness, SWDs, ELLs, or in poverty- our students will be a part of the school from the day they cross the threshold. We have described a culture that begins when families attend their first recruitment event. Including all families and engaging them in our activities demonstrates our commitment to differentiating instruction, providing structures and scaffolds so all learners can access our materials, and grow to meet their IEP goals or proficiency goals from year to year. Our continuous cycle of improvement using the PDSA cycle and our innovative drivers messages to all stakeholders that IIGP lives its mission.

SUPPLEMENTAL PROGRAMMING

Note: In response to the feedback provided in this section, we wanted to clarify that IIGP follows the CASEL Framework as noted in the MSCCR Standards for Social Emotional Learning. CASEL, or Collaboration for Academic, Social, and Emotional Learning,¹³⁹ is the gold standard of SEL domains geared for all learners. The feedback indicated we followed the “Calcasieu Autism School for Early Learning (CASEL) framework” (pg. 12 of the feedback document), which is incorrect.

Summer Programming

The summer flight program has 4 major goals:

1. Skill development and strengthening
2. Developing a love for reading
3. Reduce summer slide (“learning loss”)
4. Build social emotional stamina.

The summer flight program will begin during the 2024 summer session. It is a four-week program that occurs during the month of June for 3.5 hours per day (30-minute lunch included) for a total of 75 instructional hours. Students are preliminarily identified for the summer flight program after reviewing end of year assessment data. Students that fall within Tier II and Tier III interventions will be required to attend (more information provided below). When the student begins the summer flight, IIGP will administer a pre-test (aligned to the skills identified from the end of year assessment. From then EOY results and the results of the pre-assessment, the student’s program will focus on 6 identified standards. Students will participate in four 45-minute sessions, two for ELA and Math per day. For each subject (ELA and Math) there will be a skill building class that will focus on standard mastery identified from each student’s end-of-year

assessment data. The skill-building sessions allow for a three-day focus on a specific standard, where students will move from the concrete to the abstract using games and manipulatives initially, followed by open-ended application and MAAP-formatted applications. Using formative assessments to address gaps on days 1 and 2, the students will be assessed for mastery on day 3.

The additional ELA class, Reading Alive,¹⁴⁰ will help students develop a love for reading. The lessons and activities from this program align with and work well within the CASEL and PBIS frameworks by supporting and promoting social emotional competencies beyond the classroom such as the lunchroom and playground.¹⁴¹ Using these select stories from the programming, students will have a chance to interact with high interest books by role playing, acting out vocabulary, or building models. Each book selected for the reading alive section will have a social emotional focus such as empathy, bullying or responsibility to build life skills. In the additional math class, students will practice skills via the iStation computer-based program and maintain a math journal for reflection and academic vocabulary.

At the close of the four weeks, students will take a post assessment to measure student learning and program effectiveness. The program closes with parents and students recording a keepsake video of the family role-playing the student's favorite scene from the book.

There will be enrichment classes also for students on grade level. Using more challenging reading stories, students will participate in the *Reading Alive* classes. Based upon the focus of the text, the students will complete two projects which relate it to the curriculum standards in two subject areas. The students will explore a topic through independent research, develop a product, explain findings and create a video. They will also take a coding class to recreate story concepts. Using Code.org,¹⁴² students will use the program "Scratch" to digitally develop characters or activities from the story to integrate technology.¹⁴³ Finally, they will present at the conclusion of the program their work, which will take place at the Summer Expo, where parents and the community can come and celebrate their students' presentations and hard work.

Summer Flight Program				
Sample Student Schedule for the Day				
	8:30-9:15	9:15-10:00	10:00-10:45 10:45-11:15 (Lunch)	11:15-12:00
Monday	ELA Skill Building	ELA, Reading Alive (SEL learning Focus)	Math Skill Building,(Kamico Games, Open Ended)	Computer Based Math Instruction Math Journal
Summer Enrichment Program				

Sample Student Schedule for a Day			
Monday	Coding	ELA, Reading Alive (SEL learning Focus)	Interest Projects

Anticipated Participants. The program is open to all students, but the Tier II and Tier III students as identified on the EOY assessment will be required to attend. Tier I students will have the option to participate in enrichment classes. (The “Tiers” reference our Response to Intervention model; for more on our RTI model, see Special Populations in the next section.)

As described above, we will be using EOY assessments to establish whether a student is taking part in our Summer Flight (required participation) or Summer Enrichment Program (optional). We estimate that approximately 25% of our students in the first year based on their EOY Assessment will need to be enrolled in the summer flight program (receiving Tier II and Tier III interventions). We also anticipate that an additional 10% of our students may need the summer slight for any lingering deficits stemming from the pandemic (receiving Tier I interventions). This would result in approximately 53 students during the first year of opening needing the Summer Flight Program. We anticipate approximately 30 students participating in the Summer Enrichment Program. This would be a total of approximately 88 students for the first year.

Anticipated Resources and Staffing Needs. The Summer Flight Program will require 5 teachers and 3 aides. Materials, such as math and reading games from Kamico, journals, books, supplies such as paper, computer ink, and poster boards will be required for student consumption during the program. Transportation will be provided to ensure equitable access for all students. Our budget line for transportation includes the cost of bussing for this summer program. This summer program is critical to students becoming college and career ready so Title I funding will be used for the summer school program.

Clubs

IIGP will offer clubs throughout the regular school year. This will be developed based on student and family input once the school is opened. Snacks and transportation (late bus) will be provided to ensure all students have equitable access to participation.

Promoting Social-Emotional Health

Social emotional learning (SEL) is part of IIGP’s key design elements. It informs all aspects of our curriculum and instructional strategies. Cohesion of our programming stems from Key Design and Innovative Drivers. Students are greeted in the morning and their day is aligned to the domains of the CASEL Framework, which are aligned to the Habits of Mind.¹⁴⁴ As described in our section on Curriculum and Instructional Design, our Key Design (specific to KDEs 3 & 4) are infused in each subject area- with the workshop and block scheduling structure providing opportunities for students to explore content under the facilitation of their teachers. Using GRR, LRI and Rtl as intervention tools, this framework provides structures for all learners to develop social emotional competencies while exploring content independently, and in groups. This process is structured in every subject and aligned to the MSCCR SEL Standards that feature the CASEL Framework. The alignment of specific habits to the framework further allows teachers to use their innovative drivers to ensure growth and ultimately proficiency.¹⁴⁵ Supplemental programming as described above (featuring a reading and math flight and exploratory projects for enrichment) are aligned to the same key design and innovative drivers. Teachers use assessment and the PDSA cycle to monitor progress and keep their families informed. This consistency of practice ensures that Social Emotional

Health is inherent in all that we do, alive in our mission and vision, and supported by our Innovative Drivers for continued program cohesion.

Additional Student-Focused Activities

IIGP will offer field trips, special events and culminating activities for students that are age-appropriate and advance the academic, cultural, and social emotional growth of our students. We will partner with local community-based organizations to identify opportunities for our students to immerse themselves in their local culture and contribute to civic society.

SPECIAL POPULATIONS AND AT-RISK STUDENTS

Overall Plan Description

Based on the data provided through the application portal, IIGP anticipates serving--at a minimum--the following numbers of economically disadvantaged students and students with disabilities once we reach full capacity (grades K-8; 540 students). In response to the feedback provided from our previous application, the table below, provided in the application and the online portal does not require the ELL percentage to be reported in this chart. However, we are fully aware of the percentage of ELL students that reside in Natchez-Adams (less than 5%, which means IIGP will endeavor to serve 4% in line with the table below)¹⁴⁶ and the procedures IIGP will follow to ensure they are identified and provided with the appropriate resources and interventions. These procedures are discussed in detail in this section below.

At-Risk Student Calculation Table

	% Free Lunch ONLY	% Students with Disabilities ONLY@
Current School District Demographics	97%	14.5%
80% Charter School Requirement	80%	11.7%
Anticipated Charter School Demographics	360 (Minimum) 436 (Expected)	53 (Minimum) 65 (Expected)

Response to Intervention (Rtl)

IIGP is designed with the vision of “success for every child.”¹⁴⁷ We will put in place policies, practices and procedures that ensure all of our students have equitable access to learning opportunities and achieving their academic goals. While some families will be able to self-identify their students’ special needs, IIGP recognizes that many students’ academic challenges do not become apparent until they begin elementary school. We will use a response to intervention (RTI) approach to identify students at risk of academic failure and provide customized supports appropriate to their needs. RTI aligns with IIGP’s commitment to inclusive learning environments, differentiated instruction, and social emotional learning. The RTI Action Network describes the fundamental elements of RTI as follows:

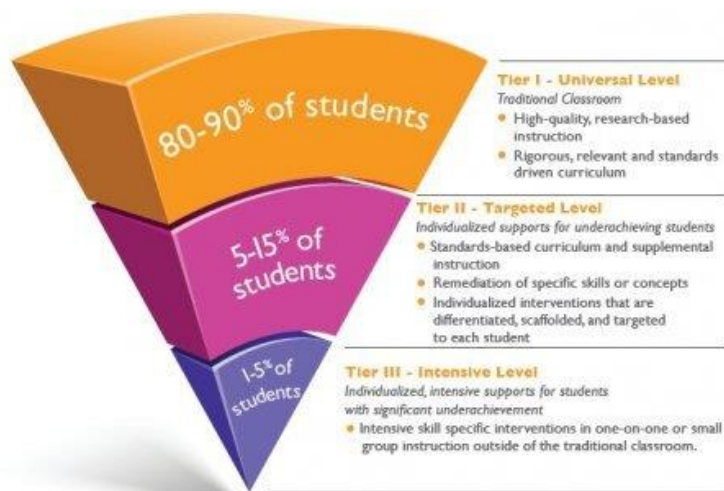
- High-quality, scientifically based classroom instruction. All students receive high-quality, research based instruction in the general education classroom.
- Ongoing student assessment. Universal screening and progress monitoring provide information about a student’s learning rate and level of achievement, both individually, and in comparison with, the peer group. These data are then used when determining which students need closer monitoring or intervention. Throughout the RTI process, student progress is monitored frequently to examine student achievement

and gauge the effectiveness of the curriculum. Decisions made regarding students' instructional needs are based on multiple data points taken in context over time.

- Tiered instruction. A multi-tier approach is used to efficiently differentiate instruction for all students. The model incorporates increasing intensities of instruction offering specific, research-based interventions matched to student needs.

- Parent involvement. Schools implementing RTI provide parents information about their child's progress, the instruction and interventions used, the staff who are delivering the instruction, and the academic or behavioral goals for their child.

In general, students are considered at-risk of academic failure when they score below proficiency on any one of the state assessments in ELA, Math and/or Science, or below identified cut off points on standardized assessments, such as iStation. At-risk students may also be identified on the basis of teacher or principal recommendations. During the annual Pre-Opening Intensive PD, teachers will work together in professional learning communities (PLCs) to review student data from the prior end-of-year summative assessments and discuss interventions previously used with individuals and groups of students. At the start of the school year, classroom teachers will supplement this assessment data by conducting Universal Screenings to identify new/emerging needs. Universal screening assessments will be conducted with all students at a grade level, and followed by additional testing or short-term progress monitoring to corroborate students' risk status. This data will be integrated into each student's Special Education Progress Monitoring Report (See "Identifying and Serving At-risk Students," below). Based on this data, teachers will determine appropriate Tiered Interventions as depicted in the graphic below.



Source: <https://blog.edmentum.com/infographic/just-what-does-online-response-intervention-entail>

As teachers implement the interventions, they will conduct ongoing Progress Monitoring to see if the interventions are working and, if not, revise the interventions. In some cases, RTI can lead to identifying potential disabilities that require Individualized Education Plans (IEPs) and special education services (see below). In other cases, RTI screenings and progress monitoring can help teachers identify social-emotional issues that require tiered behavioral interventions (see "Student Discipline" for an explanation of PBIS Positive Behavioral Interventions and Support). Using an RTI approach will allow IIGP faculty to support the "whole child" and build their capacity for long-term success in the early years of their education.

Serving Students with Disabilities

In accordance with the Individuals with Disability Education Act (IDEA), IIGP will ensure each IDEA eligible or Section 504 child with a free and appropriate public education.¹⁴⁸ IIGP will comply with IDEA's legal requirement of Child Find by identifying, locating and evaluating students in need of Special Education or

504 services.¹⁴⁹ Under State Board Policy Chapter 74, Rule 74.19, IIGP will perform annual screenings for dyslexia for all K-1 students that demonstrate difficulties, or from input from families.¹⁵⁰ As part of our instructional programming, additional screening for students grades 3- 8, will take place upon teacher recommendation or as a result of student performance data.¹⁵¹ In addition to interventions that are embedded in the curriculum, additional evidence-based supports will be made available to staff to support students in need of interventions (State Board Policy Chapter 74, Rule 74.19).¹⁵² IIGP will also conduct universal screenings,¹⁵³ staff training, create inclusive learning environments,¹⁵⁴ and monitor student progress to ensure modifications and accommodations are provided.¹⁵⁵ Aligned to our mission and vision, and in alignment to Title VI and Title IX, IIGP will not discriminate on the basis of race, color, sex, national origin, or on the basis of disability.¹⁵⁶

According to State Board Policy Chapter 74, Rule 74.19, Volume II, referrals for full and individual evaluation (FIE) will be included in all screening processes, and behavioral and academic support services such as remediation and tutorials. IIGP will ensure that each student referred to Special Education will have a FIE conducted by a qualified professional within 45 school days from the date of the signed parental consent. Within 30 days of the completed FIE report, IIGP will convene an admission, review, and dismissal (ARD) committee, to review the report and determine the student's Special Education eligibility and placement.¹⁵⁷ Each ARD committee will develop an individualized education program (IEP) for eligible students.

To avoid overidentification and misidentification, a single test or procedure will not be the sole factor in determining that a student is eligible for special education services. IIGP will also re-assess all students who enroll at the school who have identified special needs with the goal of determining accuracy of identification, correcting misidentification and ensuring proper support. Over-identification will be avoided through improved teacher preparation; early interventions; culturally responsive approach and assessment; and, varied instruction. In addition, research-based assessments and screeners will be utilized to ensure proper identification.

IIGP will make available a continuum of service to implement IEPs for low incidence populations and when appropriate IIGP may join a shared service agreement for services such as Mississippi Schools for the Deaf and Blind.¹⁵⁸ IIGP will maintain at least one General Education Mississippi-certified teacher in each classroom, and when appropriate a Mississippi-certified Special Education teacher will be assigned to classrooms (Section III Financial Plan). Students' IEPs will drive the determination of the appropriate certification needed for Special Education teachers and or service providers. Special Education Teachers and paraprofessionals will be hired in compliance with Mississippi Licensure requirements.¹⁵⁹

Special Education teachers and administrators will support training efforts for general educators to implement and or monitor progress for students' IEPs. As the organization grows, there will be an increased number of Mississippi-certified Special Education teachers and support facilitators added into each classroom at the K-8 levels (please refer to the Financial Plan). During the annual staff development sessions, teachers will receive Family Education Rights and Privacy Act (FERPA) compliance training and will be introduced to all IDEA eligibility requirements as referenced by State Board Policy Chapter 74, Rule 74.19 Eligibility Criteria, including autism, auditory impairment, emotional disability, emotional disturbance, etc.¹⁶⁰ Staff members will be provided strategies and systems for accessing wrap-around services and multi-tiered systems of support such as Response to Intervention (RTI)¹⁶¹ for academics and behavioral support across home and school settings, small group interventions, and services that consider life concepts that reflect Maslow's Hierarchy of Needs.¹⁶² *Ensuring Obligations are Fulfilled.* As described with our RtI process above, we will consider each student's academic program individually, in consultation with the parent(s) and when appropriate, the child's district of residence. If a student is not succeeding and staff members believe additional support or interventions are necessary (Innovative Drivers, GRR, and

LRI), the school will provide the necessary support using in-house resources initially, following the RTI model described above. If this approach is ineffective, the school will consult with the child's family and arrange for an education evaluation, as described above. If it is determined that the child requires further support, IIGP will either provide the services through the certified special education teacher or will contract with the home district for services the school cannot provide (e.g., speech therapy).

IIGP will provide substitute coverage for teachers, as necessary, to ensure that they are able to attend IEP meetings. As required by the IDEA, the student's regular education teacher will be involved in the development and implementation of the student's IEP, provided that the student is, or may be, participating in the regular education environment. IIGP will ensure that the teacher is knowledgeable about the student's needs and will help implement any modifications or accommodation as determined by the student's district of residence. While IIGP may send the mandated procedural safeguards notice to parents, it is the responsibility of the student's district of residence to do so. Every teacher of a student with a disability will be provided a copy of the student's IEP and training will be provided by the school's ED/Principal during the first year, and then the Director of Support Services after the first year, as needed, to ensure their understanding of the student's needs and their responsibilities related to the student's IEP. IIGP will ensure that the special education programs and services as indicated on each student's IEP will be provided directly to the student during school hours. The IIGP staff will provide consultation and support to classroom teachers, work in the general education classrooms with special education students individually and in small groups, provide resource room services and serve as special education consultants to the overall school community. Classroom teachers at IIGP will know about the needs of students with disabilities, be informed of their responsibilities for particular students, and will receive the support they require to implement the students' IEPs. Teachers will receive on-going training regarding the education of students with special needs, including during the orientation training in the summer.

Progress reports regarding the progress of each student and his or her IEP, as well as copies of all report cards, will be provided to the parents of each student receiving special education services and to his/her district of residence (see Curriculum and Instruction Design for more details on progress reporting and monitoring). The IIGP special education staff will interact with the students' districts of residence in a number of ways, including making certain that referrals are made for students suspected of having a disability; fulfilling reporting requirements of the resident districts; ensuring that all appropriate school staff participate in meetings of the resident district; and establishing a reporting structure in accordance with applicable law whereby the students' districts of residence are provided progress on the degree to which the services on the IEP are being provided. The school's Executive Director/Principal or his or her designee will communicate directly with the district of residence. The Executive Director/Principal will assess, on a regular basis, whether the needs of the student are being met, either by IIGP staff or District special education staff, and take appropriate action. After the first year of operation, the Director of Student Supports will serve in this capacity.

To the maximum extent appropriate, students with disabilities will be educated in regular classrooms with non-disabled students (least restrictive environment). Special classes, separate schooling, or other removal of students with disabilities from the regular educational environment will occur only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Likewise, students with disabilities will have an equal opportunity to participate in and, where appropriate, receive credit for, nonacademic, extracurricular and ancillary programs, services, and activities with students in the regular education program. Students with disabilities will receive the same notices concerning school sponsored programs, activities, and services as other students. Such programs, services, and activities include, but are not limited to: art and music, recess and physical education, school-

sponsored clubs and groups, counseling services, health services, transportation, and field trips and other recreational activities.

All students with disabilities will take state assessments except in cases where the IEP developed by the students' districts of residence determines that such students cannot participate in regular state assessments. The Executive Director/Principal will be responsible for incorporating specific training related to special education in the school's annual professional development plan during opening and the first year of operation. The Director of Support Services will continue this work after the first year. This protocol training will ensure that IIGP staff understand the requirements and responsibilities related to the education of students with disabilities, including but not limited to:

- The referral process
- Development of a student's IEP
- Implementation of a student's IEP
- Evaluation of a student's progress toward meeting IEP goals and objectives
- Reporting requirements to parents and districts
- Confidentiality and student records
- Discipline of students with disabilities.

IIGP will use several approaches to train staff members, including workshops, small group instruction, individualized instruction, modeling and embedded training (Innovative Drivers, KDEs 1-4). During the summer preceding each school year, the Executive Director/Principal, with approval from the Board, may elect to work with experts and other relevant consultant and/or companies who will deliver the training, based on their assessment of the prior year's training (and feedback from teachers regarding such training) and on review of the school's needs. In a workshop held annually during the professional development days preceding the opening school, general, special education teachers, and teaching assistants, together with administrators, will review and be instructed in the protocols related to the education of students with disabilities. During the academic year, grade level special education meetings will be held, which combine student academic and behavioral progress review with planning, collaboration, and further professional development (Innovative drivers, assessment and PDSA cycle, PLC meetings). All teachers and administrators sign statements regarding their responsibilities for confidentiality with the records of students with disabilities. Training will also be provided by the special education staff of IIGP for teachers, as needed, to ensure that teachers fully understand the IEP of each special education student and its instructional implications. With support from the special education staff, teachers will be able to establish modifications in the general education classrooms based on the students' IEP.

Serving English Language Learners.

IIGP will comply with Mississippi English Language Learner Guidelines and provide as appropriate a Bilingual/ESL program in place for all students who speak English as a second language.¹⁶³ Upon enrollment, each parent of a student enrolled for the first time in a Mississippi Public School will complete a Home Language Survey.¹⁶⁴ IIGP will request records of all transfer students to obtain the original Home Language Survey. There will be a language placement test administered according to grade-level at the beginning of the school year and reviewed by the Director of Academics in years 1 and 2 and the Director of Student Services (DSS) in year two and beyond, and an ELL teacher to determine the language status of all bilingual students.

Once the student's proficiency level is determined, students will be considered English Learners, which focuses on 4 domains of instructional support: speaking, listening, reading and writing.¹⁶⁵ The ELL student is then classified as beginning, early intermediate, intermediate, proficient, or above proficient. If services are needed, the Language Proficiency Assessment Committee (LPAC) will work with the ARD committee to determine specific accommodations needed for each Bilingual student. In alignment with

Mississippi EL Guidelines, IIGP has a foundational curriculum that embeds English Language Proficiency Standards (ELPS) within its design.¹⁶⁶ Using the 2018 Mississippi EL Guide to inform our curriculum, ELPS is interwoven throughout the scope and sequence, which will be applied in guided reading stations and the content development intervention instructional time.¹⁶⁷

IIGP will host parent-workshops to promote parental involvement. Parents will be provided with information to understand their child's performance status as their student works to gain English proficiency. Instructional resources, such as Woodcock-Munoz III and vocabulary support software will be implemented to assure the additional services are rendered to EL students.¹⁶⁸

A differentiated progress monitoring report will also be used to survey the progress of ELL students. IIGP will seek to hire general education teachers with English as a Second Language (EL) certification as a priority. However, IIGP will guarantee at least one EL certified general ed teacher to support the training of all teachers, focusing on the English Language Arts content area to gain EL certification, beginning in year one.

As with all of our students, ELL students will be made aware of the variety of programs that IIGP will offer students (curricular and extra-curricular). As mentioned above, IIGP will host parent workshops, and all offerings will be shared in multiple languages to ensure that our families are able to understand what the school provides daily to its students. After the school year has concluded, there will be a two-tier, campus wide program effectiveness evaluation assessed by the Campus Improvement Team (CIT) and the Advisory Board to determine the effectiveness of all special programs, including the Bilingual/ EL program. The assessment team will use the beginning of the year survey information, student performance and the testing data to determine what changes are needed to improve growth for the following year.

Ensuring Obligations are Fulfilled. Within its inclusive classrooms, IIGP will implement a research-based LEP/ELL/MLL program model. Research of English as a Second Language (ESL) programs indicates successful performance on English examinations is based upon the development of both oral proficiency and cognitive academic language proficiency. Academic language proficiency includes the language skills required for literacy and complex thinking such as reading comprehension, writing mechanics, critical thinking skills, study skills, and academic vocabulary. Strategies that promote the acquisition of cognitive academic language proficiency include bilingual education and sheltered instruction.¹⁶⁹ The goal of the IIGP program will be to develop English language and academic skills among LEP, ELL and MLL students. Content instruction will be provided in English with instructional methods to make content comprehensible. IIGP's approach is a "means for making grade-level academic content more accessible for English language learners while promoting their English language development."¹⁷⁰

Teachers will also utilize special instructional strategies sometimes referred to nationally as "sheltered English techniques" (SET) or "Specially Designed Academic Instruction in English" (SDAIE) for delivering content for English language learners in English (done through our workshop in content classes, and through GRR, LRI and Rtl interventions). At IIGP, students will receive instruction from their classroom teachers, with support from special education teachers, the Director of Academics, and the Director of Student Services after year 2. Professional development for teachers and administrators in instruction methodology appropriate for language learners (particularly in the use of SDAIE and SET) will ensure that the materials and facilities available to LEP and ELL students are equal to those of the general population. Appropriate materials will be available for ESL instruction.

The federal Every Student Succeeds Act (ESSA) requires that the language arts proficiency of all students who are LEP, ELL or MLL be measured annually as part of school and district accountability. ESSA also requires that the English proficiency of all LEP, ELL and MLL students be annually assessed. In compliance with these requirements, IIGP will administer the WA ELA assessment to LEP, ELL and MLL students who have been enrolled in school in the United States (excluding Puerto Rico) for one year or

more. Any student classified and receiving educational services as a LEP, ELL or MLL student who subsequently tests above the established cut-off point on the summative ELPA21 will be deemed to be no longer in need of LEP, ELL or MLL services. No student will be exited from the LEP/ELL/MLL program unless they can read, write, and comprehend in English well enough to participate meaningfully in the school's program.

IIGP will undertake a training program for teachers who are directly involved with LEP, ELL and MLL students. This training will become a standard part of the school's annual professional development plan. The staff development program will enhance staff appreciation for the LEP, ELL and MLL students' native languages and cultures, and provide information on the techniques, methods, and strategies appropriate for instructional and support services for LEP, ELL and MLL students. In addition, sufficient numbers of ESL/ENL teachers to meet the needs of our LEP/ELL/MLL students.

Identifying and Serving At-risk Students

To evaluate the growth and needs of the students at IIGP, all teachers will be given a Special Education Progress Monitoring Report (SEPMR) that highlights the specialized instructional supports provided to each student.¹⁷¹ The SEPMR is IIGP's additional safeguard approach to monitor students' progress and make appropriate adjustments to student programming. This system will also be used to monitor the lack of progress made by students eligible for special services to modify instructional and support services for student success. IIGP's SEPMR also serves as an assessment system that helps determine growth or assist with determining any additional accommodations that need to be added or realigned to meet the student's needs. The reports will be reviewed by the Director of Student Services (once hired), leadership teams, and Executive Director/Principal on a bi-weekly basis to monitor student growth. Data obtained from the SEPMR will be shared with parents, the ARDC for IEP revisions and updates as appropriate.

Serving Gifted and Talented Students

Students will be administered an intelligence assessment with a licensed professional in order to identify high-performance ability.¹⁷² According to the 2013 regulations for identifying gifted students includes, "...six stages are: referral, LSC review of referral data, parental permission for testing, assessment, assessment report, and the LSC eligibility determination stage."¹⁷³ Further, "the identification process shall consist of a combination of subjective and objective measures to determine eligibility for the gifted programs. No single evaluation method or instrument adequately identifies students who are gifted. Thus, a multi-factored identification process must be followed to ensure a fair evaluation of each individual student."¹⁷⁴

Per our Innovative Pathways and Drivers, gifted students will be engaged through the development of their multiple intelligences (iCaptivate in Grades K-3 and iLead in grades 4 and 5).¹⁷⁵ While differentiated instruction will be provided in the IIGP learning model, it is important to know who the gifted and talented (GT) students are to provide personalized lessons that will challenge and promote cognitive growth for those students. Students who are recommended into this program during the school year will require data supported evidence, teacher recommendations, and a repeated diagnostic assessment to determine accurate placement within the school year. All teachers will have the opportunity and support to complete the 30-hour requirement for GT training. As with our Special Education, General Education, and ELL programming, evaluating program effectiveness is embedded in our professional development and strategies for assessment. Using the Campus Improvement Team and Advisory Board, IIGP will ensure that all students are engaged in rigorous and challenging learning experiences.

STUDENT RECRUITMENT AND ENROLLMENT

Student Recruitment Plan

IIGP is committed to equitable admissions and its enrollment policy prohibits discrimination on the basis of gender, gender identity, national origin, ethnicity, religion, proficiency in English language, income level, disability, academic, artistic, athletic ability, or sexual orientation. Every aspect of IIGP's enrollment and

recruitment practices will comply with local, state, and federal standards. IIGP's primary recruitment zone will concentrate on the Natchez-Adams school district. IIGP will actively recruit students who are at-risk as defined by living in poverty, academically low achieving, have disabilities, and/or are linguistically diverse.

The IIGP recruitment plan includes hosting events at local community centers, community events, and churches. Informational flyers that outline the mission of the school, enrollment requirements, and educational scope will be distributed during all canvassing and community events. To engage with families from linguistically-diverse backgrounds, we will translate promotional items into other languages, as appropriate. Language usage will be based on a sixth- grade reading level. Also, media outlets such as TV, radio, and print media, will be used to recruit students as will all the social media outlets such as Facebook, Instagram, Twitter, and the School's website. Further, the individuals responsible for recruitment and enrollment will meet with community service organizations that have contact with the families of potential students such as doctors, special education service providers, city and state education officials, family court, children services and other such organizations.

Responsibilities and Timeline

The Executive Director/Principal (ED/Pr), Director of Academics (DoA), and Parent Coordinator will be responsible for all outreach and recruitment for the 2023-2024 school year. The ED/Pr will start in November 2022 and will be responsible for the development of all marketing materials, website design (including lottery application), and attending community meetings, as well as liaising with local and state officials and organizations. The DoA and Parent Coordinator will start in January 2023 and continue with recruitment including mass mailings and distribution of materials throughout the community.

The number of lottery applications will be reported to the Board monthly. The following targets have been set, and if IIGP falls below any of these targets during recruitment, the senior administration and the Board will develop intervention strategies. For Year 1, the end target is 150 students; the monthly targets are: December 10% (15 students); January 25% (38 students); February 55% (83 students); March 10% (14 students). The lottery will take place the first week of April. Students who obtain a seat in the school will have until June 1 to notify the school of their decision. Every effort will be made to reach the parents of those children who do not respond. Students who do accept their seat will complete enrollment packets as outlined in Attachment 6 and will include all the normal forms that the majority of schools require, including residency requirements. The DoA will work with the Parent Coordinator to develop new family orientation and training programs.

The table below represents a timeline of outreach, persons responsible, and anticipated outcomes for the general target population and subgroups:

Month	Activity	Target Population	Persons Responsible	Outcome Anticipated
March 2022	In person information meeting	All target groups	ED/Principal and Parent Coordinator	Keeping potentially enrolled families engaged and recruiting new families

March 2022	IIGP representative will attend community interest meetings to discuss school resources available to serve students with special needs.	Special Education	ED/Principal	ED/Principal is aware of different resources in the community that will further connect future special education students at the school
March 2022 and ongoing	All Recruitment Materials are presented at community meetings and on site recruitment events in Spanish	ELLs	ED/Principal and Designees	Engage families that speak other languages about the opportunities open at IIGP
March 2022 and ongoing	All recruitment materials will state "IIGP accepts and welcomes students with special needs."	Special Education	ED/Principal	Recruitment efforts specifically make families aware that the school encourages enrollment of students with special needs
March 2022 and ongoing	Students will be recruited from head start and early intervention programs	Special Education Economically Disadvantaged	ED/Principal	ED/Principal builds relationships with Head Start and Early Intervention programs throughout Natchez to further engage families of school choice and options at IIGP
March 2022 and ongoing	Students will be recruited from head start and early intervention programs	ELL Economically Disadvantaged	ED/Principal and/or Designee	ED/Principal builds relationships with Head Start and Early Intervention programs throughout Natchez to further engage families of school choice and options at IIGP for ESL students
March 2022	Recruitment of LOTE speakers on advisory board	ELL	ED/Principal and Board	Ensure that ESL families are represented and heard in recruiting events and when school opens
April 2022	In person information meeting	All target groups	ED/Principal and Parent Coordinator	Keeping potentially enrolled families engaged and recruiting new families

April 2022 and ongoing	In Person meetings at low income housing centers	Economically Disadvantaged	ED/Principal and Board	Reach economically disadvantaged families and let them know the programs that IIGP offers
April 2022 and ongoing	Door-to-door recruitment in low income housing centers and communities	Economically Disadvantaged	ED/Principal and Board	Reach economically disadvantaged families and let them know the programs that IIGP offers
May 2022	Virtual information meeting	All target groups	ED/Principal and Parent Coordinator	Keeping potentially enrolled families engaged and recruiting new families
June 2022	Juneteenth Event	All target groups	ED/Principal and Parent Coordinator	Cultural Engagement with current and new families
July 2022	Free STEM Camp	All target groups	ED/Principal and staff	Recruitment and engagement with new and enrolled families- see the program in action
August 2022	Informational In-Person Meeting: Back to School Event	All target groups	ED/Principal, Parent Coordinator and teaching staff	Keeping potentially enrolled families engaged and recruiting new families
September 2022	Information Meeting (Virtual)	All target groups	ED/Principal and Parent Coordinator	Alternative Scheduling to Encourage Engagement with current families
October 2022	Information: Natchez Balloon Festival	All target groups	ED/Principal and all staff	Cultural Engagement with current and new families
November 2022	Information Event (In Person)	All target groups	ED/Principal and all staff	Cultural Engagement with current and new families
December 2022	Participate In The Christmas Parade	All target groups	ED/Principal and all staff	Cultural Engagement with current and new families
January 2023	Information: Letter To The Editor/Radio Ad	All target groups	ED/Principal and Parent Coordinator	Recruitment for Year Two
February 2023	INFORMATION EVENT: PARTICIPATE IN MARDI GRAS PARADE	All target groups	ED/Principal and all staff	Recruitment for Year Two; Cultural Engagement with current and new families

Enrollment Policy

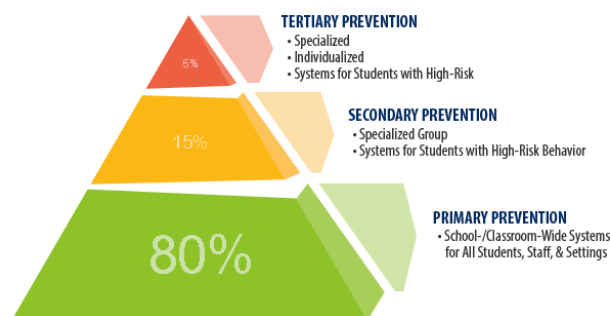
The Enrollment Policy can be found in Attachment 6 and includes all the requirements. The official lottery enrollment period will be from January 1 through April 1. School staff will receive the applications either online through the website, faxed, mailed, or in person at the school. Applicants will be given an application number (lottery #), and applications will be tracked on a locked spreadsheet. At this time, IIGP has no enrollment preferences or priorities, but will continue to monitor demographics to ensure students represent the community in terms of IEP, ELL, and income status. The details of the lottery are outlined in the policy as are the procedures for the waitlist, withdrawals, and re enrollments. Students and families must have completed, or at least started, the entire enrollment packet by June 1 to reserve their seat.

STUDENT DISCIPLINE

IIGP is committed to providing a learning environment that is conducive to the achievement of academic excellence and the development of age-appropriate social skills and relationships. Each student has the opportunity and the right to use school as a means for self-improvement and individual growth. In doing so, they are expected to conduct themselves in a manner compatible with the school's function and in accordance with policies and regulations concerning student conduct and discipline. Conduct that disrupts or threatens to disrupt the operation of a school, that interferes in any way with the public or private rights of other students or citizens, that threatens or endangers the health or safety of any person, or that damages property, will result in disciplinary action. (See Discipline Policy; Attachment 7).

School Practices

Positive Behavioral Interventions and Supports (PBIS). As discussed in our School Culture section, it is IIGP's primary goal to create the optimal learning environment where all stakeholders feel welcomed, safe, secure, and empowered. School should be a positive space that helps students build upon their assets rather than punish them for deficits. To this end, IISP will use a Positive Behavior Interventions and Supports (PBIS)¹⁷⁶ framework to support the development of social emotional capabilities in every child. Like the Response to Intervention (RtI) model for academic challenges, PBIS takes a tiered approach to addressing student behavioral needs, as reflected in the graphic below.



Source: https://knilt.arcc.albany.edu/index.php?title=File:PBIS_Triangle.png

Explanation of the PBIS Tiers as they Align to our Key Design. As discussed throughout this application, RtI is an intervention that is embedded in the GRR and LRI theoretical frameworks of instruction. Our schedule and workshop allow for teachers to make on the ground and pre-planned decisions (PDSA Cycle) on interventions for all learners. This includes our subgroups in our target population (ELL, SWD, ED, and Gifted). The Primary Tier (Tier1) is intended to address students as they are introduced to new content, moving through their lessons and learning new skills, and developing proficiency in specific content areas. This primary preventional tier is designed to quickly assess, diagnose, and prescribe interventions before a deficit grows too wide. The Secondary Prevention (Tier 2) is for students that may already have an IEP, or in the process of being diagnosed for an IEP. This includes ELLs

and students with different high-risk behaviors (that are further supported through our PBIS system- aligned to the CASEL Framework and Habits of Mind). These interventions are specifically tailored for known behaviors and skill deficits in students that have already been identified. As described in our Supplemental Programming section, students who fall behind in their EOY assessments in Tier 2 will be required to attend the Summer Flight program. The Tertiary Prevention (Tier 3) are also for students with diagnosed and specialized interventions that appear on an IEP or proposed in a future IEP if a student is in process. Students in Tier 3 receive pre-planned interventions that are implemented in the classroom, and evaluated for success by the special education, general education teacher, and leadership team evaluating the success of the intervention. Tier 3 students are also required to attend the Summer Flight Program.

These three tiers align to our key design- Students that are properly supported in the 4 Factor Foundation (KDE 1) are engaged and supported with interventions through cultural and civic responsibility in their individual pathways (iCaptivate, iLead, iExcel; KDE 2). Further, students learn how they learn- by incorporating Habits of Mind and how they fit in with the CASEL domains, students can see how to problem solve, think creatively, and take risks in a safe educational environment (KDE 3). When that process is disrupted by a break in communications or conflict, our students learn how to use PBIS to engage in restorative justice practices- identifying the wrong (percieved or intentional) and work with their peers to restore normal relations. This aligns to our mission and key design so that students are learning how to learn and problem solve with each other.

In the past, we have depended solely on teachers to identify problematic student behaviors as the means to initiate interventions. The problem with this approach is that the problematic behaviors are typically symptoms of foundational challenges that students face. For example, bullying may be a result of low self-esteem. Rather than wait for the problematic behaviors to surface, IIGP will actively engage in processes to assess and monitor students' senses of themselves and the school climate. To this end, IIGP will assess and build student resilience through social emotional learning (SEL). As students gain better understandings of themselves, their emotions and how they relate with others/society, they can better manage challenging situations.

A specific tool that we plan to use at IIGP is Class Dojo¹⁷⁷ an online behavioral management system that promotes positive student behavior. Students earn or lose Dojo points based on their behavior and teachers can input comments regarding student behavior. To ensure communication with families is consistent, the Class Dojo app allows parents 24-7 access to follow their students' progress. The app can also be set up to automatically send a weekly summary of a student's points and any comments to parents. Rewards can be given for earning a certain number of points each week.

In cases where conflict arises, IIGP will use restorative practices to promote inclusiveness, relationship building and problem-solving among students.¹⁷⁸ This is accomplished through the use of restorative techniques such as circles for teaching, conflict resolution, and conferences that bring victims, offenders and their supporters together to address wrongdoing. Restorative practices are not punishment but used to encourage students to reflect on and take responsibility for their actions and come up with a plan to repair the harm they have committed against another. Within classrooms each teacher will determine what incentives are used. School-wide incentives include but are not limited to the following: gift cards, free admission to student activities, field trips, afternoon movies, name on the celebration wall, lunch at a special table in the cafeteria, lunch with the counselor or an administrator and other group events.

This approach to implementing PBIS puts the final accountability in the hands of school leaders but spreads responsibility for implementation across the entire school staff. It is data-informed and provides for continuous monitoring in similar ways that schools have been monitoring progress in academic measures for the past two decades.

List of Offenses and Consequences. While IIGP will focus on asset-driven approaches to youth development, we recognize that there will be times when disciplinary action needs to be taken to ensure the safety and security of the full school community. The ED/Pr and, when hired, the Director of Support Services will regularly monitor infraction incidences to ensure that equitable practices are implemented throughout IIGP. For a complete list of infractions and consequences, please refer to Attachment 7.

Disciplinary Practices for Students with Disabilities. All disciplinary actions regarding students with disabilities (504 or special education under the IDEA) shall be conducted in accordance with applicable federal and state laws.¹⁷⁹ A student with a disability shall not be removed from his or her current placement for disciplinary reasons and/or pending appeal to the Board of Directors for more than ten days without ARD (Admission Review and Dismissal) Committee action to determine appropriate services in the interim and otherwise in accordance with applicable law. If a special education due process appeal to a special education hearing officer is made, the student with a disability shall remain in the then current education setting in place at the time such appeal is noticed to the administrative board unless administration and the student's parents agree otherwise.

Due Process. In cases of exclusion from school by the Board of Directors for a period exceeding ten (10) school days or permanent expulsion from the School rolls, the student and parent(s) must be provided with a formal hearing prior to expulsion and all due process procedures must be followed. A student will be placed in his/her normal class during the period prior to the formal hearing and decision of the Board, except when an informal hearing reveals that the student's presence poses a threat to the health, safety, welfare or morals of others, and a formal hearing cannot be conducted within the period of the expulsion. In such a case, a student may be excluded for a period longer than ten (10) days as long as the formal hearing is not unreasonably delayed, and the student is provided with alternative education. The formal hearing required for all expulsions may take place before the Board of Trustees, an authorized committee of the Board, or a qualified hearing examiner appointed by the Board. If the formal hearing is conducted before a committee of the Board or a hearing examiner, a majority vote of the Board is required to expel the student.

The School must provide the following to comport with due process:

1. Notification of the charges sent via e-mail or certified mail;
2. Sufficient notice (at least 3 days) of the time and place of the hearing;
3. The opportunity for a private hearing, unless the student or parent requests a public hearing;
4. Copies of any affidavits or statements (names and identifications redacted) of those witnesses against the student;
5. The opportunity for the student to request that any witnesses (for his/her behalf) appear in person to answer questions;
6. The right to testify and present witnesses on his/her own behalf; and
7. The opportunity to receive a record of the hearing at his/her own expense.

Discipline Policy. Please refer to Attachment 7 for the Discipline Policy.

Notice of Discipline Policy to Families

IIGP's Discipline Handbook will be provided to every parent during the open house. The parents and students will be afforded flexible open house opportunities as early as two weeks before the first day of school. The policy will also be posted on the schools' website. Parents will provide a signature page, acknowledging receipt and understanding of the discipline policy (Attachment 7). The policy outlines acceptable behavior and consequences. Policies will be reinforced during assemblies, parent teacher conferences and individual meetings. Specific offenses and consequences can be found in IIGP's Discipline Handbook. The handbook includes the due process for students expelled, the appeals process, disciplinary actions for students with disabilities, including the guidance for dress.

PARENT AND COMMUNITY INVOLVEMENT

Notifying the public and families about IIGP. IIGP has been very active in the community of Natchez. With many of the board and founding team members living or native to Natchez, community engagement has been a natural priority. IIGP believes that for parents to engage with the school, they need to see the “product” the school is offering live. IIGP has held several events, including a summer program session gratis for students in the Natchez community this summer. Between the work of the Board, the founding team, and these community events, IIGP has enjoyed immense support for its opening.

Community Support and Involvement. According to a report from the Carnegie Corporation, parent engagement should involve a collaborative process between parents and educators with the purpose of co creating schools that offer equitable pathways to learning for all students.¹⁸⁰ In order for this to occur, there must be a major paradigm shift in the way that educators view parental involvement in schools. This means looking at a parent’s strengths, instead of lamenting their deficits, and truly valuing what each brings to the educational experience of students. For IIGP, this includes transparency with our parents in data reporting, where we disseminate information to parents about our staff qualifications. Developing this type of partnership between families and schools involves several components.¹⁸¹ The parent engagement program developed by IIGP is based on the work of Dr. Joyce Epstein of Johns Hopkins University. Dr. Epstein’s framework is based on six types of parental involvement.¹⁸²

Parenting

Per our Innovative Drivers and Key Design, working with and engaging parents is essential in supporting our students. To this end, the Executive Director/Principal will schedule an array of offerings to engage families in the school community:

Recruitment and Opening. While families attend recruitment events and enroll in the program, the ED/Principal will work with the Parent Coordinator in surveying parent needs. For example, to communicate effectively with families, the school needs to know home languages and cultural information. It would be important to advertise school events and schedule dates that are culturally responsive to our families (example- a family that celebrates Ramadan may not be able to attend evening sessions at the school, alternative dates should be arranged to remain engaged with families that observe Ramadan). By surveying families during these events, IIGP will be well-equipped to communicate and properly schedule family events.

When families enroll, during the enrollment and orientation process, the Parent Coordinator and ED/Principal will survey families for interest in various school functions- serving on an advisory board, contributing to a parenting curriculum, and participating in different classes. Once parents complete the survey, the school can schedule these events, advertise them in the correct languages, and be cognizant of different cultural and religious periods.

Once Families are Enrolled and School Begins. IIGP will offer parent education and training on a variety of topics, at various times, and via various media. These training sessions will be on topics chosen by parents as well those focusing on child and adolescent development issues b(as surveyed when they enroll at the school). This information will be provided face-to-face and through webinars or live streams (also preferences will be surveyed and offered in multi-modal capacities to ensure access to all families). IIGP will establish a parent resource center where parents can get information on topics related to parenting, education, and community resources (available in the ED/Principal’s and/or Parent Coordinator’s office). We will develop and enlist support programs for families to assist them with issues concerning health, nutrition, and other services. Recognizing the importance of financial stability, IIGP will offer all parents the opportunity to complete a course on financial literacy.

Communicating

IIGP will create effective two-way communication between home and school by employing a parent coordinator to provide parents a point of contact and facilitate school/home partnership. Parents were surveyed during family recruiting events and once again during orientation to ensure all communications are presented in an accessible language, and with multi-modal offerings to increase engagement throughout the year (parents working multiple jobs may not be able to attend a session or event in person but may take a lunch break and participate online). IIGP will further develop guidelines that require regular communication between teachers and parents to ensure communication remains transparent between all school stakeholders. In the spirit of transparency, IIGP will utilize an app that parents can download to their computer or smartphone that will provide access to all of the information that can be found on the school's website. This student information system will contain a component that allows parents to access student information (grades, attendance, discipline) via computer or smartphone with 24-hour access. In order to evaluate the effectiveness of our communication policies and procedures, the school will track the amount, type, and method of communication between school and home. The school will also maintain a 24-hour phone line where parents and students can report concerns. All instructors at IIGP will be required to create, maintain, and keep a current class page on the school's website to share information and communicate with the parents of their students. Parents will be provided the opportunity to join IIGP's email listserv. All these communications will be available in the language spoken by families at the school, which will be determined by the results of the Home Language Survey upon entry to the school.

Volunteering

IIGP knows the importance of engaging parents in the school community through volunteerism. After surveying parents annually to assess where talents and availability lie, IIGP will invite parents to use their skills to facilitate enrichment and intramural programs provided by the school for students, and to share their expertise with staff and other parents via presentations and workshops. To facilitate this kind of interaction, IIGP will provide an area for volunteers to hold meetings, plan, and interact. IIGP will work with parent volunteers to disseminate a policies and procedures guide in order to maintain consistent practices of our volunteer program, with clear goals established. To demonstrate to students the importance of service learning (as it is embedded in our 4-Factor Foundation and Innovative Pathways and Drivers), students will also engage in a community service day with parents.

Learning at Home

Learning is a continuous process, which must continue in the home. To facilitate a partnership with parents when students are at home, IIGP will ensure that all parents first and foremost have access to our curriculum in all subject areas through our learning management system. Further, informing parents of the required skills for each grade level and subject (as discussed in the Promotion and Graduation Requirements section) will also include them in the progress monitoring process for their child, and result in productive Student Success meetings. IIGP staff will ensure copies of all assignments are available for parents to download, including intervention and extension activities. IIGP will also share Khan Academy and other useful tools to support content area practice, and also build literacy skills (which includes getting free books from the school for nightly reading).

Decision Making

IIGP will include families in the decision-making processes and develop parents as leaders and representatives of their community by creating a parent advisory committee. We also believe strongly that through training, such as in the IIGP Parent Leadership Academy, we can engage parents in understanding data and participating in advisory committees that are focused on data driven decision making, including having access to school level policies and procedures.¹⁸³

Collaborating with the Community

IIGP is committed to working within the community, however we do not have the partnerships formed yet. Per the feedback from our previous application, the scope and nature of the services will be determined when the partnerships are established upon chartering. IIGP will synchronize services and resources among the school, families, and community. This includes coordinating with the local community college to provide continuing education courses to parents at the school and/or locations within the community served. IIGP will also look to establish a mentor program with local businesses in STEAM areas and establish on-site programs for families to receive free or low-cost health screenings and immunizations at school or accessible locations within the community served.

Systems for Parent-Teacher Collaboration

In addition to tools like Class Dojo, our SIS and LMS, we will establish several systems to support meaningful and continuous parent-teacher collaboration, including:

- The Parent Teacher Home Visits Program (PTHV) - This is a researched-based home visit model that is used to train educators and give the school common agreement as to what a successful home visit looks like.¹⁸⁴
- Academic Parent-Teacher Teams (APTT) - Consistent with our Student Success team meetings throughout the school year, this is a family engagement model that can be used in lieu of traditional parent teacher conferences.¹⁸⁵ This model has two primary components. In component one, three classroom team meetings are held throughout the school year. The "classroom team" consists of the classroom teacher and all the parents of students in the class. In these meetings, the teacher reviews and explains class-level academic data. In addition, parents are provided with individual data about their own child's performance and helped to set 75-day SMART (Specific, Measurable, Actionable, Realistic, and Time-Bound) academic goals for their children. The teacher then models and provides materials for activities that parents can do with their children at home. In addition, parents are given time to practice these activities with each other in a small group setting and have the opportunity to share tips among themselves. Component two includes one thirty-minute individual conference between the teacher, a student, and his/her parent. During this meeting, they review performance data, work cooperatively to develop a plan for continuous improvement, discuss how to support student learning at home, and establish stronger relationships.
- IIGP Advisory Boards - The IIGP Board will, within two years of chartering, establish an advisory board made up of parents and community stakeholders (Stakeholder Advisory Group) with the purpose of supporting the continual improvement and sustainability of the school. Other advisory groups might include a parent only group or a student group. Any advisory group that is officially established by the IIGP Board will elect representatives to attend every IIGP Board meeting.
- The Equitable Parent-School Collaboration Research Project¹⁸⁶ IIGP will use two tools from this project to facilitate parent engagement: (1) The Road Map Family Engagement Survey and the accompanying user guide.¹⁸⁷ The purpose of this survey is to provide the school with actionable data in an effort to build equitable collaboration between families, communities, and schools. (2) Parent Curriculum: Families in the Driver's Seat.¹⁸⁸ Once data is collected from the survey, a modified version based on school needs will be used to train parents to become fellow educational leaders in the educational process of students.

Evidence of Demand for the School. Please see Attachment 8.

EDUCATIONAL PROGRAM CAPACITY

Qualifications of Key Leadership Members

The IIGP Leadership Team has the capacity to provide a high quality educational program and sound school operations/management. The founding team of IIGP is composed of local board members and educational professionals with over 100 years of combined instructional experience.

The **Founding Executive Director, Dr. JoAnn Rucker**, has the breadth of educational and community leadership necessary to run an effective public charter school. **Founding Director of Academics, Ms. Valerie Griffin**, was born in Natchez, where she attended the public schools. She has more than 20 years of experience as a teacher and guidance counselor at public schools in Texas districts that serve similar student populations. For the past three years, she has worked at the district level as Coordinator of Academics and Student Supports; which included writing curriculum, analyzing data to improve student learning, providing professional development and coordinating testing. Her unique experience allowed her to work side-by-side with the superintendent as one of three leaders, in the areas of budgeting, hiring, and program evaluation. **The Founding Counselor, Debra Reed**, is a native of Natchez, is a certified professional counselor. She has worked assisting students transitioning from one grade to another, developing programs to help both students and families transition, particularly students from at-risk populations. She has extensive experience with classroom and educational scheduling, as well as with recruitment and enrollment. **The Board Chair, Joyce Cornett**, is a lifelong resident of Natchez, MS, who currently serves as the postmaster for the United States Postal Service. She has worked for the organization for twenty-two years and served in supervisory roles for more than half that time. She currently sits on the Natchez Adams Water Association Board where she chairs the finance committee. Ms. Cornett has extensive experience in accounting and finance and received a Merit Award for excellent practices. She also has experience in governance, hiring, developing policy, and budgeting. As a director of construction, she has essential skills related to maintenance and operations and facilities acquisition. **Board Members. Gloria Chatman** is also a native of Natchez, MS. who has a Master's degree in workforce development and technology, which aligns directly with the schools mission and vision, Ms. Chatman has experience in strategic planning, governance, and community outreach. She has shown community leadership by writing grants and developing community programs. **Trumeka Clark**, a former air traffic controller and current business owner, has experience in budgeting, governance, and contracting. As a veteran she knows the importance of policy and procedures and will bring that experience to the board. **Ellen Edwards**, former employee of Mississippi Department of Education, has experience in governance, developing policy. She has served on the P-16 Community Based Engagement Council, Juvenile Justice Detention Board, and served as a leader for Girl Scouts. She is a pillar in the Natchez community which undergirds community outreach and strategic planning. **Gloria Arbuthnot** has lived in Natchez for 35 years and has several years of experience in fundraising and organizing community events such as the Special Olympics and Relay for Life. She has a Master's degree in Workforce Education which aligns with the school's mission and vision.

Ties to the Community

As discussed throughout this application, IIGP board members and founding leadership team members are deeply rooted in the Natchez community. As can be seen in their resumes, they have served the community in their various professional roles and continue to serve the community through volunteer work and their positions as founding members of this application. The founding team leadership are also from Natchez, with many of them returning to Natchez to fulfill this dream of bringing additional learning opportunities and instructional support to the families in desperate need of quality public schools.

Partner Organizations

Instant Impact Education Services has been in operation for several years, serving the community of Beaumont, Texas and its contiguous districts. As described in the community outreach section, IIES has provided several workshops, symposia, and camps successfully to local families. IIES is excited to run its first ever STEM camp in Natchez this summer, to be held from July 5-8th. IIES believes that strong ties to the community includes partnering with the local district, Natchez-Adams. Strong public school partnerships ensure that the children of the Natchez community are served with care and fidelity of service, such as

connecting special education and counseling services, providing free workshops to the community (such as the STEM camp) and providing resources to our community parents. IIES will not only partner with the District but with our authorizer which will ensure that we not only remain faithful to the goals of our charter, but to continue to work transparently in showcasing the innovative design of our instructional program.

School Development and Opening Lead

Dr. JoAnn Rucker, as the Executive Director/Principal, will oversee the opening activities of the school upon chartering. The IIES Board, confident in Dr. Rucker's abilities to open the school, will remain in a support capacity to ensure she is successful in furthering community engagement and implementing the opening plan.

Hiring Other Leadership Members

While we have identified the people necessary to apply for a charter, with full understanding of educational, budget, facilities, and compliance, we do need to hire the implementation team upon being awarded a charter. The ED/Pr has already been identified and will be tasked with hiring the other members of her team. The Director of Academics (DoA) and the Counselor have both been identified but the ED/Pr will be responsible for hiring the Chief Financial Officer (CFO), Chief Operations Officer (COO), and Parent Coordinator for the Start-Up period. The ED/Pr will start on November 1, 2022; while the other positions will begin on January 1, 2023. The CFO and COO positions will be part-time until August 1, 2023. The ED/Pr will immediately post for all three positions upon chartering and will use all the normal avenues usually employed when searching for such positions: word of mouth, website, local media, newsletters, Indeed, Idealist, LinkedIn, etc. The ED/Pr will meet with the Board chair weekly to review the status of the hiring of these individuals.

SECTION 2: OPERATIONS PLAN & CAPACITY

ORGANIZATION CHARTS

The Organization Charts for years 1, 5, and 7 are included in Attachment 11. The charts clearly indicate both growth and reporting patterns. During year 1, all teachers, teaching assistants, counselors, and nurses will answer to the Director of Academics. All office staff will answer to the CFO while the Custodian will report to the COO. These three positions plus the Parent Coordinator will answer to the ED/Pr. As the school grows, these reporting patterns will be modified. By year 5, all office staff will report to the CFO; elementary teachers and TAs will report to the Director of Academics; middle school teachers and TAs will report to the middle school Principal; all counselors, special ed teachers, nurse, and parent coordinator will report to the Director of Student Supports; and security and custodial staff will report to the COO. These five positions will all report to the ED/Pr who will report to the Board of Trustees. The Org chart in year 5 is the same as it is at census in year 7.

LEGAL STATUS AND GOVERNING DOCUMENTS

The applying agency, Instant Impact Educational Services, is applying for a public charter school in Natchez and will be called Instant Impact Global Preparatory (IIGP). IIGP will be governed by the IIES Board of Trustees and will be accountable to the Mississippi Charter School Authorizer Board. Attachment 12 includes the Board bylaws, Code of Ethics, Conflict of Interest Policies, and the statement of assurances. The Board is more than willing to change the name of the corporation to IIGP if needed.

GOVERNING BOARD

Philosophy

Trustees will be guided by the belief that every child deserves a quality education and that every opportunity to decrease roadblocks to that education must be eradicated. All decisions will be made with the impact it will have on the students and their families first and foremost. The Board is committed to restoring the public trust in education through the development of a successful charter school. Trustees have seen too often how lack of an education has destroyed the hopes and dreams of entire communities. From the inception of the concept of developing IIGP, the Board has been adamant about the involvement of stakeholders. Outreach efforts have included neighborhood walks to talk with families, surveys and open meetings. IIGP Board of Directors will take this engagement principle into the formal governance of protocols of IIGP. In addition to outreach efforts, the Board will adopt policies and, based on Mississippi's Open Meeting Law, adhere to open meeting law. A portion of the meeting will be dedicated to public comments and all reports will be shared openly in the meetings. IIGP will host at least two public stakeholder engagement meetings and conduct at least one survey and more as needed for implementation of school initiatives or programming. IIES Board of Trustees in coordination with the ED/Pr will conduct at least one walkthrough of the school to visit classrooms and hear the students' voices and perspectives.

A very important group of stakeholders are teachers. Teachers will be engaged in the running of the school. By the year 7 when census will be met, there will be four lead teachers on the Leadership Team who will also serve as Professional Learning Community (PLC) leads, supporting other teachers and growing their own craft. IIGP will implement a Leadership Pipeline at the school so that teachers and staff already working at the school can grow into leadership positions. A variety of methods will be used to elicit feedback from teachers over the course of the year. All staff will have the opportunity to participate in the PBIS Committee which will be responsible for developing the PBIS program at the school.

Governance Structure and Role of the Board

The governance structure and powers and duties of the Board are as follows. The Board will operate under the 501(c)3 structure of the Instant Impact Educational Services. The entire work of the Board will be to support the Instant Impact Global Prep (IIGP), an open-enrollment charter school. The IIES Board

will have oversight of the Executive Director/Principal (ED/Pr) who will have oversight of all activities of the School. In addition, the Board will also be responsible for the recruitment of other Board members, developing and approving policy, and hiring the ED/Pr. The ED/Pr is responsible for hiring, evaluation, and termination of all other employees of the school. The ED/Pr is responsible for the daily management of the school and is empowered by the Board to carry out policies and meet established goals.

The Board's primary role is to provide oversight to ensure that strategic management and leadership is implemented to fulfill the mission and vision of IIGP. Through the oversight of the ED/Pr, the Board will ensure that the educational excellence, needs of special populations, business management, community development, advocacy, engagement of stakeholders, development of sustainable resources, financial accountability, judiciary responsibility, and compliance at local, state and federal levels will all be met. The ED/Pr will meet weekly with the Board chair and will report all outcomes on a dashboard containing the above information to the entire Board monthly. Board members will not be compensated for their work.

Board Size and Composition

Currently, there are five Trustees on the Founding Applicant group, and they are all from Natchez. The Board will be responsible for providing oversight for the school and ensuring that the school operates in accordance with the stated mission and remains on track to meet the goal of "success for every child." The officers of the Corporation will consist of the Chairperson of the Board, Secretary, and Treasurer. The officers of the Corporation will be elected by the members of the full Board each year at its annual meeting.

Usefulness of Governance Structure

a. Educational & Operational Success

An effective, high functioning Board is a critical factor in the success of IIGP. Based on that reality, we will promote Board effectiveness grounded in the six standards for charter school governance as prescribed in the language of charterboards.org which will facilitate the School's educational and operational success:

Standard 1 - Focus Relentlessly on Student Achievement: The Board will be charged with establishing a common definition of academic excellence aligned with the school's vision and accept responsibility for student achievement. The Board will review student outcomes regularly and based on any special demographic and will include parents in this review.

Standard 2 - Ensure Exceptional School Leadership: The Board has hired and will support a strong leader to serve as Executive Director/Principal. The Board and ED/Pr will promote progress as well as hold each other accountable for meeting the organization's goals and objectives.

Standard 3- Commit to Exemplary Governance: The Board will commit to recruiting and maintaining highly engaged members that possess the skills necessary to support the mission by contributing knowledge and skills that enhance the Board's makeup. All Directors will participate in ongoing training to enhance board performance and implement best practices.

Standard 4- Act Strategically: The Board will act strategically to determine the direction for the school and priorities for the school's future. The Board will establish a long-range plan with measurable goals and deliverable action plans, which will include input from parents.

Standard 5- Use Resources Wisely: The Board will responsibly manage resources based upon continuous review of the school's finances to drive decision making. A Finance committee will provide oversight and guidance to develop an annual budget that is aligned with student goals.

Standard 6 - Maintain Legal and Regulatory Compliance: The Board will adhere to all legal and ethical duties and conduct regular reviews of Board policies to remain informed regarding legislation and policy. Additionally, the Board will maintain transparency through documentation of all board proceedings and adhering to open meeting law requirements.

The Board will self-assess based on these six standards and pursue training and development opportunities to support capacity building in these areas and will include parents in these discussions. This will be done by website postings, notices of meetings, surveys, and an open door policy with any member of the school community. A summary of the self-assessment results will be utilized to guide any changes to policies and practices, and professional learning and training as the board desires to be a highly functioning and effective Board.

A. Evaluations: School & School Leader

The success of the school will be determined through several measures. The first assessment will be upon chartering, is the school meeting its enrollment requirements as outlined in the Enrollment and Recruitment section. For Year 1, the end target is 150 students; the monthly targets are: December 10% (15 students); January 25% (38 students); February 55% (83 students); March 10% (14 students). Second is the recruitment of leadership staff and then recruitment for teachers. Recruitment for leadership will begin once chartered; recruitment for teachers will begin in January 2023. Every month the Board will review the number of teachers applying and being hired. Strategies will be developed as needed if at any time it appears that we may not make our May 2023 goal of having all teachers hired.

Once instruction begins, the Board will assess the success of the school based on testing results on the iStation. Administrators at the school will review the school's curriculum based on a variety of strategies as described above and every December and May these results will be presented to the Board. The Board will review these results and if needed, work with the ED/Pr to develop interventions. The Board will review the results of the parent surveys to ensure that the school is meeting the needs of the community. Finally, as the school grows into the state testing grades, the Board will evaluate the school on the 8 testing measures as outlined above in the Pupil Performance Standards.

Reviewing the success of the operations will be maintaining a balanced budget and completing a clean external audit. The Board will also look closely at the teacher and student retention rates to determine success. The percent of students who leave due to dissatisfaction with the school will be under 3% each year. Staff retention will be assessed every year for those who left due to dissatisfaction.

The Board will evaluate the Executive Director/Principal once a year in April using the outcomes attained throughout the year and a final evaluation on the ED/Pr evaluation in Attachment 17. Both the Board and the ED/Pr will have a copy of the assessment and the Board. The ED/Pr and Board Chair will meet at least weekly to review status during the start-up period and the first year of operation at least. If the ED/Pr falls short in any area, a growth plan will be developed and instituted. If the goals of this plan are not met, the ED/Pr may be terminated.

B. Active & Effective Involvement of Stakeholders

IIGP strongly believes in community participation. As such during year 1, the Board will review their options and determine if there is a need to develop Advisory Committees. This will be a Board decision since these committees will report to the Board and would include stakeholders, students, and parents. During the startup year and year 1 the Board will look to the community for individuals who wish to participate on committees. The Board will also review where the areas of need are for the school. The Board will then form the committee(s) along with the expected goals and outcomes expected from the committee(s). Any Advisory Boards will be represented at each Board meeting by at least one person chosen by the members of their Advisory Board. (Note: All members are welcome at all Board meetings, but we want to make sure at least one person is assigned the responsibility of attending all Board meetings.) These Advisory Committees will be an opportunity to identify and recruit new IIGP Board members.

Board Members & Meetings

The Board will meet once a month to ensure appropriate oversight. Individual members of the Board can call additional meetings, following the procedures outlined in the Bylaws. The proposed Board members

came together due to their commitment to public education and what they saw as a need within the Natchez community. This is a grassroots Board that grew out of an identified need. It will be important when adding new Board members that we do not stray from this commitment to the community itself.

Members

- Joyce Cornett: Joyce Cornett, lifelong resident of Natchez, MS, serves as the Postmaster of the United States Postal Service in Washington, Mississippi. She has worked at the USPS for 22 years and has been promoted five times. Prior to this she was in accounting with Walmart for eight years while she obtained her degree in Political Science. She has extensive financial experience in her role as a construction supervisor. In this position she hires the construction crews, sets goal targets and dates, and oversees the budget.

- Trumeka Clark: holds degrees in Coaching, Clinical Mental Health, Biology and Elementary Education, and Pre-Nursing. She has served in the US Navy for 14 years as an air traffic controller and a corpsman. She has been involved with mental health, counseling, and health and wellness for over 10 years. She is currently a Surveillance Agent with the Magnolia Bluffs Casino in Natchez.

- Edna Davis Arbuthnot: Edna Davis Arbuthnot has worked at the Walmart in Natchez for 34 years. She holds Master's Degrees in both Workforce Leadership Advanced Technology and Clinical Mental Health Counseling. She has extensive experience not only in business but has counseled both children and the elderly. She interned at Adams County Youth Court as well as working as a substitute teacher.

Ellen D. Edwards: Ellen Edwards is currently retired but previously worked for the Natchez-Adams School District as a School Attendance Counselor for 26 years. She has a BS in Secretarial Science and an MS in Education and is certified as a Licensed Social Worker in Marriage and Family Therapy. Recently, she has earned her certification in Health Coaching. She has extensive experience with students struggling in a variety of areas.

Gloria Chatham: Ms. Chatham has a Master's degree in workforce development and technology. She has extensive experience in strategic planning, governance, and community outreach. She has shown community leadership by writing grants and developing community programs. Her work will be key in reaching the community and raising money.

Board Committees

Based on the Bylaws (Attachment 12), there are no standing committees for the Board at this time. There will be only five Board members during the Planning Year, and it is important that all Board members are involved in every aspect of the school. However, the Board does have the flexibility to assign committees on an as needed basis starting in Year 1. The Chairperson of the Board or its designee will appoint the members, officers, or others to committee positions. The rules of procedure of any committee may be set by the Board. In accordance with the recommendations outlined by <https://charterboards.org>, our future plans for year 1 include committees for Governance, Academic Performance, and Finance.

- Governance Committee: The Governance Committee operations will include self-regulatory efforts that ensure the board governs effectively and in accordance with best practices. The governance committee will facilitate a strong culture of collaboration amongst the board, lead the board's effectiveness assessment, and ensure the sustainability of a strong governing body through the recruitment, selection and training of new board members.

- Finance Committee: The Finance Committee will provide oversight of school funds, ensure that funds are being spent in an appropriate manner aligned with the mission of the school, confirm the presence and application of suitable financial policies and procedures and coordinate with the ED and CFO/COO to present an annual budget to the Board for approval. Additionally, the finance committee will meet once monthly with the Executive Director and CFO to monitor financial status and take proactive measures to safeguard school resources. The Finance Committee in collaboration with the ED/Pr and CFO will prepare

a written report to present to the BOD on a monthly basis 7-10 days prior to the upcoming board meeting. The Board will have the opportunity to review and raise questions regarding expenditures and financial transactions to facilitate effective decision making regarding the organization's fiscal resources.

- **Academic Performance Committee:** The Academic Performance Committee will monitor school performance by establishing rigorous student achievement goals and maintaining high expectations based on the vision of IIGP. The committee will meet with the ED/Pr to review student data, identify trends and measure student progress as well as pose questions regarding performance results or proposed action plans. Below are the identified members.

Initial Board

Not applicable

Increasing Board Capacity Over Time

The Board is complete at this time but Board members will always be recruiting potential Board members. This will be done mostly through word of mouth. Each Board member can serve a total of three terms. As soon as a Board member decides to leave the Board, they will alert the Chair and a focused recruitment effort will begin. At this point the areas of education, community, support of students, facilities, and finance are well covered with existing Board members. The Trustees shall serve staggered terms to ensure continuity over time. Once the charter is approved, a lottery will determine which of the members are assigned for two year and which are assigned to three years. Any new members will initially serve three-year terms. Board members may be renominated for a total of three terms.

In order to recruit new Board members, there will be a variety of activities to engage potential Board members such as open houses, regular professional and social media postings, as well as engaging the local media. The new Board members will have an orientation and training will be ongoing. Below is the timetable for training of existing members. To be on the Board of IIES, the individual must have a vested interest in the wellbeing of the community and the needs of students in the community, regardless of their identified area of expertise.

IIGP Board Training Timetable – Planning Year

MONTH	TOPIC
October 2022	General Governance, Human Resources/Capital and Labor Law
November 2022	Code of Ethics/Conflict of Interest
January 2023	Budget Planning Tools
February 2023	Effective Board Meetings
March 2023	Technology Use in Education
April 2023	Accountability, Using Data to Inform Decisions, Evaluations
May 2023	Understanding the Curriculum
June 2023	State/Federal Programs

It will be critical for any new board members to thoroughly understand the components of the application as well as the vision and mission of the school. Any new Board member will be onboarded on the charter and the first three Board trainings within 30 days of their acceptance. Within 60 days they will have

completed the last five sections of the training. At least twice per year, there will be additional training for the full Board. The Board will vote on the training topic and the decision will be based on a needs assessment conducted when the Board is evaluated. Based on this needs assessment, the appropriate trainer will be interviewed. Participation in all training is a requirement to remain on the Board.

Pre-Existing Non-Profit

This application is being submitted by Instant Impact Educational Services, which was formed with the purpose of opening schools. All members of the IIES Board are local to the Adams-Natchez community. The Board's sole purpose currently is to open the IIGP school in Adams-Natchez school district.

Conflicts of Interest

The Code of Ethics and Conflict of Interest Policy are included in Attachment 12. While we ask that employees and Board Members self-disclose when they believe there may be a conflict, any stakeholder can file or present a claim that an ethical standard has been violated or that there is a conflict of interest at the school or on the Board. Claims can be written or verbally presented to any member of the Board of Directors or ED/Pr. The Board of Trustees will take the matter up reviewing the complaint, requesting that the person involved recuse him/herself, and discussing the situation. The step by step procedure is included in Attachment 12.

ADVISORY BODIES

Advisory Committee(s) will be an important part of the IIGP family. Their purpose will be to represent voices to the Board of Trustees to ensure everyone is heard and the needs of all stakeholders are addressed. It is important to us that we understand our community and the needs of the community. We need to open the school, and take stock of who is enrolling, where we are located, and the expressed needs by the community as we begin to develop the school. As we become engaged in the start-up year, the Board will determine where needs are concerning parents, students, and the community and Advisory Committees will be established based on the feedback from the community.

GRIEVANCE PROCESS

IIGP will outline a policy on grievance processes which will inform staff, parents, and the community of due process and steps to address questions or concerns in the classroom, school, district, and Board level. All IIGP staff will be trained to work towards partnership with parents to address concerns at the lowest levels.

1) In the event there is a grievance with a classroom practice, the teacher will be the first person addressed. If no resolution is met, the complaint will be sent to the ED/Pr. In the event the ED/Pr cannot resolve the issue, the complaint will be brought to the Board. If there is still no resolution, the complainant can file the complaint with the Mississippi Charter School Board. 2) In the event the grievance is with an administrator, the same process as teachers will be followed. If there is a grievance against the ED/Pr, the complaint should first be filed with the CFO. If there is no resolution, the complaint will be directed to the Board. If no relief is found at the Board level, they will be directed to the MCSB. 3) In the event of any policy or administrative grievance, the first person to contact with a complaint will be the ED, and then it will follow the course until a resolution is found. The first complaint (school level) must be answered within 15 business days. This allows for time for an investigation. The second complaint to the Board must be addressed within 45 days to allow the Board to review, investigate, and hold a meeting. The third level complaint to the Mississippi Charter School Board will be based on their timelines and schedules. The student will remain in school during this grievance process.

All policies and procedures, including the Grievance Policy and Procedures will be available at the school and on the school's website. The Board will seek assistance from the Mississippi Charter School policy department to help shape grievance policy that promotes freedom of speech, partnership, non-discrimination, equity and access while upholding board policy and the general welfare of the IIGP school community.

STAFF STRUCTURE

The staff structure at IIGP is very straightforward and is seen in Attachment 14: Staffing Chart and Attachment 11: Organizational Charts. The entire school is governed by a Board of Trustees who is responsible for hiring the Executive Director/Principal. The ED/Pr is the only staff that reports directly to the Board. The Director of Academics, CFO, and COO (all hired in Year 1), all answer directly to the ED/Pr. An Instructional Technologist will be hired in year 3 and will report to the Director of Academics. The Director of Student Support will be hired in Year 2 and will oversee all staff directly involved with support of students. Below is the breakdown of reports.

Director of Student Supports: Starting in Year 2 and moving forward, the SPED teachers, Counselors, Parent Coordinator, and Nurse will report to the Director of SS. The ED/Pr will oversee the parent coordinator and the DoA will oversee the rest of the staff in Year 1.

Director of Academics: All Teachers, content, specials, TA's and substitutes will answer to the Director of Academics. In Year 4 a Middle School Principal will be hired to oversee the Middle School and this individual will answer to the ED/Pr. All teachers at the middle school will report to the Middle School Principal.

Non-Instructional staff will include the custodians and security who will report to the COO as well as the School Secretary/Office Manager and Office Assistant who will answer to the CFO.

As exhibited in the various attachments, the growth of IIGP over the years has taken into account the perceived needs of the students, the need to maintain exceptional operations at the school and the budget. Every elementary grade has 2 classes of 25 students, as well as the support of a TA, SPED push-in, and the Special teachers (art/music, PE, and Technology in Year 3) which results in a 15:1 student/teacher ratio. In year 2 of the Middle school, there will be four content teachers, for a total of 6 content teachers by the census with three specials and SPED teachers. This calculates to a 13:1 student to teacher ratio. (Note: the first year of the 6th grade will be organized on the elementary level. By the second year we will have 4 content area teachers and we will have a traditional middle school.)

STAFFING PLANS, HIRING, MANAGEMENT, AND EVALUATION

Recruitment Timeline

September - November, 2022	√ Complete Application Form √ Complete Contract √ Explore Talent Management Processes Create and Post Job Descriptions √ Set Up Systems for Right to Work Documents and Background Checks. √ Select ED, Dir of Academics, COO & CFO
October - December, 2022	√ Start Radio and Publication Ads Make Church Announcements √ Secure Process for Hiring along with all forms √ Parent Coordinator
January- February, 2023	√ Accepting Applications for remaining positions √ Select MSIS Data Coordinator

March (ongoing), 2023	✓ Start Interviewing ✓ Hire all Teachers and Teacher Assistants
April and May, 2023	✓ Continue Interviewing and Hiring Personnel. ✓ Onboard everyone hired.

Hiring Procedures

Our hiring process will begin with applicants completing an online application through the payroll company we contract with once the CFO is hired. This includes uploading supporting documents such as resumes and transcripts and agreeing to a background check. For teacher positions, the applicants will demonstrate a lesson during the interview process. References for all candidates will be completed and documented on the Reference Verification Form. Once the background check is cleared, the applicants will complete the IIGP induction, reviewing benefits, job description, and signing a contract.

Monitoring Effectiveness

The Board will monitor all recruiting efforts in order to meet the goal of all personnel for Year 1 hired by April—if not met, we will continue through April. If targets are not met, we will strengthen our recruiting efforts and present to the board a plan for approval to offer extra compensation for hard-to-fill areas and recruitment incentives such as hiring bonuses. The administrative staff will serve, if necessary, to address remaining vacancies. Having administrative staff cover vacancies is very common in the first year of a charter school. Budgets and staffing are very tight the first year and everyone going into opening a school understands and expects this to happen.

SPED Qualified Staffing per requirements

The Director of Student Services (DoSS) will be responsible for overseeing the special education program with the special education teacher(s). The DoSS will maintain current knowledge of state and federal legal requirements, complete reports, and ensure state performance plan indicators are compliant. The DoSS will also provide oversight for Section 504, Bilingual Education, and Gifted and Talented Education programs. The DoSS will work with administrators, curriculum teams, and teachers to collect and analyze data for all students identified as part of special populations. The DoSS will work with administrators to allocate budget resources appropriately.

Teaching Assistants and Non-instructional staff

We will be just as intentional when choosing support staff. Candidates for teacher assistant jobs and office personnel will follow the same application, interview, and background check process. We will select individuals who can demonstrate a passion and commitment to education.

Evaluation

As stated above, the ED/Pr will be evaluated on an Evaluation Template which will be developed and approved by the Board during the Start-Up year. The areas covered and the process can be seen in Attachment 17. Areas of evaluation will include Governance and Board Relations, Community Relations, Staff Management, Finance & Operations, Instructional Leadership, and Academic Performance. Each area will be rated on a scale from 0=Not Demonstrated to 4=Distinguished. She will evaluate herself on the tool and then this will be compared to the Board's evaluation to outline areas of strength and areas that need more work.

Following our Leadership Pipeline Model, all leadership staff will be evaluated each year in accordance with the expectations of the Mississippi Charter School Governance standards. All individuals in the group are expected to take leadership roles and this evaluation allows each individual to understand what it takes to be a leader and even though it is an evaluation, we will use it as a training tool as well.

IIGP will use MDE's Growth tools for teachers and school leaders. Teachers will be evaluated and given scores of Proficient, Satisfactory, or Unsatisfactory. Administrators will conduct walk-through observations and create an improvement schedule if necessary. For teachers that need additional supports, the Director of Academics (DoA) will work with said teacher during their planning period. Also, a building teacher mentor will be provided if deficiency persists. Professional Development will be provided to help instructional skills improve. If there is no improvement, the teacher will be placed on an Improvement Plan. After the administrator conducts an official evaluation and there is no improvement the DoA will recommend termination and provide supporting documentation to the ED/Pr. He/She can accept the recommendation and terminate without Board approval. Other staff evaluation processes will be covered in our Professional Development section.

PROFESSIONAL DEVELOPMENT

Leadership

The Director of Academics will be the person in charge of overseeing professional development.

Core Components

IIGP is committed to providing an innovative and high-quality instructional program that will ensure positive outcomes for all students. In order for students to develop mastery of challenging content, problem-solving skills, effective communication, collaboration, and self-direction, teachers must employ more sophisticated forms of teaching. Effective professional development (PD) is the key to teachers learning and refining the pedagogies required to teach these skills.¹⁸⁹ Research has revealed that a successful PD program incorporates a multifaceted approach of explicit instruction, embedded cycles of practice, and ongoing support through coaching and feedback.¹⁹⁰ The programmatic design of IIGP PD will be grounded in research-based and highly successful practices outlined in Paul Bambrick Santoyo's *Leverage Leadership*.¹⁹¹

PD Cycle. The cycle of PD will be ongoing with a launch prior to the school year and be followed up through monthly half day sessions to ensure timely and targeted learning opportunities. This PD will drive the successful implementation of the instructional practices that in turn, drive the vision of excellence for all students. With this in mind, the structure of PD at IIGP will take on many different layers, just as we observe in expected classroom practices- whole group sessions which focus on the mission, vision, and key design elements of our school (the 4Factor Foundation that is driven through our Innovative Pathways and Drivers); grade level teams, content area teams, different committees, and then individual teachers. Starting as early as June and in July (start of 2023-2024 school year), teachers will be required to attend a 10-day Summer Institute, which will introduce the school design and goal setting for opening. The Director of Academics and the opening team will all participate in planning and evaluating professional development activities that encompass every aspect of the IIGP school experience, including student and staff culture routines, social emotional learning, instructional norms, observation and feedback structures, as well as data analysis protocols.

Professional Learning Communities. IIGP will go beyond traditional forms of PD delivery to form teachers into professional learning communities (PLCs) that meet regularly to provide peer support. During the annual Pre-Opening Intensive PD, teachers will work together in PLCs to review student data from the prior end-of-year summative assessments and discuss interventions previously used with students. Throughout the year, they will work together to deconstruct student learning problems and test out solutions through the rigorous use of data and reflective dialogue. They will use the Deming Process (Plan, Do, Study, Act) to make evidence-based decisions related to curriculum design and instructional approaches (where "evidence" is derived from student work and assessments).

Schedule and Explanation of Professional Development at IIGP

Summer Institute – 10 Days in June/July

Category 1 - Foundational Institute/Induction. The Summer Institute for 2023-2024 will train all staff on the opening procedures of the school and of course, our mission, vision, and 4Factor Foundation. Sessions for teachers will focus on how to teach students in poverty,¹⁹² the importance of using student engagement as academic motivations,¹⁹³ managing an innovative classroom,¹⁹⁴ the sound of high expectations,¹⁹⁵ developing consistent school-wide practices,¹⁹⁶ and common terminology for operational purposes,¹⁹⁷ partnering with parents,¹⁹⁸ and most importantly, all state required trainings such as the expectations of a Title I program,¹⁹⁹ Sexual Harassment, etc.²⁰⁰

Category 2- Academic Systems. To develop quality instruction, teachers at IIGP will familiarize themselves with the curriculum, lesson planning with content integration, effective reading strategies, and best practices for math and science.²⁰¹ Teachers will learn how to deconstruct the state standards into know and-show charts to facilitate lesson development that promotes relevant and rigorous learning.²⁰² This portion of the training will emphasize small-group and differentiated instruction with regard to special populations and formative and performance-based assessments to monitor student progress.²⁰³ Additionally, we will take an extensive look at the teacher evaluation system- the Mississippi Teacher and Administrator Professional Growth System.²⁰⁴ Teachers will also engage with data meeting protocols that facilitate an authentic data driven culture, responsive to student learning, and informing instructional decisions real time and following lesson delivery.²⁰⁵

Category 3: Social- Emotional Support and Exploring Innovation. Positive student interactions and rapport are essential to building a school culture that is conducive to a safe and thoughtful learning environment.²⁰⁶ Week 3 will reflect the CASEL 5 Competencies for Social and Emotional Learning (SEL), which include, self-awareness, social-awareness, self-management, responsible decision making, and relationship skills.²⁰⁷ This will allow teachers to explore the depth of each competency with the intent to integrate these strategies into daily lessons to promote a safe and inclusive classroom environment.²⁰⁸ To ensure that all staff are teaching to all students, and not “down the middle”, we will focus this final week on the barriers our Natchez community faces- including the substantial learning loss we anticipate from COVID 19 school closures and mixed model instructional practices to accommodate learning while infections are on the rise.²⁰⁹ Natchez citizens are further exacerbated by poverty.²¹⁰ Establishing a growth mindset will also help the teachers sustain a work ethic through learned mistakes, which will ultimately impact teacher student interaction regarding creativity, exploration, and their willingness to take risks. Also during this final week, teachers will be given the opportunity to develop lesson plans that incorporate all of the training provided; this sums up 14 days of training and 2 days of planning time.²¹¹

Professional Development Hours Throughout the School Year

With the 8:00 a.m.- 4:00 p.m. training schedule, 18 days total converts to 142 hours of PD. There is a 104 professional development hours scheduled before the start of school. In the subsequent years, the Summer Institute will be reduced to 5 days for returning teachers and 16 days for new teachers. This is all included in the budget.

Professional Development Calendar

Dates	Training	# of Hours
June 12-15, 2023	Institute/Induction	32
July 10 - July 13, 2023 July 17 - July 18, 2023	Quality Academic Instruction	48
August 1- August 3, 2023	Social- Emotional Learning Support and Exploring Innovation	24

September 30, 2022	Deep Dive into Data, Team Building, Effective PLC, CLI	8
November 6-7, 2022	RTI/PGS	16
January 3, 2023	Summer Intensive Review	8
February 20, 2023	Book Study	8
TOTAL HOURS		142 Hours/ 18 Days

PERFORMANCE MANAGEMENT

IIGP will follow Performance Measures §37-28-29 and has developed academic, operational, and financial performance indicators as defined under §37-28-29. Following the school's philosophy of using data to inform decisions and make corrective actions, which aligns with Mississippi Code § 37- 16-1, 37-16-3, 37-16-4 and 37-16-9. We will develop a plan outlining all implementation and outcome goals which will be approved by the Board of Trustees. For Year 1, the Executive Director will be the identified person to implement this plan and report outcomes in an annual report. Focus of the plan will be to decrease the learning gap among demographics and increase testing scores over time.

The table below shows the assessment plan, with an approximate schedule of administration. After assessments are administered, as described in the Instructional Design Section, results will be reported to the board by ED/Principal, with interventions and plans for meeting proficiency goals outlined.

Testing Calendar for IIGP 2023-2024

Assumptions: First day of school is August 7; last day is May 24

Test Name	Details	Dates of Administration	Grade Levels
Kindergarten Readiness Assessment (KRA)	Diagnostic – administered upon enrollment	July – August 7	Grade K
English Language Proficiency Test	Diagnostic-administered upon enrollment	Ongoing as students are identified when they enroll	K-8
iStation	Diagnostic and Interim	August 7 – Diagnostic/Baseline October 9 – Interim December 11- Interim Feb 12- Interim April 15- Interim May 13- End of Year	K-8
3rd Grade MS Academic Assessment Program ELA	Initial	April	3

3rd Grade Reading Alternative Assessment	First Retest	May	3
3rd Grade Reading Alternative Assessment	Second Retest	May	3
MS Academic Assessment Program for Grade 5 and Grade 8 Science	Summative	Spring	5 th and 8 th
MS Academic Assessment Program - Alternate	ELA & Math	Spring	3-8
MS Academic Assessment Program - Alternate	Science	Spring	5 th and 8 th

*Highlighted Tests will occur after the first year and beyond.

Plan for measuring and evaluating assessment data. Assessment has been discussed in this application in great detail- that our Key Design is aligned to our Innovative Drivers where the entire school functions in a constant state of school improvement using the PDSA cycle. Baseline data is collected at the beginning of the school year (August). Once this data is collected (with classroom teachers and the Data Coordinator compiling the data), the ED/Principal will review outcomes with the Data Coordinator and develop a report that demonstrates proficiency rates for the current population for each grade level. This will include baseline information in reading and math for individual students (for Classroom Teachers to use and plan for differentiation using our KDEs, GRR, LRI and Rtl with special education), classroom level rates for reading and math, Grade level rates for reading and math, and finally, building level rates in reading and math. This data will be presented to the board and be compared to CCR levels (75% proficiency is the target). During this baseline review of data, teachers will work with the Data Coordinator and ED/Principal to develop interventions and instructional plans that will increase proficiency in reading and math rates as they approach the next interim review in nine weeks.

Plan for training and data collection. As described above, the ED/Pr will work first with the Data Coordinator on the policies and procedures related to collecting and storing data. These procedures will be the foundation in which data collection occurs at the building level, and then is rolled out to grade level teams, and ultimately individual teachers. Formal assessments like iStation will follow the same protocols that would be expected in collecting assessment data on state level exams. Other classroom assessments should be collected and stored in kind- with the Data Coordinator and ED/Principal overseeing this with regular meetings with individual teachers and grade level and whole building meetings.

School Improvement through the Charter School Performance Framework. True to our PDSA cycle, the school immediately starts improvement activities once the baseline data is collected. The review of the data with all staff and in grade level teams, will focus on building lesson plans during workshop that features the GRR, LRI and Rtl approach to differentiation. Teachers review progress (as discussed in the Special Populations section) every 3 weeks to see how students are progressing toward their goals (and their IEP goals if applicable). Using the PDSA cycle, teachers will work with the ED/Principal, Data Coordinator and Director of Academics (DoA) to further streamline their plans to meet the needs of their students. This will include using different protocols such as Reviewing Student Work (from National School

Reform Faculty).²¹² In addition to using these measures, the school is also following our PDSA cycle to meet the goals of the Charter School Performance Framework.

Below is a table based on the 2019 Manual Charter School Performance Framework²¹³ that outlines the Performance Goals. We are using the threshold measure as the lowest the measure can be before it is considered a failure.

Goal	Assessment	When Assessed	Threshold
1a. Receive a C or higher on the State Accountability Letter Grade	Proficiency and Growth	End of year	C
1b. Closing the achievement gap by 3% every year	State Prof. Tests (MAAP)	End of year	<3%
1c. Increase on math and Reading Proficiency State Tests every year	Mississippi Proficiency Tests	End of year	Based on 3rd grade tests, increase each year until 85% proficiency by 8th grade
1c. Internal increases on in-school tests (iStation)	Curriculum tests	Mid- and end-of year	Must show an average growth of 10%
2a. Achieve passing rating on the financial performance rating	Board reviews financial status and policies	Every month	80 on Financial Performance Rating
2b. Enough cash on hand during year 1 to pay 30 days of payroll	Board reviews for solvency	Every month	Average cash on hand < month of payroll
2c./2e. Current Assets to Liabilities is <0.9	Board reviews	Every month	Ratio is 50/50 or less (liabilities are greater than assets)
2d. Revenues will equal or exceed expenses	Board reviews	Every month	If the school must borrow money; carry over funds from prior year counts for year 1.
3a. All teachers who are mandated to have certification are certified	Executive Director will review upon hiring	When hired	100%

3b./3c. The ELL and SPED populations match the levels reported in the charter	Executive Director and BOD	Every month	If the SPED fall below 10% and the ELL falls below 3%
3b./3c. Implementation of the ELL and SPED programs are successful	Executive Director reporting to Board	Weekly then monthly	If there is not successful programs implemented by November
3d. All reports filed on time	Ed and Board	As needed	If a deadline is missed.
3e. All trainings are completed for Board and staff	Executive Director & Board	Quarterly	All trainings must have been scheduled and held; all relevant people have attended
3f. Criminal Record Checks	CFO	At hiring	100%
3g. Timely filing of data	Data Coordinator Executive Director	As scheduled and requested	100%
3h./3k./3l. Cert of Occupancy, School Food & securing assessment materials	COO	July 2022	100%
3i. Admin to cost ratio	CFO	Monthly	<30%
3j. 50% of Students in tested grades	Executive Director	Annually	After Year 4, must be met

FACILITIES

Facility Requirements

Below is the ideal amount of space needed by year.

Ideal Space	Year 1	Year 2	Year 3	Year 4	Year 5
General Education Classrooms	6	8	10	12	16
Special Education Classrooms	1	1	1	2	2
Science/Technology Classroom	1	1	1	1	2
Music/Art Classroom	1	1	1	1	2
Counseling/Guidance Offices	1	1	1	1	2

Administrative Offices	5	5	6	7	7
Nurse's Office	1	1	1	1	1
Cafeteria/Multipurpose Room	1	1	1	1	1
Gymnasium/PE space	1	1	1	1	1
Playground	1	1	1	1	1
Conference & Small Meeting Rooms	1	2	2	2	3
Kitchen/Kitchenette	1	1	1	1	1
Teacher's Lounge	1	1	1	1	1
Restrooms--depends on existing size					

The new IIGP facility will be in Natchez-Adams and will be located within the 39120 zip code. IIGP plans to lease an existing school or facility that can accommodate our enrollment growth through grade 8. We have budgeted to pay only for the space we are using each year. This will be negotiated with the landlord. Our desired facility size is approximately 33,750 square-feet based on 75 sf space per student for the entire school at census. Since we will start with 150 students in our first year, we need to rent approximately 11,250 sf space. We are planning on separate SPED classrooms although every attempt will be made to provide push-in services when appropriate, so these rooms can be shared classrooms.

Even though we do not have an MOU or any agreements at this time, our Board has been actively looking for a space. An explanation and timeline is included in Attachment 18.

At capacity, in alignment with our mission and vision, we will need 22 classrooms (2 for each grade and 10 for the middle school), 2 special ed classrooms (with note above that these can be shared), two shared counseling office (small counseling/meeting rooms will be available), 7 administrative offices (4 shared), one cafeteria and/or gym (can be multipurpose), 1 conference room and two small meeting/counseling rooms, 1 nurse's office, 2 science lab, 2 music/art room, 1 teacher's lounge, 1 kitchen or kitchenette to store food, and restrooms. This space allows for us to meet our vision of providing a quality elementary and middle school education.

The classroom environment is the first stage of Maslow's scale for a child to be able to learn. At IIGP, the classroom environment is part of our 4Factor Foundation: Student Engagement. When a student is engaged, the environment which (s)he is engaged, provides the tools necessary to learn. Every teacher at IIGP will have a classroom. Students with disabilities should be educated in the least restrictive environment so students will work in the general education classroom with support from their special education unless otherwise stated in their IEP. IIGP will ensure that the appropriate classroom space is provided in these cases. ELL students should also be working in the general education classroom with support, unless that ELL student has an IEP that stipulates otherwise. IIGP will provide all students with the required space to meet their learning goals.

Significant Facility Needs: None, all space is identified above.

Identifying a Facility: The Board of Trustees has already started the market research necessary for identification of a building. To support the Board of Trustees in this work, the CFO and COO are being hired part-time in order to finalize this work and start negotiations.

Selection criteria will depend on many factors. And while no facility is perfect, our first criteria is: does it meet the space needs and our ability to provide our educational program as we have conceived it. Other selection criteria are costs, renovation needs, location, access, fire systems, wiring, code violations. And of course, any space would have to be in compliance with all local, city, state, and federal ADA requirements. We allocated \$5/sq. rent per year, which is right at market rate for a large space in our target areas. Our CFO will be a strong negotiator.

At this time there are no plans to secure financing, although we understand this may be the case in the event that we decide to build our own facility or buy a building in later years. While we will review all options, during years 1 and 2 we will be focused on developing a financial reputation so that in the event we do need to secure funding, we will have the credit record necessary.

Identifying facilities has already begun and will continue. Upon charter approval, we will be prepared to enter into a MOU. The building of choice will be identified by December 2022, any minor renovations will start in January and be finished by July 2022 at the latest.

START-UP & ONGOING OPERATIONS

Start-Up Plan

A detailed plan which specifies tasks, timelines, and responsible individuals is included in Attachment 19.

Transportation Plan

Based on Mississippi Code § 37-41-3, all children who live one mile or more from the school are to be provided with transportation. Under this, IIGP is conservatively budgeting for all students to fall into this category at a 92% Average Daily Attendance for 100% of the students. IIGP will employ a bus company to ensure that all students have transportation to the school. The COO will request bids from a variety of transportation providers. The Board of Trustees will approve a contract by April with a reputable company. IIGP also plans to provide bus service for the summer program which starts in June 2023 and for students who participate in after school clubs and activities. The monies for this transportation service is included in the budget and includes transportation for students with transportation on their IEPs. IIGP will also file all notifications and records with local and state authorities as outlined in Mississippi Code § 37-41-23.

The COO will oversee the busing and all scheduling. After calling several bus companies in the area, we were unable to get a bid due to the fact there is no school building, no students, and no routes. We are receiving \$139 for 90% average daily attendance for 95% of the students but we have budgeted \$172 for 100% average daily attendance for 100% of the students. This will be more than enough to cover all the transportation needs of the school. We simply do not know where our building will be or where our students will be living or how many will need transportation. Therefore, our rationale is that we are budgeting for every student needing transportation every day. Once a building is identified and enrollment has begun, we will have a better understanding of what is needed. This will be the responsibility of the COO. We have budgeted for every conceivable outcome and we have a staff identified to oversee it.

Safety and Security

School safety is of the utmost importance and to this end, the School will develop a Safety & Security Committee (SSC). Student safety is at the top of the list and this includes them being in an environment they cannot wander away from, being surrounded by adults who have been screened for criminal behavior, and being sure they are being released to the appropriate adult at the end of the day. To reach our student safety goals, during the planning year, administrators will develop and write up a safety policy that covers all safety areas (dismissal, classroom safety, school shooter, unknown adult in the building, student wandering away from school, fingerprinting for staff, fire emergencies, natural disasters, etc.). This plan will be approved by the Board, filed with the necessary local officials, and after opening, be reviewed by the COO who will then take on the responsibility of updating the plan as things change. Property

security is another issue and to cover this, there will be cameras on the outside of the building and the building will be alarmed at night. The school will also carry the appropriate insurance.

As a policy, all external doors will be locked to the outside and all but the front entrance will be alarmed, with the exception of arrival and dismissal--and this may change as we open up depending on the situation. IIGP will have a full alarm and safety system upon opening. We will negotiate with the landlord to supply this, but the full cost is included in the budget. The security system will include wiring of the building, cameras located throughout the building, doors to the outside (and roof if available) will be alarmed, an intercom system, and a monitoring station will be designed. The school will purchase the Raptor's package of services for verifying visitors and adults in the building. Students and visitors will have to be buzzed into the school. In year 5, the start of middle school, a security guard will be hired. While all senior administrators will be involved with this, the actual interviewing of companies and their equipment will be the responsibility of the COO who will have experience in building and student safety.

A comprehensive school safety plan has not been drafted because 1) not a requirement to apply for a charter and 2) every comprehensive school safety plan includes not only very detailed maps of every floor in the building but of all streets and external surrounding areas (rivers, hills, stores, highways, etc.). Since we do not have a building currently, we are unable to create a comprehensive school safety plan. Once chartered, the COO will develop the plan once we get the building. This will be approved by the Board and will be filed with the State and the local police and fire departments. No school can open without a comprehensive school safety plan so this will be finished by April.

Insurance

The following information was provided by Gallagher who provides charter school coverage in the Mississippi area. The total cost will be \$36,000 and will grow as the numbers of students and staff increase over the years. From their letter:

We (Gallagher) are pleased to advise our intention to provide insurance services to Instant Impact Global Preparatory. Our division specializes in Scholastic risks. With the exposure of 150 kids starting the fall of 2023, the estimated premium would be \$36,000.00. Based on our experience with schools, we are confident we will be able to secure insurance. The following coverages will be secured to meet and exceed all requirements.

Coverage	Limit
General Liability (corporate incl)	\$1,000,000 occurrence
\$3,000,000 aggregate	
Workers Compensation Statutory Limits pursuant to MS laws	
Employers Liability	\$1,000,000
Employee Benefits Liability	\$1,000,000
Automobile Liability	\$1,000,000
Employment Practices Liability	\$1,000,000
Professional Liability	\$1,000,000
Errors & Omissions (Directors & Officers)	\$1,000,000
Sexual Abuse / Misconduct Liability	\$1,000,000
Crime / Employee Dishonesty	\$1,000,000
Property Coverage	Blanket Limits as needed

As requested, all required additional insureds and loss payees can be added upon review to these policies. We will only place your business with an "A" rated insurance carrier or better as determined by AM Best rating guidelines.

Risk Management Services for Instant Impact:

Gallagher views safety and risk control as an essential part of our service team. We employ experienced consultants at the local and national levels and within our Scholastic First team. Working closely with your partner insurance carriers, we'll assess your exposures through specific services we will provide as part of the Insurance program if needed:

- Environmental Health & Safety Services.
- Training and Education Services.
- Training and Education Services – such topics as Hazard Recognition and Self-Inspections, Violence Prevention and Loss Control, Ergonomics and Strain Injury Prevention, Security Assessment, Blood borne Pathogens.
- Program Analysis and Development.
- Loss Trending.
- Analysis, Inspection and Evaluation Services – These services are designed to identify and evaluate the impact of loss exposures and risks of individual departments or collectively for the entire entity. The analysis and evaluation process helps prioritize the areas that can most economically benefit from further loss control activities. Audits and surveys may also be used on an on-going basis to monitor the effectiveness of loss control or safety programs currently in place.

OPERATIONS CAPACITY

Operational Capability

The individuals identified above have extensive experience in staffing, PD, performance management, evaluations, scheduling staff for programs, overseeing the general safety of all concerned, budgeting, among many other operational capacities. Specifically, Dr. Rucker has worked closely with the CFO, Human Resources Director, and data coordinators to streamline processes and develop staffing formulas to support a healthy financial status, bringing the organization into compliance through proper coding and allocation. She managed large federal and state budgets, including Title I, State Compensatory Education, 21st Century, GEAR Up, and I3. In addition she led the redesign of five middle school campuses to house innovative programs.

Facilities Acquisition and Management

There is no doubt the current Board and key administrators could acquire and manage a building; however, this is a very specific skill set: understanding leases, security systems, wiring, telephone systems, HVAC, knowing a solid building upon inspection, understanding code violations, understanding the compliance issues around having a kitchen, fire regulations, compliance with local and state building laws and regulations, etc. Therefore, the decision has been made to hire an experienced Chief Operating Officer who will have extensive experience in all these areas. The Board has already identified several buildings but having a skilled COO on staff will greatly enhance the choice of building. Once a building has been identified and the lease signed, the COO will be responsible for daily maintenance.

We understand that not having the COO on staff at this point puts us at an application review disadvantage. But we understand the importance of hiring the right person for this position. IIES Board Chair, Joyce Cornett, has extensive experience with construction and construction budgeting. She knows what to assess when looking at a building. The COO we hire will be a seasoned facilities person. Ms. Cornett's knowledge of buildings will ensure that the correct person is hired since she is experienced in hiring construction staff, including supervisors. Further, Dr. Rucker has at her disposal for consultation, individuals who have not only leased school buildings, but have obtained bonds and renovated school buildings.

SECTION 3: FINANCIAL PLAN & CAPACITY

FINANCIAL PLAN

CSP monies are expected by November 1, 2023 through July 31, 2023. The targeted fiscal year for the first year in operation is July 1, 2023 through June 30, 2024. The ED/Pr is to be hired by November 1 to ensure that all policies and procedures are in place and adhered to.

Systems, Policies, and Processes

Immediately after start-up monies are released in November 2022, the ED/Pr will post for a CFO and COO. Starting in January 2023, the CFO will begin writing the Fiscal Policies and Procedures, which will address the listed activities as well as others. Financial planning will begin with a review of the CSP monies for the planning year as well as finalizing the budget for the first year of operation. CSP review will begin immediately and the CFO will fully outline expenditures and timeline through July 2023. The final Year 1 Operating Budgeting process will begin in January and will be presented to the Board for review and eventual approval. During November 2022, bank accounts will be established. In December, the ED/Pr will collect bids for the accounting software system, and following the hiring of the CFO, internal controls will be fully integrated into the Fiscal P&P. The policies will align with accepted and good accounting standards. An inventory system will be developed/purchased in January prior to the large purchases. All materials coming into the building will be monitored through this system, including electronics. The inventory system will be monitored during the annual audit. By January, CFO and BOT will have chosen a payroll company and all four staff will be on the system. The CFO will further develop the HR policies and procedures in anticipation of the upcoming hires. The ED will create a School calendar that addresses all the activities of the school, including the submission for all reports to all stakeholders (community review of proposed budget, reports due to the State, federal tax filing deadline, payroll, etc.). Internal controls will have been developed and approved in January/February and will include all the accepted GAAP procedures (double signature on checks, different people opening the mail/paying the bills, invoice approval procedures, establishing amount the Board must review for large purchases, among many others). The CPA will develop these. The Board and the external CPA will review these policies to ensure nothing is omitted. All these items are included in Attachment 19 (Detailed Start-Up Plan) and in Attachments 20 and 21 (Budget and Narrative).

Roles and Responsibilities

The CFO is tasked with the day-to-day implementation of all financial procedures and ensuring internal controls are appropriate and working. The ED/Pr will oversee the work of the CFO. They will meet with the Board Treasurer monthly to review the finances prior to the Board meeting and a financial packet will be sent to the entire Board every month. The CFO will also be responsible for identifying and getting bids from payroll services and financial systems. The CFO is responsible for all reports to the authorizer and state. The CFO, working with the ED/Pr, will be responsible for submitting, with Board approval, the annual Financial Management Report. The Board is responsible for holding a public hearing about the report. As well, the CFO is responsible, with feedback from Senior Administration, for developing the budget for the upcoming school year. The Board is responsible for providing feedback, holding public hearings, and approving the final budget.

The school staff, particularly the CFO, is responsible for understanding the Board approved policies and procedures, as well as all the internal controls and implementing these plans into the day-to-day procedures of the school. Further, they are responsible for ensuring that all purchases by the school are already included in the budget and that the budget is balanced. The Treasurer of the Board is responsible for meeting with the CFO prior to Board meetings to review the financials. It is the Board's responsibility for understanding what the budget is, how it aligns to the educational program,

when reports are due to the authorizer and State, and how the budget impacts the program. They are responsible, working with the ED/Pr and CFO, ensuring that enrollment is correct and that internal controls are in place and working. Further, the Board is responsible for the external audit which is to be held annually. The staff of the school are responsible for implementing all policies and procedures. The Board is responsible for setting these policies and procedures, overseeing this at monthly meetings through the Board packet, and hiring the firm to conduct the audit.

Annual Audit

The Board will be responsible for identifying external accounting firms to conduct the annual independent audit as required. The Board will be responsible for the final choice of CPA firm. The CFO and Treasurer of the Board will be responsible for ensuring that all materials needed by the auditors are available. Both the school administration and the Board will be completely hands off during the audit, only supplying the materials and answering questions. At no time will either group be involved in the actual audit itself. The audit will include, but not be limited to, the finances, operations, policies and procedures, enrollment of students, SPED enrollment, and daily attendance (only as they both impact state/city invoicing) The CPA firm contracted to conduct the audit will have experience auditing schools and/or not for profit agencies and will have a proven track record conducting audits.

Financial Transparency

Financial transparency is key to the fiscal health of the school and part of this is having as many stakeholders involved in the budgeting process as possible. The goal of the process is to ensure the school remains solvent and meets the educational and emotional needs of the students. Led by the CFO, IIGP's senior administration will review the needs of each department within the school, meeting with building staff, parents, concerned community members, and Board members. The end result will be a draft budget for Board review that will be based on the needs as identified by these groups. A draft five year budget will be created for Board approval and accountability process management measures will be put in place as described above.

After the Board approves the initial draft, this draft will be available for review by the public and/or authorizer by April of the prior school year. There will be a one-month period for review and comments. The Board will be responsible for holding a hearing on this draft budget for the public. Once this has been conducted, the final budget will be approved by the Board. The final budget will be available on the school's website. The Board will also make the final compliance report available to the public. Another public hearing will be called by the Board. Once this is done, the final report will be available on the website or can be obtained by calling or writing to the school for a free copy of the report.

Contracted Services

IIGP will be contracting for auditing services (\$10,000), legal services (\$10,000), payroll (\$5,000), board training (\$6,000), security system installation (\$30,000), telephone/internet (\$36,000), transportation (\$25,800), professional development for staff (\$25,000). These are very liberal estimates. To ensure that we obtain the best services at the lowest costs, the Fiscal Policies and Procedures will be followed. All of these services are over \$10,000 so there will be a request for bids and we must get three bids in each area. Depending on the approved policy and procedures, those services over \$25,000 may require four bids. All bids will be reviewed by the Board of Trustees for quality service, contract requirement, costs, conflicts of interest, credit history, references, BB rating, and interactions with the group. These bids and discussions will be included in the Board minutes.

Liability Insurance

The school will have all insurance necessary as described above. The budget includes a policy which includes all liability insurance which includes D&O, parts of the General Liabilities, Student Accident, and Catastrophic Student Accident for a total premium of \$36,000. The choice of an insurance carrier will be

done through the process outlined above for contracts over \$25,000, depending on the amounts approved by the Board in the Fiscal Policies and Procedures. Attachments 20 (Financial Plan Workbook) and 21 (Budget Narrative) are included.

FINANCIAL MANAGEMENT CAPACITY

Qualifications of Team

The identified senior administrative team have extensive experience with budgeting, financial management, accounting, and internal controls as can be seen in their resumes in Attachment 13. The CFO to be hired will have experience in the field of non-profit financial management and/or in a school. This individual must have a proven track record, including participation in audits that resulted in clean audits. Dr. Rucker has experience in fundraising. We did not budget for any income from fundraising in the proposed budget but fully expect to begin raising funds once the charter is approved.

ADDENDUM 1. REQUEST FOR WAIVERS FROM MISSISSIPPI CODE § 37-28-47 IIGP is not requesting a waiver from Mississippi Code § 37-28-47, therefore, this addendum is not applicable.

ADDENDUM 2. FOR CONVERSION SCHOOL PROPOSALS

II GP is a start-up school and therefore this addendum is not applicable.

ADDENDUM 3. EDUCATION SERVICE PROVIDERS

IIGP is not hiring an ESP therefore this addendum is not applicable.

Notes

- ¹ Based on 2020-21 enrollment data available on the MDE website (<https://newreports.mdek12.org/>). We recognize that enrollment may be higher post-COVID due to overall declines in public school enrollment across the country during the pandemic.
- ² https://nces.ed.gov/ccd/schoolsearch/school_list.asp?Search=1&DistrictID=2803030 and <https://nces.ed.gov/Programs/Edge/ACSDashboard/2803030>
- ³ Reading rates for grade 4 and 8 (35 and 34% respectively) [https://nces.ed.gov/nationsreportcard/reading/and Math grades 4 and 8](https://nces.ed.gov/nationsreportcard/reading/and%20Math%20grades%204%20and%208) (41 and 34) <https://www.nationsreportcard.gov/mathematics/nation/achievement/?grade=8>
- ⁴ <https://msrc.mdek12.org/details?EntityID=0130-000&Component=MP&SchoolYear=2020>
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- ⁶ <https://www.google.com/url?q=https://msrc.mdek12.org/details?EntityID%3D0130-000%26Component%3DHP%26SchoolYear%3D2020&sa=D&source=docs&ust=1653002097060955&usg=AOvVaw3VDmLopYlMH-aL24-HVmlw>
- ⁷ <https://msrc.mdek12.org/details?EntityID=0130-000&SchoolYear=2020&Component=CCR>
- ⁸ <https://ocrdata.ed.gov/profile/9/district/30609/disciplinereport>
- ⁹ *Ibid.*
- ¹⁰ Based on the most recent data provided through MDE (see <https://msrc.mdek12.org/discipline?EntityID=0130-000&SchoolYear=2017>).
- ¹¹ <https://msrc.mdek12.org/entity?EntityID=0130-000&SchoolYear=2020>
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- ¹⁸ <https://www.privateschoolreview.com/mississippi/adams-county/elementary>
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- ²⁰ <https://www.towncharts.com/Mississippi/Education/Adams-County-MS-Education-data.htmlD>
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**Instant Impact Global Prep Academy School Wide Curriculum
Description Table**

Content Area	Publisher/Product	Rationale for Selection
Grade Level: Kindergarten		
ELA	Success For All Foundation/Success For All	Success for All (SFA) is an evidenced based program that incorporates cooperative learning strategies and video lessons designed to keep students motivated and engaged. According to research conducted by John Hopkins researchers, Slavin, Kaveity, and Madden, students from at-risk populations using this resource experienced a significant increase in their reading achievement. The program intervened to close gaps by using frequent assessments and one-to-one tutoring.
Math	SAVVAS/enVisionmath2.0 Common Core (K-5)	enVisionmath2.0 Common Core is aligned to Mississippi college and career readiness standards and has been validated by What works Clearinghouse to improve student performance. It is a student-centered program that utilizes Problem- based and visual learning to build conceptual understanding and supports to IIGP's program design.
Science	UC Berkeley's Lawrence Hall of Science/ <i>Full Option Science System</i> (FOSS)	FOSS is aligned to Mississippi college and career readiness standards and Next Generation Science Standards with proven positive impact on student performance. The program design provides students with opportunities to investigate core ideas in science in complex ways based on learning progressions at each grade level. It is a student-centered program that promotes scientific thinking through active investigations and aligns with IIGP's 4FactorFoundation program design.
Social Studies	SAVVAS/ <i>myWorld Social Studies Interactive</i> (K-5)	myWorld Social Studies is student-centered and promotes critical thinking, problem solving, and communication skills. The curriculum encourages active inquiry while introducing the social studies strands and supporting literacy standards.

Content Area	Publisher/Product	Rationale for Selection
Grade Level:1st		
ELA	Success For All Foundation/Success For All	Success for All (SFA) is an evidenced based program that incorporates cooperative learning strategies and video lessons designed to keep students motivated and engaged. According to research conducted by John Hopkins researchers, Slavin, Kaveity, and Madden, students from at-risk populations using this resource experienced a significant increase in their reading achievement. The program intervened to close gaps by using frequent assessments and one-to-one tutoring.
Math	SAVVAS/enVisionmath2.0 Common Core (K-5)	enVisionmath2.0 Common Core is aligned to Mississippi college and career readiness standards and has been validated by What works Clearinghouse to improve student performance. It is a student-centered program that utilizes Problem- based and visual learning to build conceptual understanding and supports to IIGP's program design.
Science	UC Berkeley's Lawrence Hall of Science/ <i>Full Option Science System</i> (FOSS)	FOSS is aligned to Mississippi college and career readiness standards and Next Generation Science Standards with proven positive impact on student performance. The program design provides students with opportunities to investigate core ideas in science in complex ways based on learning progressions at each grade level. It is a student-centered program that promotes scientific thinking through active investigations and aligns with IIGP's 4FactorFoundation program design.
Social Studies	SAVVAS/ <i>myWorld Social Studies Interactive</i> (K-5)	myWorld Social Studies is student-centered and promotes critical thinking, problem solving, and communication skills. The curriculum encourages active inquiry while introducing the social studies strands and supporting literacy standards.

Content Area	Publisher/Product	Rationale for Selection
Grade Level:2nd		
ELA	Success For All Foundation/Success For All	Success for All (SFA) is an evidenced based program that incorporates cooperative learning strategies and video lessons designed to keep students motivated and engaged. According to research conducted by John Hopkins researchers, Slavin, Kaveity, and Madden, students from at-risk populations using this resource experienced a significant increase in their reading achievement. The program intervened to close gaps by using frequent assessments and one-to-one tutoring.
Math	SAVVAS/enVisionmath 2.0 Common Core (K-5)	enVisionmath2.0 Common Core is aligned to Mississippi college and career readiness standards and has been validated by What works Clearinghouse to improve student performance. It is a student-centered program that utilizes Problem- based and visual learning to build conceptual understanding and supports to IIGP's program design.
Science	UC Berkeley's Lawrence Hall of Science/ <i>Full Option Science System</i> (FOSS)	FOSS is aligned to Mississippi college and career readiness standards and Next Generation Science Standards with proven positive impact on student performance. The program design provides students with opportunities to investigate core ideas in science in complex ways based on learning progressions at each grade level. It is a student-centered program that promotes scientific thinking through active investigations and aligns with IIGP's 4FactorFoundation program design.
Social Studies	SAVVAS/ <i>myWorld Social Studies Interactive</i> (K-5)	myWorld Social Studies is student-centered and promotes critical thinking, problem solving, and communication skills. The curriculum encourages active inquiry while introducing the social studies strands and supporting literacy standards.

Content Area	Publisher/Product	Rationale for Selection
Grade Level: 3rd		
ELA	Success For All Foundation/Success For All	Success for All (SFA) is an evidenced based program that incorporates cooperative learning strategies and video lessons designed to keep students motivated and engaged. According to research conducted by John Hopkins researchers, Slavin, Kaveity, and Madden, students from at-risk populations using this resource experienced a significant increase in their reading achievement. The program intervened to close gaps by using frequent assessments and one-to-one tutoring.
Math	SAVVAS/enVisionmath2.0 Common Core (K-5)	enVisionmath2.0 Common Core is aligned to Mississippi college and career readiness standards and has been validated by What works Clearinghouse to improve student performance. It is a student-centered program that utilizes Problem-based and visual learning to build conceptual understanding and supports to IIGP's program design.
Science	UC Berkeley's Lawrence Hall of Science/Full Option Science System (FOSS)	FOSS is aligned to Mississippi college and career readiness standards and Next Generation Science Standards with proven positive impact on student performance. The program design provides students with opportunities to investigate core ideas in science in complex ways based on learning progressions at each grade level. It is a student-centered program that promotes scientific thinking through active investigations and aligns with IIGP's 4FactorFoundation program design.
Social Studies	SAVVAS/myWorld Social Studies Interactive (K-5)	myWorld Social Studies is student-centered and promotes critical thinking, problem solving, and communication skills. The curriculum encourages active inquiry while introducing the social studies strands and supporting literacy standards.

Content Area	Publisher/Product	Rationale for Selection
Grade Level: 4th		
ELA	Success For All Foundation/Success For All	Success for All (SFA) is an evidenced based program that incorporates cooperative learning strategies and video lessons designed to keep students motivated and engaged. According to research conducted by John Hopkins researchers, Slavin, Kaveity, and Madden, students from at-risk populations using this resource experienced a significant increase in their reading achievement. The program intervened to close gaps by using frequent assessments and one-to-one tutoring.
Math	SAVVAS/enVisionmath2.0 Common Core (K-5))	enVisionmath2.0 Common Core is aligned to Mississippi college and career readiness standards and has been validated by What works Clearinghouse to improve student performance. It is a student-centered program that utilizes Problem-based and visual learning to build conceptual understanding and supports to IIGP's program design.
Science	UC Berkeley's Lawrence Hall of Science/ <i>Full Option Science System</i> (FOSS)	FOSS is aligned to Mississippi college and career readiness standards and Next Generation Science Standards with proven positive impact on student performance. The program design provides students with opportunities to investigate core ideas in science in complex ways based on learning progressions at each grade level. It is a student-centered program that promotes scientific thinking through active investigations and aligns with IIGP's 4FactorFoundation program design.
Social Studies	SAVVAS/ <i>myWorld Social Studies Interactive</i> (K-5)	myWorld Social Studies is student-centered and promotes critical thinking, problem solving, and communication skills. The curriculum encourages active inquiry while introducing the social studies strands and supporting literacy standards.

Content Area	Publisher/Product	Rationale for Selection
Grade Level: 5th		
ELA	Success For All Foundation/Success For All	Success for All (SFA) is an evidenced based program that incorporates cooperative learning strategies and video lessons designed to keep students motivated and engaged. According to research conducted by John Hopkins researchers, Slavin, Kaveity, and Madden, students from at-risk populations using this resource experienced a significant increase in their reading achievement. The program intervened to close gaps by using frequent assessments and one-to-one tutoring.
Math	SAVVAS/enVisionmath2.0 Common Core (K-5)	enVisionmath2.0 Common Core is aligned to Mississippi college and career readiness standards and has been validated by What works Clearinghouse to improve student performance. It is a student-centered program that utilizes Problem-based and visual learning to build conceptual understanding and supports to IIGP's program design.
Science	UC Berkeley's Lawrence Hall of Science/ <i>Full Option Science System</i> (FOSS)	FOSS is aligned to Mississippi college and career readiness standards and Next Generation Science Standards with proven positive impact on student performance. The program design provides students with opportunities to investigate core ideas in science in complex ways based on learning progressions at each grade level. It is a student-centered program that promotes scientific thinking through active investigations and aligns with IIGP's 4FactorFoundation program design.
Social Studies	SAVVAS/ <i>myWorld Social Studies Interactive</i> (K-5)	myWorld Social Studies is student-centered and promotes critical thinking, problem solving, and communication skills. The curriculum encourages active inquiry while introducing the social studies strands and supporting literacy standards.

Content Area	Publisher/Product	Rationale for Selection
Grade Level: 6th		
ELA	Success For All Foundation/Success For All	Success for All (SFA) is an evidenced based program that incorporates cooperative learning strategies and video lessons designed to keep students motivated and engaged. According to research conducted by John Hopkins researchers, Slavin, Kaveity, and Madden, students from at-risk populations using this resource experienced a significant increase in their reading achievement. The program intervened to close gaps by using frequent assessments and one-to-one tutoring.
Math	SAVVAS/enVision2.0 Mathematics 2021 (6-8)	enVisionmath2.0 Common Core is aligned to Mississippi college and career readiness standards and has been validated by What works Clearinghouse to improve student performance. It is a student-centered program that utilizes Problem-based and visual learning to build conceptual understanding and supports to IIGP's program design.
Science	UC Berkeley's Lawrence Hall of Science/Full Option Science System (FOSS)	FOSS is aligned to Mississippi college and career readiness standards and Next Generation Science Standards with proven positive impact on student performance. The program design provides students with opportunities to investigate core ideas in science in complex ways based on learning progressions at each grade level. It is a student-centered program that promotes scientific thinking through active investigations and aligns with IIGP's 4FactorFoundation program design.
Social Studies	SAVVAS myWorld Interactive World Geography Program for Grades 6-8	myWorld Social Studies is student-centered and promotes critical thinking, problem solving, and communication skills. The curriculum encourages active inquiry while introducing the social studies strands and supporting literacy standards.

Content Area	Publisher/Product	Rationale for Selection
Grade Level: 7th		
ELA	Success For All Foundation/Success For All	Success for All (SFA) is an evidenced based program that incorporates cooperative learning strategies and video lessons designed to keep students motivated and engaged. According to research conducted by John Hopkins researchers, Slavin, Kaveity, and Madden, students from at-risk populations using this resource experienced a significant increase in their reading achievement. The program intervened to close gaps by using frequent assessments and one-to-one tutoring.
Math	SAVVAS/enVision2.0 Mathematics 2021 (6-8)	SAVVAS/enVision2.0 Common Core is aligned to Mississippi college and career readiness standards and has been validated by What works Clearinghouse to improve student performance. It is a student-centered program that utilizes Problem-based and visual learning to build conceptual understanding and supports to IIGP's program design.
Science	UC Berkeley's Lawrence Hall of Science/Full Option Science System (FOSS)	FOSS is aligned to Mississippi college and career readiness standards and Next Generation Science Standards with proven positive impact on student performance. The program design provides students with opportunities to investigate core ideas in science in complex ways based on learning progressions at each grade level. It is a student-centered program that promotes scientific thinking through active investigations and aligns with IIGP's 4FactorFoundation program design.
Social Studies	SAVVAS myWorld Interactive American History Social Studies Program for Grades 6-8	myWorld Social Studies is student-centered and promotes critical thinking, problem solving, and communication skills. The curriculum encourages active inquiry while introducing the social studies strands and supporting literacy standards.

Content Area	Publisher/Product	Rationale for Selection
Grade Level: 8th		
ELA	Success For All Foundation/Success For All	Success for All (SFA) is an evidenced based program that incorporates cooperative learning strategies and video lessons designed to keep students motivated and engaged. According to research conducted by John Hopkins researchers, Slavin, Kaveity, and Madden, students from at-risk populations using this resource experienced a significant increase in their reading achievement. The program intervened to close gaps by using frequent assessments and one-to-one tutoring.
Math	SAVVAS/enVision2.0 Mathematics 2021 (6-8)	SAVVAS/enVision2.0 Common Core is aligned to Mississippi college and career readiness standards and has been validated by What works Clearinghouse to improve student performance. It is a student-centered program that utilizes Problem-based and visual learning to build conceptual understanding and supports to IIGP's program design.
Science	UC Berkeley's Lawrence Hall of Science/Full Option Science System (FOSS)	FOSS is aligned to Mississippi college and career readiness standards and Next Generation Science Standards with proven positive impact on student performance. The program design provides students with opportunities to investigate core ideas in science in complex ways based on learning progressions at each grade level. It is a student-centered program that promotes scientific thinking through active investigations and aligns with IIGP's 4FactorFoundation program design.
Social Studies	SAVVAS myWorld Interactive American History Social Studies Program for Grades 6-8	myWorld Social Studies is student-centered and promotes critical thinking, problem solving, and communication skills. The curriculum encourages active inquiry while introducing the social studies strands and supporting literacy standards.

Core Academic Program Scope and Sequence ¹				
Grade Level	ELA	Math	Science	Social Studies
K	<p>Demonstrate understanding of the organization and basic features of print</p> <p>Demonstrate understanding of spoken words, syllables, and sounds</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words</p> <p>Read emergent-reader texts with purpose and understanding</p> <p>Ask and answer questions about key details in a text Identify the front cover, back cover, and title of a book Identify the author and illustrator of a story; define the role</p> <p>Identify characters, settings, and major events in a story</p>	<p>Know number names and the count sequence.</p> <p>Compare numbers.</p> <p>Understand addition and subtraction</p> <p>Work with numbers 11-19 to gain foundations for place value</p> <p>Describe and compare measurable attributes.</p> <p>Classify objects and count the number of objects in each category</p> <p>Identify and describe shapes</p> <p>Analyze, compare, create, and compose shapes</p>	<p>Demonstrate an understanding of Life Science as it relates to living and non-living things, such as how animals (including humans) use their physical features and their senses to learn about their environment; how living things change in form in the stages of a life cycle; what animals and plants need to live and grow; the interdependence of living things and the environment in which they live</p> <p>Demonstrate an understanding of Physical Science, such as solid and liquid states of matter; and how solid objects can be constructed from a smaller set</p> <p>Demonstrate an understanding of Space Science such as the pattern of seasonal changes on the</p>	<p>Demonstrate knowledge of how to be a good citizen including, examining roles individuals play; describing the responsibilities of authority figures</p> <p>Identify and explain the function of money as it relates to goods or services; and wants or needs</p> <p>Explore the similarities and differences of individuals and families as it relates to traditions, contributions, and classroom diversity</p> <p>Identify a sense of place as it relates to utilizing location terms</p> <p>Identify physical features of the environment</p> <p>Recognize representations of the earth</p> <p>Recognize symbols, customs, and celebrations</p>

¹ As derived from Mississippi College and Career Readiness Learning Standards, Mississippi Department of Education

	<p>Make connection between two individual characters, events, or ideas</p> <p>Retell familiar stories, including key details</p> <p>Recognize common types of texts</p> <p>Use a combination of drawing, dictating, and writing to compose opinion and explanatory text.</p>		<p>Earth; how the Sun provides the Earth with heat and light; and how humans use Earth's resources</p>	<p>for community, state, nation</p> <p>Describe the impact of historical figures and events</p>
Non-academic Subjects	PE	ART	LIBRARY	
K	<p>Motor skills</p> <ul style="list-style-type: none"> manipulative non manipulative <p>Perceptual movement</p> <p>Age appropriate</p> <ul style="list-style-type: none"> basic skills Physical activity personal and social behavior 	<p>Generate artistic ideas and work; visual literacy skills; express thoughts and ideas relatively; communicate ideas through original artworks,</p> <p>Build skills in different forms of media</p>	<p>Apply information, technology, and media to learning;</p> <p>Use prior information and evidence;</p> <p>Engage inquiry based learning</p>	

Grade Level	ELA	Math	Science	Social Studies
1	<ul style="list-style-type: none"> - Demonstrate understanding of the organization and basic features of print; spoken words, syllables, and sounds - Apply phonics and word analysis skills in decoding words - Read with accuracy and fluency to support comprehension Identify words and phrases in stories, poems or other text - Explain major differences between literary and informational texts - Identify who is telling the story - Ask and answer questions about key details in a text - Retell stories including key details - Identify the theme - Describe characters, settings, and major events in a story - Make connection between two individual characters, events, or ideas - Retell familiar stories, including key details - Describe rhyme in a story, poem, or song Identify main idea - Use illustrations and details in a text to describe its key ideas - Identify the main topic of an informational text - Describe the connection between a series of historical events, scientific ideas or concepts 	<ul style="list-style-type: none"> Represent and solve problems involving addition and subtraction Understand and apply properties of operations and the relationship between addition and subtraction Add and subtract within 20 Work with addition and subtraction equations Extend the counting sequence Understand place value, and use place value understanding and properties of operations to add and subtract Measure lengths indirectly and by iterating length units Tell and write time Represent and interpret data Reason with shapes and their attributes 	<ul style="list-style-type: none"> Demonstrate an understanding of Life Science as it relates to the basic needs and structures of plants; how living things change in form in the stages of a life cycle; what plants need from the environment for growth and repair; the interdependence of flowering plants and pollinating insects; the ways plants adapt to their environment in order to survive Demonstrate an understanding of Physical Science as it relates to the basics of light and sound Demonstrate an understanding of Earth and Space Science as it relates to the patterns of weather; drawings or maps that describe how water and land are distributed on Earth; human dependence on 	<ul style="list-style-type: none"> Demonstrate knowledge of how to be a good citizen at school by examining roles individuals play and describing the responsibilities of authority figures Differentiate between needs and wants of individuals at home and school Evaluate how families use goods and services Explore the similarities and differences of families and schools Explain the role of cooperation and compromise within families and school Identify a sense of place as it relates to utilizing location terms; and identifying physical features of the environment

	<ul style="list-style-type: none"> - Know and use various text features to locate key facts - Distinguish between information provided by pictures or words - Identify the reasons an author gives to support points in a text - Identify basic similarities in and differences between two texts on the same topic - Write opinion pieces <ul style="list-style-type: none"> • informative/explanatory texts • narratives in which they recount two or more appropriately sequenced events 		clean and renewable water resources.	<p>Recognizing representations of the earth</p> <p>Examine how individuals and groups live now and in the past</p> <p>Recognize symbols, customs, and celebrations for community, state, nation Describe the impact of historical figures and events</p>
Non-academic Subjects	PE	ART	LIBRARY	
1	<p>Motor skills</p> <ul style="list-style-type: none"> • manipulative • non manipulative • Perceptual movement <p>Age appropriate</p> <ul style="list-style-type: none"> • basic skills • Physical activity <p>personal and social behavior</p>	<p>Using a variety of materials to produce work of art;</p> <p>Interpret intent and meaning in artistic work.</p>	<p>Apply information, technology, and media to learning;</p> <p>Use prior information and evidence;</p> <p>Engage inquiry based learning</p>	

Grade Level	ELA	Math	Science	Social Studies
2	<ul style="list-style-type: none"> - Know and apply phonics and word analysis skills in decoding words - Read on-level text with sufficient accuracy and fluency to support comprehension - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text - Recount stories and determine their central message, lesson, or moral - Describe how characters in a story respond to major events and challenges - Identify main topic of an informational text - Describe the connection between a series of historical events, scientific ideas or concepts - Use various text features to locate key facts in a text - Identify author's purpose - Describe rhyme and rhythm a story, poem, or song <ul style="list-style-type: none"> • Describe the overall structure of a story • Acknowledge differences in the points of view of characters • Identify Author's purpose • Compare and contrast two texts on the same topic - Write 	<p>Represent and solve problems involving addition and subtraction</p> <p>Add and subtract within 20</p> <p>Work with equal groups of objects to gain foundations for multiplication.</p> <p>Understand place value and use place value understanding and properties of operations to add and subtract</p> <p>Measure and estimate lengths in standard units</p> <p>Relate addition and subtraction to length</p> <p>Work with time and money</p> <p>Represent and interpret data</p> <p>Reason with shapes and their attribute</p>	<p>Demonstrate an understanding of Life Science as it relates to the classification of animals based on physical characteristics; how living things change in form in the stages of a life cycle; the interdependence of living things and the environment in which they live; and the ways animals adapt to their environment in order to survive</p> <p>Demonstrate an understanding of Physical Science as it relates to understanding of the properties of matter; and how the motion of objects is affected by pushes, pulls, and friction on an object</p> <p>Demonstrate and understanding of Earth and Space Science as it relates to the appearance, movements, and patterns of the sun, moon, and</p>	<p>Demonstrate knowledge of how to be a good citizen in the local community including examining roles individuals play; and describe the responsibilities of authority figures</p> <p>Explain the effect of individual wants and needs on the production of goods and services; and supply and demand on the price of goods and services</p> <p>Differentiate between needs and wants of individuals</p> <p>Identify the role of financial institutions within the community</p> <p>Differentiate between types of maps Investigate local physical features</p> <p>Using primary sources, evaluate how people and</p>

	<ul style="list-style-type: none"> • opinion pieces using linking words to connect opinion and reasons • informative/explanatory texts • narratives in which they recount two or more appropriately sequenced events add details to strengthen writing as needed use a variety of digital tools to produce and publish writing 		stars; and how humans use Earth's resources.	<p>events shaped the local community, state, nation</p> <p>Connect oral traditions to the cultural diversity of the community, state, nation</p>
Non-academic Subjects	PE	ART	LIBRARY	
2	<p>Motor skills</p> <ul style="list-style-type: none"> • manipulative • non manipulative • Perceptual movement <p>Age appropriate</p> <ul style="list-style-type: none"> • basic skills in movement form • Physical activity • personal and social behavior during activity 	<p>Using a variety of materials to produce work of art;</p> <p>Interpret intent and meaning in artistic work.</p>	<p>Apply information, technology, and media to learning;</p> <p>Use prior information and evidence;</p> <p>Engage inquiry based learning</p>	

Grade Level	ELA	Math	Science	Social Studies
3	<p>Determine a theme of a story, drama, or poem</p> <p>Describe in depth a character, setting, or event in a story or drama</p> <p>Determine the main idea of a text</p> <p>Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text</p> <p>Determine the meaning of words and phrases as they are used in a text</p> <p>Determine the differences between poems and prose; identifying one to two structural differences as evidence in writing or speaking</p> <p>Identify the author's point of view in varied texts</p> <p>Describe the overall structure of events, ideas, concepts, or information in a text or part of a text</p> <p>Identify the differences between fiction and non-fiction texts</p> <p>Interpret information presented visually, orally, or quantitatively and</p>	<p>Use the four operations with whole numbers to solve problems</p> <p>Gain familiarity with factors and multiples</p> <p>Generate and analyze patterns</p> <p>Generalize place value understanding for multi-digit whole numbers</p> <p>Use place value understanding and properties of operations to perform multi-digit arithmetic</p> <p>Extend understanding of fraction equivalence and ordering.</p>	<p>Demonstrate an understanding of Life Science as it relates to the classification of animals based on physical characteristics; how living things change in form in the stages of a life cycle; the interdependence of living things and the environment in which they live; and the ways animals adapt to their environment in order to survive</p> <p>Demonstrate an understanding of Physical Science as it relates to understanding of the properties of matter; and how the motion of objects is affected by pushes, pulls, and friction on an object</p> <p>Demonstrate and understanding of Earth and Space Science as it relates to the appearance, movements, and patterns of the sun, moon, and</p>	<p>Demonstrate knowledge of how to be a good citizen in the local community including examining roles individuals play; and describe the responsibilities of authority figures</p> <p>Explain the effect of individual wants and needs on the production of goods and services; and supply and demand on the price of goods and services</p> <p>Differentiate between needs and wants of individuals. Identify the role of financial institutions within the community</p> <p>Differentiate between types of maps Investigate local physical features</p> <p>Using primary sources, evaluate how people and</p>

	explain how the information contributes to an understanding of the text		stars; and how humans use Earth's resources	events shaped the local community, state, nation Connect oral traditions to the cultural diversity of the community, state, nation
Non-academic Subjects	PE	THEATER ARTS	LIBRARY	
3	Motor skills <ul style="list-style-type: none"> • manipulative • non manipulative • Perceptual movement Age appropriate <ul style="list-style-type: none"> • basic skills in movement form • Physical activity personal and social behavior during activity 	Develop and refine artistic techniques and work for presentation.; Convey meaning through the presentation of artistic work	Apply information, technology, and media to learning; Use prior information and evidence; Engage inquiry based learning	

Grade Level	ELA	Math	Science	Social Studies
4	<p>Draw inferences from the text</p> <p>Determine a theme of a story, drama, or poem</p> <p>Summarize the text</p> <p>Describe in depth a character, setting, or event in a story or drama</p> <p>Determine the main idea of a text</p> <p>Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text</p> <p>Determine the meaning of words and phrases as they are used in a text</p> <p>Explain major differences between poems, drama, and prose, and refer to the structural elements of poems and drama when writing or speaking about a text</p> <p>Compare and contrast the point of view from which different stories are narrated</p> <p>Describe the overall structure of events, ideas, concepts, or information in a text or part of a text</p>	<p>Use the four operations with whole numbers to solve problems</p> <p>Gain familiarity with factors and multiples</p> <p>Generate and analyze patterns</p> <p>Generalize place value understanding for multi-digit whole numbers</p> <p>Use place value understanding and properties of operations to perform multi-digit arithmetic</p> <p>Extend understanding of fraction equivalence and ordering</p> <p>Build fractions from unit fractions</p> <p>Understand decimal notation for fractions, and compare decimal fractions</p>	<p>Demonstrate an understanding of Life Science as it relates to the organization, functions, and interconnections of the major human body systems; and lifecycles, including familiar plants and animals</p> <p>Demonstrating an understanding of Physical Science as it relates to the common sources and uses of heat and electric energy and the materials used to transfer heat and electricity; the properties of light as forms of energy; and the properties of sound as a form of energy.</p> <p>Demonstrate an understanding of Earth and Space Science as it relates to how the water cycle is propelled by the sun's energy; weather and climate patterns; how natural processes and human activities affect the</p>	<p>Describe Mississippi's entry into statehood.</p> <p>Identify people in positions of power</p> <p>Identify rights and responsibilities as a citizen</p> <p>Describe Mississippi's: -economic and military role during the Civil War -economic conditions as a result of Civil War</p> <p>Evaluate how geographic and economic factors influence life in Mississippi</p> <p>Analyze the Civil Rights Movement</p> <p>Examine how culture impacts people</p> <p>Understand Mississippi's geography and it's influence on life and work</p>

	<p>Compare and contrast a firsthand and secondhand account of the same event or topic</p> <p>Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text</p>	<p>Solve problems involving measurement and conversion of measurements</p> <p>Represent and interpret data</p> <ul style="list-style-type: none"> • Geometric measurement: understand concepts of angle and measure angles • draw and identify lines and angles • classify shapes by properties of their lines and angles 	<p>features of Earth's landforms and oceans; and the various sources of energy used for human needs along with their effectiveness and possible impacts</p>	<p>Utilize Maps, graphs and charts as representations</p> <p>Recognize symbols, customs, and celebrations in our community, state, and country</p> <p>Demonstrate understanding of European Exploration as it relates to reasons for settling in Mississippi; impact on trade, health and expansion</p> <p>Describe and explain Mississippi's significant historical contributions, events, figures</p>
Non-academic Subjects	PE	THEATER ARTS	LIBRARY	
4	<p>Motor skills</p> <ul style="list-style-type: none"> • manipulative • non manipulative • Perceptual movement <p>Age appropriate</p> <ul style="list-style-type: none"> • basic skills in movement form • Physical activity • personal and social behavior during activity 	<p>Develop and refine artistic techniques and work for presentation;</p> <p>Convey meaning through the presentation of artistic work</p>	<p>Apply information, technology, and media to learning;</p> <p>Use prior information and evidence;</p> <p>Engage inquiry-based learning</p>	

Grade Level	ELA	Math	Science	Social Studies
5	<p>Draw inferences from text</p> <p>Determine a theme from a story, drama, or poem</p> <p>Compare and contrast two or more characters, settings, or events in a story or drama; and main ideas of a text</p> <p>Summarize the text</p> <p>Explain the relationships or interactions between two or more individuals, events, ideas, or concepts</p> <p>Determine the meaning of words phrases and figurative language</p> <p>Explain the overall structure of a particular story, drama, or poem</p> <p>Describe how a narrator's point of view influences how events are described</p> <p>Draw inferences</p> <p>Determine a theme of a story, drama, or poem from details in the text</p> <p>Summarize the text</p> <p>Compare and contrast two or more characters, settings, or events in a story</p>	<p>Write and interpret numerical expressions</p> <p>Analyze patterns and relationships</p> <p>Understand the place value system</p> <p>Perform operations with multi-digit whole numbers and with decimals to hundredths</p> <p>Use equivalent fractions as a strategy to add and subtract fractions</p> <p>Use equivalent fractions as a strategy to add and subtract fractions</p> <p>Convert like measurement units within a given measurement system</p> <p>Represent and interpret data</p> <p>Demonstrate understanding of Geometry as it relates to measurement:</p>	<p>Demonstrate an understanding of Life Science as it relates to photosynthesis and the transfer of energy from the sun into chemical energy necessary for plant growth and survival; and a healthy ecosystem with a stable web of life and the roles of living things within a food chain and/or food web</p> <p>Demonstrate an understanding of web Physical Science as it relates to the physical properties of matter; mixtures and solutions; and the difference between physical and chemical changes</p> <ul style="list-style-type: none"> the factors that affect the motion of an object through a study of Newton's Laws of Motion. <p>Demonstrate understanding of Earth</p>	<p>How Articles of Confederation led to the Constitution Respect for the rights of others</p> <p>Review currency as it relates to resources goods and services; bartering economy; currency-based economy</p> <p>People in roles of power can influence people's rights and freedom</p> <p>Describe and explain traditions and contributions of various cultures</p> <p>Describe and explain how roles of power can influence people's rights; and traditions and contributions of various cultures</p> <p>Recognize the community's , Mississippi's, and the United States' symbols, customs, celebrations</p>

	or drama, drawing on specific details in the text	<ul style="list-style-type: none"> Graph points on a coordinate plane to solve real-world and mathematical problems. Classify two-dimensional figures into categories based upon their properties 	and Space Science as it relates to the locations of objects in the universe; the principles that govern moon phases, day and night, appearance of objects in the sky, and seasonal changes; and the effects of human interaction with Earth and how Earth's natural resources can be protected and conserved	Utilize Maps, graphs and charts as representations Understand the American Revolution, such as reason for colonization of North America; major events and outcomes; and causes and events leading to conflict
Non-academic Subjects	PE	THEATER ARTS	LIBRARY	
5	<p>Motor skills</p> <ul style="list-style-type: none"> manipulative non manipulative Perceptual movement <p>Age appropriate</p> <ul style="list-style-type: none"> basic skills in movement form Physical activity personal and social behavior during activity 	<p>Develop and refine artistic techniques and work for presentation;</p> <p>Convey meaning through the presentation of artistic work</p>	<p>Apply information, technology, and media to learning;</p> <p>Use prior information and evidence;</p> <p>Engage inquiry-based learning</p>	

Grade Level	ELA	Math	Science	Social Studies
6	<p>Reading: Literature and Informational Text</p> <p>Students will read and annotate varied forms of literature and informational text in order to (per CCLS standards):</p> <ul style="list-style-type: none"> • Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text • Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments • Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings • Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas • Determine an author's point of view or purpose in a text and explain how it is conveyed in the text 	<p>Connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems;</p> <p>Computing multi-digit numbers and finding common factors and multiples;</p> <p>Completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers;</p> <p>Writing, interpreting, and using expressions and equations;</p> <p>Solving problems involving area, surface area, and volume;</p> <p>Developing understanding of statistical thinking</p>	<p>Demonstrate an understanding of Life Science</p> <ul style="list-style-type: none"> • that living things range from simple to complex organisms, are organized hierarchically, and function as whole living systems • the relationships among survival, environmental changes, and diversity as they relate to the interactions of organisms, populations, and the environment • classification tools and models such as dichotomous keys to classify representative organisms based on the 	<p>Understand roles and expectations of citizens throughout the world</p> <p>Examine challenges of civic engagement Identify factors that contribute to cooperation and conflict among people</p> <p>Understand citizenship roles in other parts of the world such as East Asia or Latin America</p> <p>Describe the causes of human population changes</p> <p>Explain the characteristics and development of culture</p>

	<ul style="list-style-type: none"> Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person) <p>Writing</p> <ul style="list-style-type: none"> Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes Using technology, conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration 		<p>characteristics of the kingdoms</p> <p>Physical Science</p> <ul style="list-style-type: none"> Newton's laws of motion using real world models <p>Earth and Space Science</p> <ul style="list-style-type: none"> Earth's place in the universe and the interactions of the solar system 	
Non-academic Subjects	PE	MUSIC		
6	<p>Motor skills</p> <ul style="list-style-type: none"> manipulative non manipulative Perceptual movement <p>Age appropriate</p> <ul style="list-style-type: none"> basic skills in movement form Physical activity personal and social behavior during activity 	Develop and refine artistic techniques and work for presentation.; Convey meaning through the presentation of artistic work.		

Grade Level	ELA	Math	Science	Social Studies
7	<p>Reading: Literature and Informational Text</p> <p>Students will read and annotate varied forms of literature and informational text in order to (per CCLS standards):</p> <ul style="list-style-type: none"> • Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text • Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text • Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events) • Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. 	<p>Developing understanding of and applying proportional relationships;</p> <p>Developing understanding of operations with rational numbers and fractions;</p> <p>Working with expressions and linear equations;</p> <p>Solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume;</p> <p>Using data to draw inferences about populations based on samples.</p>	<p>Life Science</p> <ul style="list-style-type: none"> • matter cycles between living and nonliving parts of the ecosystem to sustain life <p>Physical Science</p> <ul style="list-style-type: none"> • physical and chemical properties of matter • how temperature affects matter • use of the periodic table • chemical formulas and common chemical substances to predict the types of reactions and possible outcomes of the reactions • the law of conservation of mass <p>Earth and Space Science</p>	<p>Understanding the development of civilizations in different regions of the world such as</p> <ul style="list-style-type: none"> • Nile river Valley • China • Indus Valley • Ancient Greece • Roman Civilization <p>Compare and contrast the development of world religions</p> <p>European History</p> <ul style="list-style-type: none"> • Middle ages • Nation-states • Impact of the Renaissance and Reformation

	<ul style="list-style-type: none"> Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning Analyze points of view of different characters or narrators in a text <p>Writing</p> <ul style="list-style-type: none"> Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes Using technology, conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration 		<ul style="list-style-type: none"> how patterns of air and water molecules are determinants of weather patterns relationship between natural phenomena, human activity, and global climate change seasons are the direct result of the Earth's tilt and the intensity of sunlight on the Earth's hemispheres 	
Non-academic Subjects	PE	MUSIC	DANCE	
7	Motor skills Movement Basic skills in movement form Physical activity Personal and social behavior during activity Demonstrate competency	Develop and refine artistic techniques and work for presentation.; Convey meaning through the presentation of artistic work; Develop and refine artistic techniques and work for presentation	Develop and refine artistic techniques and work for presentation.; Convey meaning through the presentation of artistic work; Develop and refine artistic techniques and work for presentation	

Grade Level	ELA	Math	Science	Social Studies
8	<p>Reading: Literature and Informational Text</p> <p>Students will read and annotate varied forms of literature and informational text in order to (per CCLS standards):</p> <ul style="list-style-type: none"> • Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text • Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text • Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events) • Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. 	<p>Using rational and irrational numbers;</p> <p>Applying the properties of integer exponents;</p> <p>Graph and compare proportional relationships;</p> <p>Solving linear equations and systems of linear equations;</p> <p>Grasping the concept of a function and using functions to describe quantitative relationships;</p> <p>Analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence,</p> <p>Understanding and applying the Pythagorean Theorem.</p>	<p>Life Science</p> <ul style="list-style-type: none"> • sexual reproduction results in offspring with genetic variation • asexual reproduction results in offspring with identical genetic information • genetics and the factors that influence heredity • individual traits based on genetics • natural selection • evolution and its impact on living and extinct species <p>Physical Science</p> <ul style="list-style-type: none"> • wave study <p>Earth and Space Science</p> <ul style="list-style-type: none"> • geological evidence to analyze patterns in Earth's major 	<p>The development of the United States from Exploration to 1754</p> <ul style="list-style-type: none"> • Events, factors, and people which led to the American Revolution • American constitutional republic • Challenges as a new nation • Westward Expansion Interpret the causes, challenges and effects of the Industrial Revolution • Social and political reforms on developing American society <p>Civil War</p> <ul style="list-style-type: none"> • Causes leading to the • Interpret the social and

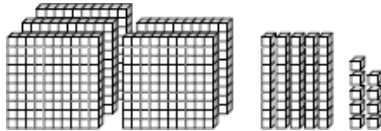
	<ul style="list-style-type: none"> Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning Analyze points of view of different characters or narrators in a text <p>Writing</p> <ul style="list-style-type: none"> Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes Using technology, conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration 		<p>events, processes, and evolution in history</p> <ul style="list-style-type: none"> natural hazards such as volcanic eruptions, severe weather, and earthquakes that a decrease in natural resources is directly related to the increase in human population on Earth and must be conserved. 	<p>economic conflicts between the North and the South</p> <ul style="list-style-type: none"> Reconstruction American Civil War Reconstruction Interpret the causes, challenges and effects of the Industrial Revolution
Non-academic Subjects	PE	SPANISH	DANCE	
8	<p>Motor skills Movement Basic skills in movement form Physical activity Personal and social behavior during activity Demonstrate competency</p>	<p>How languages and cultures interrelate by comparing the target language and cultures to their own Insight into how languages and cultures interrelate by comparing the target language and cultures to their own</p>	<p>Develop and refine artistic techniques and work for presentation (with meaning); Realizing artistic ideas and work through interpretation and presentation;</p>	


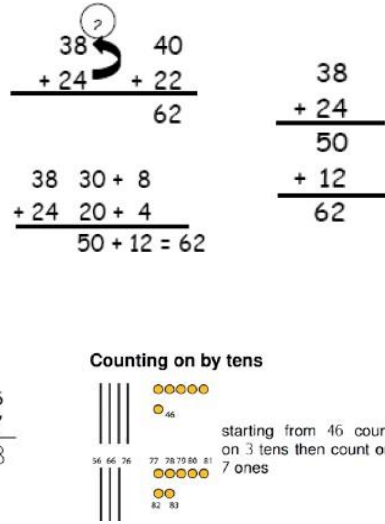
INSTANT IMPACT GLOBAL PREPARATORY

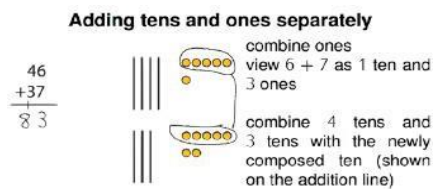
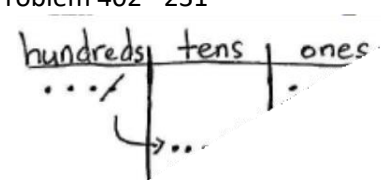
MATH GRADE 2


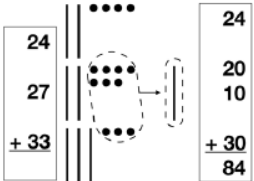
Unit 1: Number and Operations in Base 10 (18 Days)

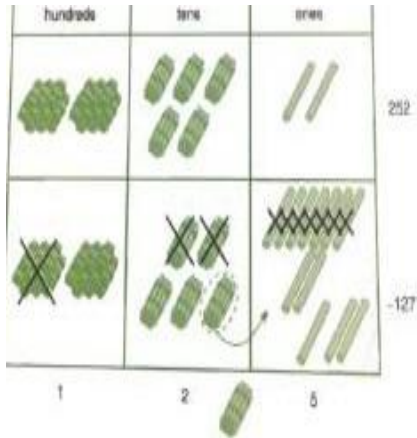
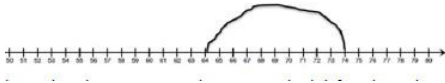
Standards	Objectives	Key Vocabulary	Performance Indicators	Resources
2.NBT.1 (6 days) Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones	SWBAT- <ol style="list-style-type: none"> 1. Read a three-digit number . 2. identify the values of each place of the three digit number. 3. Create a three digit using place value models. 4. Exchange ten tens for a hundred. 	place value digit equal/equivalent hundreds tens ones	<div>Sample 1 : What digit is in the <u>100's</u> place in 348?</div> <div>Sample 2: Write a <u>three</u> digit number with a 5 in the <u>one's</u> place. 195</div> <div>Sample 3: In the number 206, how many: <u> </u> hundreds <u> </u> tens <u> </u> ones </div>	www.learnzillion.com www.illustrativemathematics.org www.betterlesson.com https://www.teachingchannel.org/ http://achievethecore.org https://www.illustrativemathematics.org/ http://www.ccsstoolbox.org/ http://www.insidemathematics.org/ https://www.engageny.org/

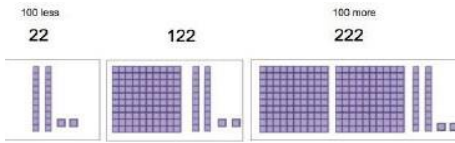
<p>2.NBT.2 (3 Days)</p> <p>Count within 1000; skip-count by 5s starting at any number ending in 5 or 0. Skip-count by 10s and 100s starting at any number.</p>	<p>SWBAT-</p> <ol style="list-style-type: none">1. Describe the position of a number using a hundreds chart2. Identify the number that comes next in a pattern.3. Continue a skip counting pattern4. Solve problems by finding number patterns	<p>count hundreds skip-count tens place value ones order sequence sequential order thousand zero-one thousand value</p>	<p>Jack is counting by 5s. What number comes after 40?</p> <table><tr><th colspan="2">30</th><th colspan="2">50</th><th colspan="2">45</th><th colspan="2">35</th></tr><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr><tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr><tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr><tr><td>31</td><td>32</td><td>33</td><td>34</td><td>35</td><td>36</td><td>37</td><td>38</td><td>39</td><td>40</td></tr><tr><td>41</td><td>42</td><td>43</td><td>44</td><td>45</td><td>46</td><td>47</td><td>48</td><td>49</td><td>50</td></tr><tr><td>51</td><td>52</td><td>53</td><td>54</td><td>55</td><td>56</td><td>57</td><td>58</td><td>59</td><td>60</td></tr><tr><td>61</td><td>62</td><td>63</td><td>64</td><td>65</td><td>66</td><td>67</td><td>68</td><td>69</td><td>70</td></tr><tr><td>71</td><td>72</td><td>73</td><td>74</td><td>75</td><td>76</td><td>77</td><td>78</td><td>79</td><td>80</td></tr><tr><td>81</td><td>82</td><td>83</td><td>84</td><td>85</td><td>86</td><td>87</td><td>88</td><td>89</td><td>90</td></tr><tr><td>91</td><td>92</td><td>93</td><td>94</td><td>95</td><td>96</td><td>97</td><td>98</td><td>99</td><td>100</td></tr></table> <p>Complete the number pattern.</p> <table><tr><td></td><td>40</td><td></td><td>50</td><td>55</td></tr></table> <p>Complete the number pattern.</p> <table><tr><td>200</td><td></td><td></td><td>500</td><td></td><td></td></tr></table>	30		50		45		35		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	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100		40		50	55	200			500		
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<p>2.NBT.3 (5 Days)</p> <p>Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</p>	<p>SWBAT-</p> <ol style="list-style-type: none">1. Read and write number words for numbers 0-10002. Identify and record three-digit numbers in expanded form, standard form, and number word form3. Model three-digit numbers using base ten.	<p>base ten tens hundreds place value expanded form numeral ones standard form thousand value zero-one thousand</p>	<p>Write the number in standard form</p>  <p>Write the number 346 in expanded form 300 + 40 + 6</p>																																																																																																																							

			Write the number in words. $500 + 60 + 7 =$ five hundred sixty seven	
2.NBT.4 (4 Days) Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.	SWBAT- <ol style="list-style-type: none"> 1. Compare number with symbols $<$, $>$, or $=$. 2. Order numbers from least to greatest and greatest to least. 3. Use place value to compare numbers. 	digit compare tens Equal ($=$) hundreds greater than ($>$) less than ($<$) ones place value symbol		
Unit 2: Number and Operations - Addition and Subtraction (25 Days)				
Standards	Objectives	Key Vocabulary	Performance Indicators	Resources
2.NBT.5 (6 days) Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction	SWBAT- <ol style="list-style-type: none"> 1. Identify and write numbers that are 10 more and 10 less than given numbers 2. Mentally add a one-digit number to a two-digit number 3. Use models and algorithms for addition and subtraction. 4. Use mental math to add a two-digit number to a two-digit number. 5. Find the missing part of numbers within 100 by "counting on" from the given part. 	add/addition additive identity property of 0 associative property of addition commutative property of addition digit hundreds operation place value subtract/subtraction Difference Expanded Form Minuend		www.learnzillion.com www.illustrativemathematics.org www.betterlesson.com https://www.teachingchannel.org/ http://achievethecore.org https://www.illustrativemathematics.org/ http://www.ccsstoolbox.org/

	<p>6. Regroup 1 ten as 10 ones when subtracting.</p> <p>7. Regroup 10 ones as a ten.</p>		<p>Adding tens and ones separately</p> 	<p>http://www.insidemathematics.org/</p> <p>https://www.engageny.org/</p>
<p>2.NBT.9 (6 days)</p> <p>Explain why addition and subtraction strategies work, using place value and the properties of operations</p>	<p>SWBAT-</p> <p>1. Use models to add and subtract using place value and explain the process of composing and decomposing numbers with and without regrouping.</p> <p>2. Use pictures to add and subtract using place value and explain the process of composing and decomposing numbers with and without regrouping.</p> <p>1. Use algorithms to add and subtract using place value and explain the process of composing and decomposing numbers with and without regrouping.</p>	<p>add/addition</p> <p>additive identity</p> <p>property of 0</p> <p>associative property of addition</p> <p>commutative property of addition</p> <p>hundreds</p> <p>ones</p> <p>tens</p> <p>regrouping</p> <p>operation</p> <p>place value</p> <p>subtract/subtraction</p>	<p>Commutative Property of Addition</p> <p>Numbers can be added in any order.</p> <p>example:</p> <p>$2 + 3 + 7 = 12$</p> <p>$7 + 3 + 2 = 12$</p> <p>$2 + 3 + 7 = 7 + 3 + 2$</p> <p>Associative Property of Addition</p> <p>Addends can be grouped in different ways, and the sum will not change.</p> <p>Addends are grouped with parenthesis. (Add the part in parenthesis first.)</p> <p>example: $(4 + 3) + 9 = 16$</p> <p>Problem 402 - 231</p> 	


				
2.NBT.6 (3 days) Add up to four two-digit numbers using strategies based on place value and properties of operations.	SWBAT- 1. Add 2 four-digit numbers. 2. Add 3 four-digit numbers. 3. Add 4 four-digit numbers.	add/addition additive identity property of 0 associative property of addition commutative property of addition digit regrouping Tens hundreds thousands operation place value	Example: $24 + 27 + 33$ Associative Property: <ul style="list-style-type: none">• Add $27 + 33$ to get 60,• Then add $24 + 60$ to get a total sum of 84 Place Value: <ul style="list-style-type: none">• Add the tens $20 + 20 + 30 = 70$• Add the ones $4 + 7 + 3 = 14$• Add the two sums $70 + 14 = 84$ 	

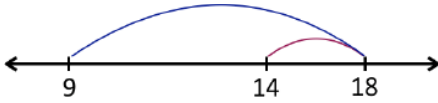
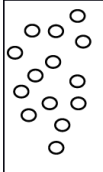
<p>2.NBT.7 (6 days)</p> <p>Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.</p>	<p>SWBAT-</p> <ol style="list-style-type: none"> 1. Use a strategy to add three-digit numbers --- model, algorithms. 2. Find the missing part of a given quantity and one of its parts by counting on or counting back. 3. Write and solve an equation that is modeled. 4. Model an equation that is written. 5. Add and Subtract three-digit numbers, by using an algorithm that is connected to a model or other strategy. 	<p>add/addition additive identity property of 0 associative property of addition commutative property of addition Digit Compose Decompose Ones tens Hundreds Operation Regrouping Place Value subtract/subtraction</p>	<p>Addition: Recording newly composed units in separate rows</p> $\begin{array}{r} 278 \\ + 147 \\ \hline \end{array}$ $\begin{array}{r} 278 \\ + 147 \\ \hline 300 \\ 110 \\ 16 \\ \hline 426 \end{array}$ $\begin{array}{r} 200(-1) = 199 \\ - 46(-1) = -45 \\ \hline 154 \end{array}$ 
<p>2NBT.8 (4 Days)</p> <p>Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.</p>	<p>SWBAT-</p> <ol style="list-style-type: none"> 1. Add and subtract 10 and 100 to and from two-digit numbers using mental math. 	<p>Hundreds Ones Place Value regrouping tens thousands</p>	<p>There were 174 birds in a park and 10 flew away. How many remained?</p> 


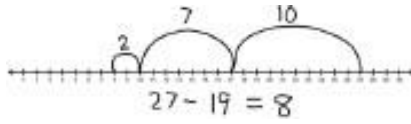
	2. Add and subtract 10 and 100 to and from three-digit numbers using mental math.		<p><i>I thought about a number line. I started at 174. Then, because 10 flew away, I took 10 leaps and landed on 164. So, there are 164 birds left.</i></p> 	
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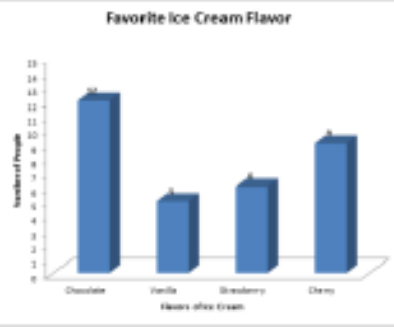








Unit 3 Operations and Algebraic Thinking (20 Days)



Standards	Objectives	Key Vocabulary	Performance Indicators	Resources
2.OA.2 (5 Days) Fluently add and subtract within 20 using mental strategies 2. By end of Grade 2, know from memory all sums of two one-digit numbers.	SWBAT- <ol style="list-style-type: none"> Add fluently within 20 using mental strategies. Subtract fluently within 20 using mental strategies. Memorize the sums of one-digit numbers. Find sums by making 10 when adding. 	add/addition altogether both combined decrease difference fewer than How many more How much more in all Increase Minus plus remains subtract/subtraction digit operation sum take away together	<ul style="list-style-type: none"> Use the units and strips to model addition and subtraction, sketch and record Include word problems/situations for students to model using the pieces Sketch, discuss, and record various strategies for adding and subtracting, record these and demonstrate with pieces and a sketch Students explain (verbally and in writing) their thinking and their sketch <p>Model: “The little boy now has 15 cookies to feed the monsters with. How many could he have taken from the red cookie jar</p>	www.learnzillion.com www.illustrativemathematics.org www.betterlesson.com https://www.teachingchannel.org/ http://achievethecore.org https://www.illustrativemathematics.org/ http://www.ccsstoolbox.org/ http://www.insidemathematics.org/

		total	<p>and how many could he have taken from the blue cookie jar?"</p>  <p>Example: $9 + 5 = \underline{\quad}$ Example: $13 - 9 = \underline{\quad}$</p> <p>Using the Relationship between Addition and Subtraction:</p> <p>9 plus 4 equals 13, so 13 minus 9 equals 4.</p>	https://www.engageny.org/
<p>2.OA.1 (10 Days) Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions.</p>	<p>SWBAT-</p> <ol style="list-style-type: none"> 1. Model addition of numbers within 100 with objects/pictures. 2. Model subtraction of numbers within 100 with objects/pictures. 3. Add two numbers within 100 using equations with/symbols or variable for the unknown. 4. Subtract two numbers within 100 using equations with/symbols or variable for the unknown. 	<p>add/addition altogether both combined decrease difference fewer than How many more How much more in all Increase Minus plus remains subtract/subtraction digit operation sum take away</p>	<p>Then there were 37 apples. How many apples were in the table before? ($? - 3 = 37$)</p> <p>Lucy has 12 fewer apples than Julie. Lucy has 26 apples. How many apples does Julie have? ($12 + 26 = ?$)</p> <p>Two-Step Example: There are 9 students in the cafeteria. 9 more students come in. After a few minutes, some students leave. There are now 14 students in the cafeteria. How many students left the cafeteria? Use drawings and equations to show your thinking.</p>	

	<div>5. Solve one- and two-step word problems and compare numbers to find the unknown.</div> <div>6. Create addition/subtraction with 100 using objects/pictures.</div>	<div>together</div> <div>total</div> <div>equation</div> <div>symbol</div> <div>unknown number</div>		
<div>2.OA.3 (5 Days)</div> <div>Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.</div>	<div>SWBAT-</div> <div>1. Tell if a number is even or odd.</div> <div>2. Count by twos</div> <div>3. Determine if a group of objects is even or odd.</div> <div>4. Create an equation that shows an even number as a sum of doubles.</div>	<div>addend</div> <div>count</div> <div>equal/equivalent</div> <div>equation</div> <div>even number</div> <div>odd number</div> <div>sum</div>	<div>Use the objects to create an array.</div> <div><div></div><div><div>Array</div><div>There are an even/odd (circle one) number of circles.</div></div><div><div>Redraw your picture with 1 /less circle.</div><div>There are an even/odd (circle one) number of circles.</div></div></div> <div><div>Even + Even = <div>Even</div></div><div>Even + Odd = <div></div></div><div>Odd + Odd = <div></div></div></div> <div><div>Tell if each number is odd (o) or even (e).</div><div>6 + 4 = 10</div><div>E + E = E</div><div>8 + 5 = 13</div><div>E + O = O</div></div>	

2.OA.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.	SWBAT- <ol style="list-style-type: none"> 1. Model addition to write number sentences. 2. Build arrays to model repeated addition. Use addition to solve problems. 	add/addition addend array column row equal/equivalent equation operation sum Group skip count	This array can be viewed as $4 + 4 = 8$ or $2 + 2 + 2 + 2 = 8$ 	
Unit 4: Measurement and Data – Graphs and Number Lines (10 days)				
Standards	Objectives	Key Vocabulary	Performance Indicators	Resources
2.MD.6 (5 Days) Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.	SWBAT- <ol style="list-style-type: none"> 1. Use a number line to model one- and two-digit addition. 2. Use a number line to model one- and two-digit subtraction. 	difference number line whole number sum diagram	Example: There were 27 students on the bus. 19 got off the bus. How many students are on the bus? Student A: I used a number line. I started at 27. I broke up 19 into 10 and 9. That way, I could take a jump of 10. I landed on 17. Then I broke the 9 up into 7 and 2. I took a jump of 7. That got me to 10. Then I took a jump of 2. That's 8. So, there are 8 students now on the bus. 	www.learnzillion.com www.illustrativemathematics.org www.betterlesson.com https://www.teachingchannel.org/ http://achievethecore.org https://www.illustrativemathematics.org/ http://www.ccsstoolbox.org/

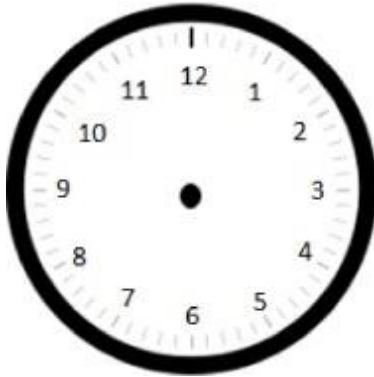
2.MD.10 (5 Days) Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.	SWBAT- 1. Represent a set of data in a picture graph. and in a bar graph. 2. Draw and use pictographs to solve problems. 3. Solve simple addition and subtraction problems regarding the graph data. 4. Solve comparison problems regarding the graph data.	bar graph category data picture graph unit scale set	<div><p>Favorite Ice Cream Flavor</p><table><tr><td>Chocolate</td><td></td></tr><tr><td>Vanilla</td><td></td></tr><tr><td>Strawberry</td><td></td></tr><tr><td>Cherry</td><td></td></tr></table><p> represents 1 student.</p></div> <div><p>Favorite Ice Cream Flavor</p><table><thead><tr><th>Flavor</th><th>Number of People</th></tr></thead><tbody><tr><td>Chocolate</td><td>10</td></tr><tr><td>Vanilla</td><td>6</td></tr><tr><td>Strawberry</td><td>7</td></tr><tr><td>Cherry</td><td>9</td></tr></tbody></table></div>	Chocolate		Vanilla		Strawberry		Cherry		Flavor	Number of People	Chocolate	10	Vanilla	6	Strawberry	7	Cherry	9	http://www.insidemathematics.org/ https://www.engageny.org/
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Unit 5: Measurement and Data – Money (14 Days)																						
Standards	Objectives	Key Vocabulary	Performance Indicators	Resources																		
2.MD.8A (14 days) Solve word problems involving dollar bills, quarters, dimes, nickels,	SWBAT- 1. Identify the value of dollar bills and coins. 2. Add and subtract coins and bills to find the total value.	add altogether both combined decrease difference	What's the total value of the coins?	www.learnzillion.com www.illustrativemathematics.org www.betterlesson.com																		

and pennies, using \$ and ¢ symbols appropriately.	<p>3. Add and subtract different values of coins together.</p> <p>4. Solve word problems using money.</p>	<p>fewer fewer than how many more how much more in all increase minus nickels pennies plus quarters remains sum take away together total money cents dimes dollar nickel quarter symbol value</p>	 <p>Example: If you have 2 dimes and 3 pennies, how many cents do you have?</p> <p>Example: Joe had 2 dimes, 1 quarter, and 11 pennies in her pocket. Then, she bought a candy bar for 35 cents. How much money does Carrie have left?</p> <p>The total value 3 quarters is 75 Cents.</p>  <p>Show another way to make 75 cents.</p>	<p>https://www.teachingchannel.org/</p> <p>http://achievethecore.org</p> <p>https://www.illustrativemathematics.org/</p> <p>http://www.ccsstoolbox.org/</p> <p>http://www.insidemathematics.org/</p> <p>https://www.engageny.org/</p>
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Unit 6: Measurement and Data – Calendar (4 days)

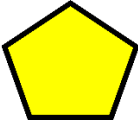

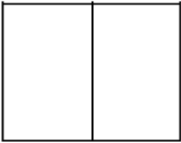
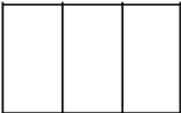
Standards	Objectives	Key Vocabulary	Performance Indicators	Resources
<p>2.MD.8B (4 days)</p> <p>Fluently use a calendar to answer simple real world</p>	<p>SWBAT-</p>	<p>April August Calendar Day</p>		<p>www.learnzillion.com</p> <p>www.illustrativemathematics.org</p>

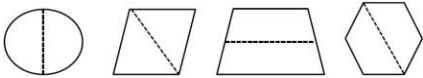
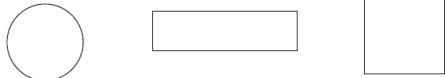


problems such as “How many weeks are in a year?” or “James gets a \$5 allowance every 2 months, how much money will he have at the end of each year?”	<div><div>1. Answer recall questions about increments of time on a calendar.</div><div>2. Use a calendar to solve word problems</div></div>	<div>December</div> <div>February</div> <div>Friday</div> <div>Hour</div> <div>January</div> <div>July</div> <div>June</div> <div>May</div> <div>March</div> <div>Minute</div> <div>Monday</div> <div>Month</div> <div>November</div> <div>October</div> <div>Saturday</div> <div>September</div> <div>Sunday</div> <div>Tuesday</div> <div>Thursday</div> <div>Wednesday</div> <div>Week</div> <div>Year</div>	<div><div>June 2023</div><table><tr><td>S</td><td>M</td><td>T</td><td>W</td><td>T</td><td>F</td><td>S</td></tr><tr><td></td><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td></tr><tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr><tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr><tr><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr><tr><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td></td></tr></table></div> <div>How many Fridays are in the month of June?</div> <div>Teresa’s birthday is marked yellow.</div> <div>Derrick’s birthday is exactly 2 weeks later. When is Derrick’s birthday?</div> <div>How many weekend days are there on the June calendar above?</div>	S	M	T	W	T	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		<div>www.betterlesson.com</div> <div>https://www.teachingchannel.org/</div> <div>http://achievethecore.org</div> <div>https://www.illustrativemathematics.org/</div> <div>http://www.ccsstoolbox.org/</div> <div>http://www.insidemathematics.org/</div> <div>https://www.engageny.org/</div>
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Unit 7: Measurement and Data - TIME (8 days)																																														
Standards	Objectives	Key Vocabulary	Performance Indicators	Resources																																										
<div>2.MD.7 (8 days)</div> <div>Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.</div>	<div>SWBAT-</div> <div><div>1. Tell and write time from a digital and/or analog clock</div><div>2. Write the time to the nearest 5 minutes and use a.m. or p.m.</div></div>	<div>a.m.</div> <div>p.m.</div> <div>time</div> <div>clock</div> <div>analog clock</div> <div>digital clock</div> <div>minute</div> <div>about</div> <div>Hour hand</div>	<div>Draw the hands on the analog clock to match the time on the digital clock. Circle a.m. or p.m. based on the description given.</div> <div>The sun is rising.</div> <div><div>6:10</div><div>a.m. or p.m.</div></div>	<div>www.learnzillion.com</div> <div>www.illustrativemathematics.org</div> <div>www.betterlesson.com</div> <div>https://www.teachingchannel.org/</div>																																										


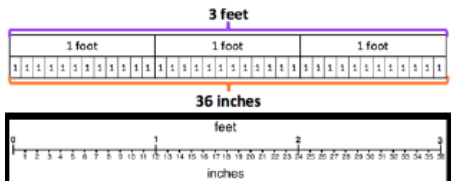
		minute minute hand quarter	<p>Draw the hands on the analog clock to match the time on the digital clock. Then, circle a.m. or p.m. based on the description given.</p> 	http://achievethecore.org https://www.illustrativemathematics.org/ http://www.ccsstoolbox.org/ http://www.insidemathematics.org/ https://www.engageny.org/
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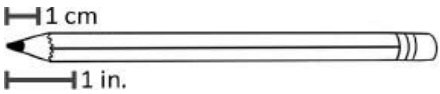
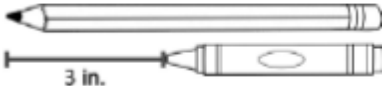
Unit 8: Geometry (18 days)

Standards	Objectives	Key Vocabulary	Performance Indicators	Resources
2.G.1 (8 days) Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.5 Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.	SWBAT- <ol style="list-style-type: none"> 1. Recognize and draw two-dimensional shapes based upon specific attributes. 2. Recognize and draw three-dimensional shapes based upon specific attributes. 3. Describe the attributes of shapes. 4. Identify the number of angles, sides , and vertices. 5. Identify triangle, quadrilateral, pentagon, 	triangle 2- dimensional 3-dimensional angle shape attribute face side cube circle square sphere hexagon pentagon trapezoid quadrilateral	<p>Teacher says, “Draw a closed shape that has five sides. What is the name of the shape?” Student says, “I drew a shape with 5 sides. It is a pentagon.”</p> <p>Teacher says, “Draw a closed shape that has five sides. What is the name of the shape?”</p>	www.learnzillion.com www.illustrativemathematics.org www.betterlesson.com https://www.teachingchannel.org/ http://achievethecore.org https://www.illustrativemathematics.org/ http://www.ccsstoolbox.org/

	hexagon, and cubes based upon attributes.	rectangle closed shape open shape equal	<p>Student says, “I drew a shape with 5 sides. It is a pentagon.”</p>  <p>Student A says, “I have 3 sides and 3 angles. What am I?” Student B says, “A triangle. See, 3 sides, 3 angles.”</p> 	<p>http://www.insidemathematics.org/</p> <p>https://www.engageny.org/</p>
<p>2.G.2 (4 days)</p> <p>Partition a rectangle into rows and columns of</p>	<p>SWBAT-</p> <p>1. Divide a rectangle into equal rows and columns, and</p>	<p>addend area array count row square unit width</p>	<p>Draw 1 row to make 4 equal squares.</p>  <p>Draw 1 row to make 6 equal squares.</p> 	

<p>2.G.3 (6 days)</p> <p>Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.</p>	<p>SWBAT-</p> <ol style="list-style-type: none"> 1. Describe the terms, halves, thirds, half of, a third of, fourths, etc.to identify “equal shares”. 2. Divide circles and rectangles into two, three, or four equal shares. 3. Demonstrate that equal shares of identical wholes do not need to have the same shape. 4. Partition shapes into equal shares that do and do not have the same shape. 	<p>circle equal part shares fourths half-circle half/halves part partition quarter rectangle third thousand thousands whole</p>	<p>Circle the shapes that show halves.</p>  <p>Partition and shade the following shapes.</p> <p>1 half b. 1 fourth c. 1 third</p>  <p>These partitions of a square afford the opportunity for students to identify correspondence between the differently-shaped fourths.</p>  <p>Squares partitioned into fourths</p> 	
<p>Unit 9: Measurement and Data- Tools and Units of Measure (46 days)</p>				
Standards	Objectives	Key Vocabulary	Performance Indicators	Resources
<p>2.MD. 1 (8 days)</p>	<p>SWBAT-</p> <ol style="list-style-type: none"> 1. Measure different links. 	<p>centimeter foot</p>	<p>Students develop the understanding that the numbers on a ruler do not</p>	<p>www.learnzillion.com</p>

<p>Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</p>	<ol style="list-style-type: none"> Measure using different tools. Choose the appropriate tool for measurement. Measure items in different units. Measure accurately and reasonably quickly. 	<p>inch length ruler yardstick meter stick measuring tape units meter ruler standards units of measure yard</p>	<p>count the individual marks but indicate the spaces (distance) between the marks.</p> 	<p>www.illustrativemathematics.org/</p> <p>www.betterlesson.com</p> <p>https://www.teachingchannel.org/</p> <p>http://achievethecore.org</p> <p>https://www.illustrativemathematics.org/</p> <p>http://www.ccsstoolbox.org/</p> <p>http://www.insidemathematics.org/</p>
<p>I.2.MD. 2 (8 days)</p> <p>Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.</p>	<p>SWBAT-</p> <ol style="list-style-type: none"> Measure the same object with different units. Discuss the similarities and differences in the measurements Discuss how the different lengths of objects compare to the different units of measure. 	<p>centimeter (cm) foot inch length meter measuring tape standards units of measure ruler yard yardstick meter stick unit</p>	<p>Example: A student measured the length of a desk in both feet and inches. She found that the desk was 3 feet long. She also found out that it was 36 inches long.</p> <p>Teacher: Why do you think you have two different measurements for the same desk?</p> 	<p>https://www.engageny.org/</p>

<p>2.MD. 3 (8 days) Estimate lengths using units of inches, feet, centimeters, and meters.</p>	<p>SWBAT-</p> <ol style="list-style-type: none"> 1. Estimate and measure lengths using units of inches, or feet, centimeters, and meters. 2. Estimate using objects similar to units for measurement. 3. Measure using appropriate tools after they estimate and compare. 	<p>centimeter (cm) foot inch length meter</p>	<p>Example: When asked to estimate the length of a pencil in inches and centimeters, a student may estimate that the pencil is 6 inches or 10 centimeters.</p> 	
<p>2.MD. 4 (8 days) Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.</p>	<p>SWBAT-</p> <ol style="list-style-type: none"> 1. Determine which length is longer. 2. Determine which length is shorter. 3. Measure and compare length, and express the length difference in a standard length unit. 4. Determine the differences in measurement. 	<p>centimeter (cm) foot inch length yard difference length standards units of measure unit</p>	<p>Example: A student may lay the pencil and crayon end to end then measure the difference in distance between the tip of the pencil and the tip of the crayon.</p>  <p>A student may lay the pencil and crayon end to end then measure the difference in distance between the tip of the pencil and the tip of the crayon.</p>	
<p>2.MD. 5 (6 days) Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units,</p>	<p>SWBAT-</p> <ol style="list-style-type: none"> 1. use addition and subtraction to solve measurement word problems. 2. Use drawings to model word problems. 	<p>add/addition subtract/subtraction equation length ruler symbol</p>	<p>Mary's train is 9 inches long, Paul's train is 7 inches long. How much longer is Mary's train than Paul's? $9 - 7 = ?$ or $7 + ? = 9$</p>	

e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.	3. Use symbols for “unknowns”, when writing equations for word problems.	unit unknown number altogether both combined decrease difference fewer less fewer than How many more how much more in all increase minus plus remains sum take away together total	Mary’s Train <table><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table> <table><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table> Paul’s Train																
2.MD. 9 (8 days) Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is	SWBAT- 1. Make a line plot. using data from repeated measures of an object. 2. Graph on a line plot.	data length line plot horizontal scale unit scale vertical scale whole number	A Line Plot of Statue Height Data <table><tr><th>Height (inches)</th><th>Number of Statues</th></tr><tr><td>63</td><td>1</td></tr><tr><td>64</td><td>4</td></tr><tr><td>65</td><td>8</td></tr><tr><td>66</td><td>4</td></tr><tr><td>67</td><td>3</td></tr><tr><td>69</td><td>1</td></tr></table>	Height (inches)	Number of Statues	63	1	64	4	65	8	66	4	67	3	69	1		
Height (inches)	Number of Statues																		
63	1																		
64	4																		
65	8																		
66	4																		
67	3																		
69	1																		

marked off in whole number units.				
Unit 10: Financial Literacy – Spending and Saving (6 Days)				
Standards	Objectives	Key Vocabulary	Performance Indicators	Resources
Standard 1 (2 days) Develop a plan for spending and saving.	Classify coins by their defining attributes and characteristics. Use coins to create a variety of ways to total one dollar. Purchase and verify multiple items totaling one dollar	Penny Nickel Dime Dollar Quarter Cents	Demonstrate the value of each coin. Use a different combination of coins to get the same amount. Add a group of coins and determine if it is enough to purchase certain items.	Financial Literacy Lessons U.S. Mint (usmint.gov) Financial Literacy for Kids: Lesson Plans for Elementary Students (incharge.org)
Standard 2 (2 days) Develop a system for keeping and using financial records.	Apply strategies to monitor income and expenses, plan for spending and save for future goals.	Bank Savings Income expenses	Determine what is an expense and what is income. Use a system to monitor money. Explains the importance of saving.	
Standard 3 (2 days) Describe how to use different payment methods	Money comes in different forms. Determine responsible uses of each monetary form.	Cash Credit card Electronic payments	Differentiate between the forms of money. Explain the risk and benefits of using each form.	

Image Source: <http://www.dpi.state.nc.us/docs/curriculum/mathematics/scos/2.pdf>

Image Sources: http://commoncoretools.me/wp-content/uploads/2015/03/ccss_progression_nbp_k5_2015_03_16.pdf

The Common Core Mathematics Companion: The Standards Decoded, Grades K-2, pp. 106 -107

[Grade 2 Mathematics | EngageNY](#)

The National Council of Teachers of Mathematics, Inc. 1906 Association Drive, Reston, VA 20191-1502 (703) 620-9840; (800) 235-7566; www.nctm.org On the Money Math Activities to Build Financial Literacy

[Instructional Planning Guides for Mathematics K-12 | The Mississippi Department of Education \(mdek12.org\)](https://mdek12.org/)

Attachment 4: Learning Standards - 2nd Grade

Grade 2

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Reading Literature	
Key Ideas and Details	
RL.2.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.
RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
RL.2.3	Describe how characters in a story respond to major events and challenges.
Craft and Structure	
RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
RL.2.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
Integration of Knowledge and Ideas	
RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
RL.2.8	(not applicable to literature)
RL.2.9	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
Range of Reading and Level of Text Complexity	
RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

2016 Mississippi College- and Career-Readiness Standards for English Language Arts

Grade 2

Reading Informational Text	
Key Ideas and Details	
RI.2.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.
RI.2.2	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
Craft and Structure	
RI.2.4	Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .
RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
Integration of Knowledge and Ideas	
RI.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
RI.2.8	Describe how reasons support specific points the author makes in a text.
RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.
Range of Reading and Level of Text Complexity	
RI.2.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

2016 Mississippi College- and Career-Readiness Standards for English Language Arts

Grade 2

These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

Reading Foundational Skills	
Print Concepts	
Not applicable in grade 2.	
Phonological Awareness	
Not applicable in grade 2.	
Phonics and Word Recognition	
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.2.3a	Distinguish long and short vowels when reading regularly spelled one-syllable words.
RF.2.3b	Know spelling-sound correspondences for additional common vowel teams.
RF.2.3c	Decode regularly spelled two-syllable words with long vowels.
RF.2.3d	Decode words with common prefixes and suffixes.
RF.2.3e	Identify words with inconsistent but common spelling-sound correspondences.
RF.2.3f	Recognize and read grade-appropriate irregularly spelled words.
Fluency	
RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
RF.2.4a	Read grade-level text with purpose and understanding.
RF.2.4b	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
RF.2.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

2016 Mississippi College- and Career-Readiness Standards for English Language Arts

Grade 2

The following standards for Grade 2 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. The expected growth in student writing ability is reflected both in the standards themselves.

Writing	
Text Types and Purposes	
W.2.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i> , <i>and</i> , <i>also</i>) to connect opinion and reasons, and provide a concluding statement or section.
W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
Production and Distribution of Writing	
W.2.4	Begins in grade 3.
W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
Research to Build and Present Knowledge	
W.2.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
W.2.9	Begins in grade 4.
Range of Writing	
W.2.10	Begins in grade 3.

2016 Mississippi College- and Career-Readiness Standards for English Language Arts

Grade 2

The following standards for Grade 2 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Speaking and Listening	
Comprehension and Collaboration	
SL.2.1	Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.
SL.2.1a	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
SL.2.1b	Build on others' talk in conversations by linking their comments to the remarks of others.
SL.2.1c	Ask for clarification and further explanation as needed about the topics and texts under discussion.
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
Presentation of Knowledge and Ideas	
SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
SL.2.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 for specific expectations.)

2016 Mississippi College- and Career-Readiness Standards for English Language Arts

Grade 2

The following standards for Grade 2 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Language	
Conventions of Standard English	
L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
L.2.1a	Use collective nouns (e.g., <i>group</i>).
L.2.1b	Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).
L.2.1c	Use reflexive pronouns (e.g., <i>myself, ourselves</i>).
L.2.1d	Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).
L.2.1e	Use adjectives and adverbs, and choose between them depending on what is to be modified.
L.2.1f	Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).
L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.2.2a	Capitalize holidays, product names, and geographic names.
L.2.2b	Use commas in greetings and closings of letters.
L.2.2c	Use an apostrophe to form contractions and frequently occurring possessives.
L.2.2d	Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i> ; <i>boy</i> → <i>boil</i>).
L.2.2e	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
Knowledge of Language	
L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.2.3a	Compare formal and informal uses of English.
Vocabulary Acquisition and Use	
L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
L.2.4a	Use sentence-level context as a clue to the meaning of a word or phrase.

2016 Mississippi College- and Career-Readiness Standards for English Language Arts

Grade 2

L.2.4b	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).
L.2.4c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).
L.2.4d	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>).
L.2.4e	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
L.2.5	Demonstrate understanding of word relationships and nuances in word meanings.
L.2.5a	Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>).
L.2.5b	Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).
L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).

2016 Mississippi College- and Career-Readiness Standards for English Language Arts

Scaffolding Document

The primary purpose of the 2016 Mississippi College- and Career-Readiness Standards Scaffolding Document is to provide teachers with a deeper understanding of the Standards as they plan for classroom instruction. Based on the 2016 Mississippi College- and Career-Readiness Standards, this document provides a close analysis of the requirements for student mastery. Because of the rigor and depth of the Standards, scaffolding instruction to meet the needs of all learners is essential to individual success. The Scaffolding Document will aid teachers' understanding of how to teach the Standards through a natural progression of student mastery.

The Scaffolding Document can be found at <http://www.mde.k12.ms.us/ESE/ccr>.

Additional Resource

2016 Mississippi College- and Career-Standards Scaffolding Document

The primary purpose of the *2016 Mississippi College- and Career-Readiness Standards Scaffolding Document* is to provide teachers with a deeper understanding of the Standards as they plan for classroom instruction. Based on the 2016 Mississippi College- and Career-Readiness Standards for Mathematics, this document provides a close analysis of the requirements for student mastery. Because of the rigor and depth of the Standards, scaffolding instruction to meet the needs of all learners is essential to individual success. The Scaffolding Document will aid teachers' understanding of how to teach the Standards through a natural progression of student mastery. The Scaffolding Document can be found at <http://www.mde.k12.ms.us/ESE/ccr>.

Grade 2

Operations and Algebraic Thinking (OA)

Represent and solve problems involving addition and subtraction

- | | |
|--------|---|
| 2.OA.1 | Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. ¹ |
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Add and subtract within 20

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| 2.OA.2 | Fluently add and subtract within 20 using mental strategies ² . By end of Grade 2, know from memory all sums of two one-digit numbers. |
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Work with equal groups of objects to gain foundations for multiplication

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| 2.OA.3 | Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends. |
| 2.OA.4 | Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends. |

Number and Operations in Base Ten (NBT)

Understand place value

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| 2.NBT.1 | Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:
a. 100 can be thought of as a bundle of ten tens — called a “hundred.”
b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones). |
| 2.NBT.2 | Count within 1000; skip-count by 5s starting at any number ending in 5 or 0. Skip-count by 10s and 100s starting at any number. |
| 2.NBT.3 | Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. |
| 2.NBT.4 | Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons. |

Use place value understanding and properties of operations to add and subtract

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|---------|--|
| 2.NBT.5 | <i>Fluently</i> add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.. |
| 2.NBT.6 | Add up to four two-digit numbers using strategies based on place value and properties of operations. |

Grade 2

2.NBT.7	Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
2.NBT.8	Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.
2.NBT.9	Explain why addition and subtraction strategies work, using place value and the properties of operations. ³
Measurement and Data (MD)	
Measure and estimate lengths in standard units	
2.MD.1	Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
2.MD.2	Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.
2.MD.3	Estimate lengths using units of inches, feet, centimeters, and meters.
2.MD.4	Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.
Relate addition and subtraction to length	
2.MD.5	Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.
2.MD.6	Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.
Work with time with respect to a clock and a calendar, and work with money	
2.MD.7	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
2.MD.8a	Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. <i>Example: If you have 2 dimes and 3 pennies, how many cents do you have?</i>
2.MD.8b	Fluently use a calendar to answer simple real world problems such as “How many weeks are in a year?” or “James gets a \$5 allowance every 2 months, how much money will he have at the end of each year?”
Represent and interpret data	
2.MD.9	Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.

Grade 2

2.MD.10	Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems ⁴ using information presented in a bar graph.
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Geometry (G)

Reason with shapes and their attributes

2.G.1	Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. ⁵ Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
2.G.2	Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.
2.G.3	Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words <i>halves</i> , <i>thirds</i> , <i>half of</i> , <i>a third of</i> , etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

2016 Mississippi College- and Career-Readiness Standards for Mathematics

¹ See Glossary, Table 1.

² See standard 1.OA.6 for a list of mental strategies.

³ Explanations may be supported by drawings or objects.

⁴ See Glossary, Table 1.

⁵ Sizes are compared directly or visually, not compared by measuring.

1. Demonstrate competency in motor skills and movement patterns/concepts needed to perform a variety of physical activities. (GM, FM, F)

GRADE TWO		
Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Demonstrate locomotor* movements at the intermediate level.	Teacher will have students participate in activities that include changes in the speed of movement, and direction. Students will demonstrate these commands with verbal cues from the teachers such as relay races and/or obstacle courses.	5, 12
Demonstrate non-locomotor* movements with proficiency.	Teacher will lead the class in a sequence of stretching exercises as a warm-up that can lead into an aerobic* or anaerobic* type activity.	5
Demonstrate manipulative* movements at the beginner level.	Give students instruction on basic steps to jumping rope. Guide students into jumping rope at a fast pace, slow pace, and while in a forward motion.	2
Demonstrate rhythmic movements, timing, and following a beat.	Have students participate in basketball drills-shooting and dribbling, hula-hoop activities, and volleyball activities.	2

2. Demonstrate understanding of movement principles, strategies, and tactics as they apply to the learning, development and performance of physical activities. {GM, C, FM, AP, F}

GRADE TWO		
Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Identify the different body planes(i.e., front, back, side) and involve each while performing locomotor skills.	Have students participate in a line dance to music. Rhythm and balance should be identified as key elements.	5
Apply movement concepts and principles to a variety of basic skills.	Have students participate in aerobic activities that include dance steps along with stretching exercises.	
	Perform locomotor skills (i.e., running, hopping, skipping, leaping, etc.) to a beat. When the beat changes, the locomotor skill changes to that which is specified by the teacher.	5, 11
Understand the benefits of trying new or difficult tasks.	Students should attempt to correct/improve their skill level based on feedback from the teacher. Feedback should be offered to students as soon as possible after the performance.	5

3. Participates regularly in physical activity (GM, L, F, C, L, S)

GRADE TWO		
Suggested Objectives	Suggested Teaching Strategies	Sample Assessments

Engage in moderate to vigorous activities* such as bike riding, swimming, etc., outside of class.	Have students draw pictures of people involved in different types of vigorous activities and identify feelings associated with each (i.e., happy, sad, tired, etc.).	15
Discover the positive effects physical activity has on the body (i.e., enhances respiratory functions, stimulates muscle growth, decreases hyperactivity, increases heart rate).	Give students a list of activities and have them identify how each of the activities makes them feel.	

4. Achieve and maintain a health-enhancing level of physical fitness. {GM, FM, C, F, L}

GRADE TWO		
Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Engage in and recognize the benefits of sustained physical activity that causes increased heart rate and respiration.	The teacher can have students participate in moderate to vigorous physical activity (MVPA*) such as, (running, jogging, jumping jacks) and then compare and contrast the changes in heart rate and perspiration. Students can compare their heart rate before and after MVPA by counting the heart rate for six seconds and adding a zero.	3, 15
Recognize components of physical fitness such as muscular strength, muscle endurance, and flexibility at an introductory level.	Teacher will have students perform muscular strength and endurance exercises that include but are not limited to crunches, push-ups, and pull-ups. Students will also perform basic flexibility exercises for the upper and lower extremities and explain the benefits of flexibility.	

INSTANT IMPACT GLOBAL PREP

Perform activities that result in the development of muscle strength and endurance, flexibility, and coordination at an introductory level.	Teacher will have students perform muscular strength and endurance exercises that include but are not limited to crunches, push-ups, and pull-ups. Students will also perform basic flexibility exercises for the upper and lower extremities and explain the benefits of flexibility.	
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5. Exhibit responsible personal and social behavior that respects self and others in physical activity settings.(L, F, P, S, AP)

GRADE TWO		
Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Apply rules, procedures, and safe practices with little or no reinforcement.	Perform locomotor skills (i.e., running, hopping, skipping, leaping, etc.) to a beat. When the beat changes, the locomotor skill changes to that which is specified by the teacher.	11
Work cooperatively with a partner or group and recognize the enjoyment of shared play.	Instruct students on the correct form of kicking a soccer ball while running. Have students practice a number of drills using the soccer ball (i.e., dribbling and passing, etc.).	5, 11
Recognize and experience physical activities from other cultures.	Have students participate in games from other countries. Such examples include the "Corkscrew" (England), "Peteca" (Brazil), "Catch Your Tail" (Nigeria), "Spearing the Disk" (Ethiopia), "Catching Fishes in the Dark" (China), and "Ladder Jump" (Australia). Have students use maps to locate the country and/or continent where the game originated. (Resource- <i>Multicultural Games</i> , Human Kinetics, 1997)	5, 12

6. Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. (P, S, AP, L, C)

GRADE TWO		
Suggested	Suggested	Sample

INSTANT IMPACT GLOBAL PREP

Objectives	Teaching Strategies	Assessments
<p>Cooperate in helping others to achieve goals.</p> <p>Be aware of the feelings resulting from challenges, successes, and failures during physical activity.</p>	<p>The teacher will have students identify a partner and work cooperatively with their partner to complete the task assigned.</p> <p>Have students express feelings they associate with physical activity.</p>	<p>15</p>

SECOND GRADE

THEME: CITIZENSHIP AT SCHOOL AND IN THE COMMUNITY

CIVICS

STANDARD	OBJECTIVE(S)
CI.2.1 Examine how individuals play different roles and exercise good citizenship in the local community.	1. Identify different community members and the roles they play. 2. Distinguish behaviors of different individuals in the community that exhibit good citizenship.
CI.2.2 Demonstrate knowledge of how to be a good citizen in the local community.	1. Identify rights and responsibilities of citizens in the community. 2. Compare and contrast rights and responsibilities of community members. 3. Recognize significant values such as common good, liberty, justice, equality, and individual dignity.
CI.2.3 Demonstrate a knowledge of authority figures in the local community.	1. Identify authority figures in the community. 2. Compare the rights and responsibilities of individuals and authority figures in the community. 3. Investigate the difference between rules and laws. 4. Compare the role of consequences when rules and laws are not followed.

ECONOMICS

STANDARD	OBJECTIVE(S)
E.2.1 Explain how individual wants and needs impact the production of goods and service.	1. Identify consumers and producers. 2. Explain how individuals' choices determine what goods and services are produced.

E.2.2 Explain the effects of supply and demand on the price of goods and services.	<ol style="list-style-type: none"> 1. Define scarcity and how it relates to goods and services. 2. Evaluate the impact of resources availability on the price of goods.
E.2.3 Differentiate between needs and wants of individuals.	<ol style="list-style-type: none"> 1. Define and identify needs and wants. 2. Classify items as wants or needs.
E.2.3 Identify the role of financial institutions within the community.	<ol style="list-style-type: none"> 1. Identify various types of financial institutions and their role in the community. 2. Identify services provided by the various financial institutions in the community.
CIVIL RIGHTS	
STANDARD	OBJECTIVE(S)
CR.2.1 Illustrate the role of unity and diversity within the community.	<ol style="list-style-type: none"> 1. Define unity and diversity. 2. Describe the role that unity and diversity play within the community.
CR.2.2 Describe and explain how traditions and customs contribute to unity and diversity.	<ol style="list-style-type: none"> 1. Evaluate the qualities that build unity among diverse populations. 2. Recognize the cultural contributions of various groups within our community.
CR.2.3 Explain the role of cooperation and compromise within the community.	<ol style="list-style-type: none"> 1. Define tolerance. 2. Explain the role of tolerance in problem solving within the community. 3. Identify cultural diversity within the community.

GEOGRAPHY	
STANDARD	OBJECTIVE(S)
G.2.1 Differentiate between different types of maps.	<ol style="list-style-type: none"> 1. Utilize vocabulary related to map skills. 2. Recognize characteristics of a local region including natural resources.
G.2.2 Investigate physical features of the local region.	<ol style="list-style-type: none"> 1. Examine how physical features affect human settlement. 2. Distinguish between urban, rural, suburban, etc. 3. Investigate different types of landforms and their characteristics.
G.2.3 Recognize maps, graphs, and other representations of the earth.	<ol style="list-style-type: none"> 1. Identify representations of the earth using technology, maps, and globes. 2. Identify cardinal and intermediate directions (e.g., north, northeast, northwest, southeast, southwest, east, and west). 3. Locate the Mississippi and the United States using maps and globes.
HISTORY	
STANDARD	OBJECTIVE(S)
H.2.1 Evaluate how people and events have shaped the local community, state and nation through primary sources.	<ol style="list-style-type: none"> 1. Identify various primary sources. 2. Use various primary sources to investigate significant people and events of the past. 3. Identify vocabulary to express measurements of time. 4. Compare and contrast historical perspectives of primary sources.
H.2.2 Utilize oral traditions that contributed to the cultural diversity of the community, state and nation.	<ol style="list-style-type: none"> 1. Explore stories, songs, and other expressions of oral traditions. 2. Interpret how oral traditions helped to express important cultural and historical characteristics.

GRADE TWO

Theme: Systems, Order, and Organization

In Grade 2, students organize plants and animals according to their physical characteristics and recognize that living things are part of a larger system. Students construct models showing the characteristics of animals that help them survive in their environments, and construct scientific arguments explaining how animals can make major and minor changes in the environment. Students conduct investigations to find and report evidence where plants and animals compete or cooperate with other plants in a system before identifying the adaptations that help them survive in that environment. Students investigate the relationship between friction and the motion of an object by changing the strength, direction, and speed of pushes and pulls. Students use an engineering design process to construct a ramp that will reduce or increase friction to solve a problem, such as rolling a baby carriage safely down a steep ramp.

GRADE TWO: Life Science

L.2.1 Hierarchical Organization

Conceptual Understanding: Animals have unique physical and behavioral characteristics that enable them to survive in their environment. Animals can be classified based on physical characteristics.

L.2.1 Students will demonstrate an understanding of the classification of animals based on physical characteristics.

L.2.1.1 *Compare and sort groups of animals with backbones (vertebrates) from groups of animals without backbones (invertebrates).*

L.2.1.2 *Classify vertebrates (mammals, fish, birds, amphibians, and reptiles) based on their physical characteristics.*

L.2.1.3 *Compare and contrast physical characteristics that distinguish classes of vertebrates (i.e., reptiles compared to amphibians).*

L.2.1.4 *Construct a scientific argument for classifying vertebrates that have unusual characteristics, such as bats, penguins, snakes, salamanders, dolphins, and duck-billed platypuses (i.e., bats have wings yet they are mammals).*

GRADE TWO: Life Science

L.2.2 Reproduction and Heredity

Conceptual Understanding: Plants and animals experience different life cycles as they grow and develop. Plants and animals exhibit predictable characteristics at each developmental stage throughout the life cycle.

L.2.2 Students will demonstrate an understanding of how living things change in form as they go through the general stages of a life cycle.

L.2.2.1 *Use observations through informational texts and other media to observe the different stages of the life cycle of trees (i.e., pines, oaks) to construct explanations and compare how trees change and grow over time.*

L.2.2.2 *Construct explanations using first-hand observations or other media to describe the life cycle of an amphibian (birth, growth/development, reproduction, and death). Communicate findings.*

GRADE TWO: Life Science

L.2.3 Ecology and Interdependence

Conceptual Understanding: Animals thrive in environments where their needs (air, water, food, and shelter) are met. The environment where plants and animals live sometimes changes slowly and sometimes changes rapidly. If living things are unable to adapt to changes in the environment, they may not survive.

L.2.3A Students will demonstrate an understanding of the interdependence of living things and the environment in which they live.

L.2.3A.1 *Evaluate and communicate findings from informational text or other media to describe how animals change and respond to rapid or slow changes in their environment (fire, pollution, changes in tide, availability of food/water).*

L.2.3A.2 *Construct scientific arguments to explain how animals can make major changes (e.g., beaver dams obstruct streams, or large deer populations destroying crops) and minor changes to their environments (e.g., ant hills, crawfish burrows, mole tunnels). Communicate findings.*

Conceptual Understanding: All animals and plants need food to provide energy for activity and raw materials for growth. Animals and plants have physical features and behaviors that help them survive in their environment. All living things in an environment interact with each other in different ways and for different reasons.

L.2.3B Students will demonstrate an understanding of the interdependence of living things.

L.2.3B.1 *Evaluate and communicate findings from informational text or other media to describe and to compare how animals interact with other animals and plants in the environment (i.e., predator-prey relationships, herbivore, carnivore, omnivore).*

L.2.3B.2 *Conduct an investigation to find evidence where plants and animals compete or cooperate with other plants and animals for food or space. Present findings (i.e., using technology or models).*

GRADE TWO: Life Science

L.2.4 Adaptations and Diversity

Conceptual Understanding: Living things need air, food, water, and space to survive. Different environments support different types of plants and animals. Animals have adaptations allowing them to grow and survive in the climate of their specific environment.

L.2.4 Students will demonstrate an understanding of the ways animals adapt to their environment in order to survive.

L.2.4.1 *Evaluate and communicate findings from informational text or other media to describe how plants and animals use adaptations to survive (e.g., ducks use webbed feet to swim in lakes and ponds, cacti have waxy coatings and spines to grow in the desert) in distinct environments (e.g., polar lands, saltwater and freshwater, desert, rainforest, woodlands).*

L.2.4.2 *Create a solution exemplified by animal adaptations to solve a human problem in a specific environment (e.g., snowshoes are like hare's feet or flippers are like duck's feet). Use an engineering design process to define the problem, design, construct, evaluate, and improve the solution.**

GRADE TWO: Physical Science

P.2.5 Organization of Matter and Chemical Interactions

Conceptual Understanding: Matter exists in different states, including solid, liquid, and gas forms. Solids have a definite shape, weight, and size (length). Liquids have a definite size (volume) but not a definite shape. A gas has neither definite shape nor size (volume). Changes to matter can result from changes in temperature. Some changes may or may not be reversible (i.e., melting or freezing versus burning a cake).

P.2.5 Students will demonstrate an understanding of the properties of matter.

- P.2.5.1** *Conduct a structured investigation to collect, represent, and analyze categorical data to classify matter as solid, liquid, or gas. Report findings and describe a variety of materials according to observable physical properties (e.g., size, color, texture, opacity, solubility).*
- P.2.5.2** *Compare and measure the length of solid objects using technology and mathematical representations. Analyze and communicate findings.*
- P.2.5.3** *Compare the weight of solid objects and the volume of liquid objects. Analyze and communicate findings.*
- P.2.5.4** *Construct scientific arguments to support claims that some changes to matter caused by heating can be reversed, and some changes cannot be reversed.*

GRADE TWO: Physical Science

P.2.6 Motions, Forces, and Energy

Conceptual Understanding: An object at rest will stay at rest unless it is pushed or pulled by an unbalanced force. Pushes and pulls can have different strengths, directions, or speeds. Friction occurs when two objects make contact. Friction can change the motion of an object, the speed of an object, and can also create heat. Friction can be increased or decreased.

P.2.6 Students will demonstrate an understanding of how the motion of objects is affected by pushes, pulls, and friction on an object.

- P.2.6.1** *Conduct a structured investigation to collect, represent, and analyze data from observations and measurements to demonstrate the effects of pushes and pulls with different strengths and directions. Communicate findings (e.g., models or technology).*
- P.2.6.2** *Generate and answer questions about the relationship between (1) friction and the motion of objects and (2) friction and the production of heat.*
- P.2.6.3** *Develop a plan to change the force (push or pull) of friction to solve a human problem (e.g., improve the ride on a playground slide or make a toy car or truck go faster). Use an engineering design process to define the problem, design, construct, evaluate, and improve the plan.**

GRADE TWO: Earth and Space Science

E.2.8 Earth and the Universe

Conceptual Understanding: Patterns of the Sun, Moon, and stars can be observed, described, and predicted. The sun is the source of heat and light for the solar system. Seasonal changes occur as the Earth orbits the Sun because of the tilt of the Earth on its axis. At night, one can see light from stars and sunlight being reflected from the moon. Telescopes make it possible to observe the Moon and the planets in greater detail. Space exploration continues to help humans understand more about the universe.

- E.2.8 Students will demonstrate an understanding of the appearance, movements, and patterns of the sun, moon, and stars.**
- E.2.8.1** *Recognize that there are many stars that can be observed in the night sky and the Sun is the Earth's closest star.*
 - E.2.8.2** *With teacher guidance, observe, describe, and predict the seasonal patterns of sunrise and sunset. Collect, represent, and interpret data from internet sources to communicate findings.*
 - E.2.8.3** *Observe and compare the details in images of the moon and planets using the perspective of the naked eye, telescopes, and data from space exploration.*
 - E.2.8.4** *With teacher support, gain an understanding that scientists are humans who use observations and experiments to learn about space. Obtain information from informational text or other media about scientists who have made important discoveries about objects in space (e.g., Galileo Galilei, Johannes Kepler, George Ellery Hale, Jill Tarter) or the development of technologies (e.g., various telescopes and detection devices, computer modeling, and space exploration).*
 - E.2.8.5** *Use informational text and other media to observe, describe and predict the visual patterns of motion of the Sun (sunrise, sunset) and Moon (phases).*
 - E.2.8.6** *Create a model that will demonstrate the observable pattern of motion of the Sun or Moon. Use an engineering design process to define the problem, design, construct, evaluate, and improve the model.**

GRADE TWO: Earth and Space Science

E.2.10 Earth's Resources

Conceptual Understanding: Earth is made of different materials, including rocks, sand, soil, and water. An Earth material is a resource that comes from Earth. Earth materials can be classified by their observable properties. Human life and health are heavily dependent on these materials. Understanding how to best conserve these resources will continue to be a major challenge for humans.

- E.2.10 Students will demonstrate an understanding of how humans use Earth's resources.**
- E.2.10.1** *Use informational text, other media, and first-hand observations to investigate, analyze and compare the properties of Earth materials (including rocks, soils, sand, and water).*
 - E.2.10.2** *Conduct an investigation to identify and classify everyday objects that are resources from the Earth (e.g., drinking water, granite countertops, clay dishes, wood furniture, or gas grill). Classify these objects as renewable and nonrenewable resources.*
 - E.2.10.3** *Use informational text and other media to summarize and communicate how Earth materials are used (e.g., soil and water to grow plants; rocks to make roads, walls or building; or sand to make glass).*
 - E.2.10.4** *Use informational text, other media, and first-hand observations to investigate and communicate the process and consequences of soil erosion.*
 - E.2.10.5** *With teacher guidance, investigate possible solutions to prevent or repair soil erosion.*



2nd Grade [VISUAL ARTS] Words in red are defined in the Glossary.

CREATING	VA: Cr1.1.2	Generate and conceptualize artistic ideas and work.		INVESTIGATE / PLAN / MAKE
		a. Brainstorm collaboratively multiple approaches to an art or design problem.		
		ENDURING UNDERSTANDING Creativity and innovative thinking are essential life skills that can be developed.	ESSENTIAL QUESTION(S) What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?	
	VA: Cr1.2.2	Generate and conceptualize artistic ideas and work.		INVESTIGATE / PLAN / MAKE
		a. Make art or design with various materials and tools to explore personal interests, questions, and curiosity.		
		ENDURING UNDERSTANDING Artists and designers shape artistic investigations , following or breaking with traditions in pursuit of creative art-making goals.	ESSENTIAL QUESTION(S) How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations ?	
	VA: Cr2.1.2	Organize and develop artistic ideas and work.		INVESTIGATE
		a. Experiment with various materials and tools to explore personal interests in a work of art or design.		
		ENDURING UNDERSTANDING Artists and designers experiment with forms, structures, materials , concepts, media , and art-making approaches .	ESSENTIAL QUESTION(S) How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?	
	VA: Cr2.2.2	Organize and develop artistic ideas and work.		INVESTIGATE
		a. Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.		
		ENDURING UNDERSTANDING Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.	ESSENTIAL QUESTION(S) How do artists and designers care for and maintain materials , tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials , tools, and equipment? What responsibilities come with the freedom to create?	



2nd Grade [VISUAL ARTS] Words in **red** are defined in the Glossary.

CREATING	VA: Cr2.3.2	Organize and develop artistic ideas and work.	INVESTIGATE
		a. Repurpose objects to make something new.	
	VA: Cr3.1.2	ENDURING UNDERSTANDING People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.	ESSENTIAL QUESTION(S) How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?
		REFLECT / REFINE / COMPLETE	

PRESENTING	VA: Pr4.1.2	Select, analyze and interpret artistic work for presentation.	SELECT
		a. Categorize artwork based on a theme or concept for an exhibit.	
		ENDURING UNDERSTANDING Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.	ESSENTIAL QUESTION(S) How are artworks cared for and by whom? What criteria , methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?



2nd Grade [VISUAL ARTS] Words in **red** are defined in the Glossary.

PRESENTING	VA: Pr5.1.2	Develop and refine artistic techniques and work for presentation.		ANALYZE
		a. Distinguish between different materials or artistic techniques for preparing artwork for presentation.		
		ENDURING UNDERSTANDING Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.	ESSENTIAL QUESTION(S) What methods and processes are considered when preparing artwork for presentation or preservation ? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio , or a collection?	
	VA: Pr6.1.2	Convey meaning through the presentation of artistic work.		SHARE
		a. Analyze how art exhibited inside and outside of schools (such as in museums, galleries, virtual spaces, and other venues) contributes to communities.		
		ENDURING UNDERSTANDING Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.	ESSENTIAL QUESTION(S) What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?	
RESPONDING	VA: Re7.1.2	Perceive and analyze artistic work.		PERCEIVE
		a. Perceive and describe aesthetic characteristics of one's natural world and constructed environments.		
		ENDURING UNDERSTANDING Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.	ESSENTIAL QUESTION(S) How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?	
	VA: Re7.2.2	Perceive and analyze artistic work.		PERCEIVE
		a. Categorize images based on expressive properties .		
		ENDURING UNDERSTANDING Visual imagery influences understanding of and responses to the world.	ESSENTIAL QUESTION(S) What is an image ? Where and how do we encounter images in our world? How do images influence our views of the world?	








2nd through 8th Grade [VISUAL ARTS] Words in **red** are defined in the Glossary.






RESPONDING	VA: Re8.1.2	Interpret intent and meaning in artistic work.	ANALYZE
		a. Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and characteristics of form .	
		ENDURING UNDERSTANDING People gain insights into meanings of artworks by engaging in the process of art criticism.	ESSENTIAL QUESTION(S) What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text ? How does knowing and using visual art vocabularies help us understand and interpret works of art?
	VA: Re9.1.2	Apply criteria to evaluate artistic work.	INTERPRET
		a. Use learned art vocabulary to express preferences about artwork.	
		ENDURING UNDERSTANDING People evaluate art based on various criteria .	ESSENTIAL QUESTION(S) How does one determine criteria to evaluate a work of art ? How and why might criteria vary? How is a personal preference different from an evaluation?

CONNECTING	VA: Cn10.1.2	Synthesize and relate knowledge and personal experiences to make art.	SYNTHESIZE
		a. Create works of art about events in home, school, or community life.	
		ENDURING UNDERSTANDING Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.	ESSENTIAL QUESTION(S) How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?
	VA: Cn11.1.2	Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	RELATE
		a. Compare and contrast cultural uses of artwork from different times and places.	
		ENDURING UNDERSTANDING People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.	ESSENTIAL QUESTION(S) How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?

National School Library Standards *crosswalk with* ISTE Standards for Students and Educators






SHARED FOUNDATION I.  Inquire			KEY COMMITMENT: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.
DOMAIN		NATIONAL SCHOOL LIBRARY STANDARDS	ISTE STANDARDS
<div>A. THINK</div> <div></div>	LEARNER Competencies	Learners display curiosity and initiative by: 1. Formulating questions about a personal interest or a curricular topic. 2. Recalling prior and background knowledge as context for new meaning.	1. ISTE for Students: Empowered Learner 1a. Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes. 3. ISTE for Students: Knowledge Constructor 3a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or create pursuits. 3b. Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources. 3c. Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions. 3d. Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.
	SCHOOL LIBRARIAN Competencies	School librarians teach learners to display curiosity and initiative when seeking information by: 1. Encouraging learners to formulate questions about a personal interest or a curricular topic. 2. Activating learners’ prior and background knowledge as context for constructing new meaning.	6. ISTE for Educators: Facilitator 6a. Foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings. 6c. Create learning opportunities that challenge students to use a design process and computational thinking to innovate and solve problems. 6d. Model and nurture creativity and creative expression to communicate ideas, knowledge or connections.
	SCHOOL LIBRARY Alignments	The school library enables curiosity and initiative by: 1. Embedding the inquiry process within grade bands and within disciplines. 2. Using a systematic instructional-development and information-search process in working with other educators to improve integration of the process into curriculum.	
<div>B. CREATE</div> <div></div>	LEARNER Competencies	Learners engage with new knowledge by following a process that includes: 1. Using evidence to investigate questions. 2. Devising and implementing a plan to fill knowledge gaps. 3. Generating products that illustrate learning.	4. ISTE for Students: Innovative Designer 4a. Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.
	SCHOOL LIBRARIAN Competencies	School librarians promote new knowledge generation by: 1. Ensuring that learners probe possible answers to questions. 2. Devising and implementing a plan to fill knowledge gaps. 3. Facilitating the development of products that illustrate learning.	6. ISTE for Educators: Facilitator 6a. Foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings. 6c. Create learning opportunities that challenge students to use a design process and computational thinking to innovate and solve problems. 7. ISTE for Educators: Analyst 7a. Provide alternative ways for students to demonstrate competency and reflect on their learning using technology. 7c. Use assessment data to guide progress and communicate with students, parents and education stakeholders to build student self-direction.
	SCHOOL LIBRARY Alignments	The school library enables generation of new knowledge by: 1. Providing experiences with and access to resources, information, ideas, and technology for all learners in the school community. 2. Supporting flexible scheduling to provide learner and educator access to staff and resources at the point of need.	6. ISTE for Educators: Facilitator 6c. Create learning opportunities that challenge students to use a design process and computational thinking to innovate and solve problems.
<div>C. SHARE</div> <div></div>	LEARNER Competencies	Learners adapt, communicate, and exchange learning products with others in a cycle that includes: 1. Interacting with content presented by others. 2. Providing constructive feedback. 3. Acting on feedback to improve. 4. Sharing products with an authentic audience.	1. ISTE for Students: Empowered Learner 1c. Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
	SCHOOL LIBRARIAN Competencies	School librarians guide learners to maintain focus throughout the inquiry process by: 1. Assisting in assessing the inquiry-based research process. 2. Providing opportunities for learners to share learning products and reflect on the learning process with others.	7. ISTE for Educators: Analyst 7a. Provide alternative ways for students to demonstrate competency and reflect on their learning using technology. 7c. Use assessment data to guide progress and communicate with students, parents and education stakeholders to build student self-direction.
	SCHOOL LIBRARY Alignments	The school library provides learners opportunities to maintain focus throughout the inquiry process by: 1. Creating and maintaining a teaching and learning environment that is inviting, safe, adaptable, and conducive to learning. 2. Enabling equitable physical and intellectual access by providing barrier-free, universally designed environments. 3. Engaging with measurable learner outcomes and with data sources to improve resources, instruction, and services.	
<div>D. GROW</div> <div></div>	LEARNER Competencies	Learners participate in an ongoing inquiry-based process by: 1. Continually seeking knowledge. 2. Engaging in sustained inquiry. 3. Enacting new understanding through real-world connections. 4. Using reflection to guide informed decisions.	3. ISTE for Students: Knowledge Constructor 3d. Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.
	SCHOOL LIBRARIAN Competencies	School librarians implement and model an inquiry-based process by: 1. Leading learners and staff through the research process. 2. Constructing tasks focused on learners’ individual areas of interest. 3. Enabling learners to seek knowledge, create new knowledge, and make real-world connections for lifelong learning.	6. ISTE for Educators: Facilitator 6a. Foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings. 6c. Create learning opportunities that challenge students to use a design process and computational thinking to innovate and solve problems. 3. ISTE for Educators: Citizen 3a. Create experiences for learners to make positive, socially responsible contributions and exhibit empathetic behavior online that build relationships and community. 3b. Establish a learning culture that promotes curiosity and critical examination of online resources and fosters digital literacy and media fluency. 7. ISTE for Educators: Analyst 7c. Use assessment data to guide progress and communicate with students, parents and education stakeholders to build student self-direction.
	SCHOOL LIBRARY Alignments	The school library ensures an inquiry-based process for learners by: 1. Establishing and supporting a learning environment that builds critical-thinking and inquiry dispositions for all learners. 2. Reinforcing the role of the school library, information, and technology resources in maximizing learning and institutional effectiveness.	7. ISTE for Educators: Analyst 7a. Provide alternative ways for students to demonstrate competency and reflect on their learning using technology.

National School Library Standards *crosswalk with* ISTE Standards for Students and Educators

SHARED FOUNDATION II.  Include			KEY COMMITMENT: Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.
DOMAIN		NATIONAL SCHOOL LIBRARY STANDARDS	ISTE STANDARDS
<div>A. THINK</div> 	LEARNER Competencies	Learners contribute a balanced perspective when participating in a learning community by: <ol style="list-style-type: none">Articulating an awareness of the contributions of a range of learners.Adopting a discerning stance toward points of view and opinions expressed in information resources and learning products.Describing their understanding of cultural relevancy and placement within the global learning community.	
	SCHOOL LIBRARIAN Competencies	School librarians direct learners to contribute a balanced perspective when participating in a learning community by: <ol style="list-style-type: none">Engaging learners to articulate an awareness of the contributions of a range of learners.Guiding learners as they adopt a discerning stance toward points of view and opinions expressed in information resources and learning products.Differentiating instruction to support learners' understanding of cultural relevancy and placement within the global learning community.	
	SCHOOL LIBRARY Alignments	The school library supports balanced perspectives through resources and learning opportunities by: <ol style="list-style-type: none">Providing challenging and authentic opportunities that address the needs of the broad range of learners.Offering diverse learning experiences that allow for individual differences in learners.Providing a comprehensive variety of resources.	5. ISTE for Educators: Designer 5a. Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs.
<div>B. CREATE</div> 	LEARNER Competencies	Learners adjust their awareness of the global learning community by: <ol style="list-style-type: none">Interacting with learners who reflect a range of perspectives.Evaluating a variety of perspectives during learning activities.Representing diverse perspectives during learning activities.	1. ISTE for Students: Empowered Learner 1b. Students build networks and customize their learning environments in ways that support the learning process. 7. ISTE for Students: Global Collaborator 7a. Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging them in ways that broaden mutual understanding and learning. 7d. Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.
	SCHOOL LIBRARIAN Competencies	School librarians establish opportunities for learners to adjust their awareness of the global learning community by: <ol style="list-style-type: none">Providing opportunities for learners to interact with others who reflect a range of perspectives.Devising learning activities that require learners to evaluate a variety of perspectives.Designing opportunities that help learners to illustrate diverse viewpoints.	
	SCHOOL LIBRARY Alignments	The school library represents all members and their place in a global learning community by: <ol style="list-style-type: none">Establishing and maintaining a collection of reading and information materials in formats that support the diverse developmental, cultural, social, and linguistic needs of the range of learners and their communities.Organizing facilities to enhance the use of and ensure equitable access to information resources and services for all learners.Featuring learning opportunities that include diverse viewpoints.	
<div>C. SHARE</div> 	LEARNER Competencies	Learners exhibit empathy with and tolerance for diverse ideas by: <ol style="list-style-type: none">Engaging in informed conversation and active debate.Contributing to discussions in which multiple viewpoints on a topic are expressed.	4. ISTE for Students: Innovative Designer 4d. Students exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems.
	SCHOOL LIBRARIAN Competencies	School librarians facilitate experiences in which learners exhibit empathy and tolerance for diverse ideas by: <ol style="list-style-type: none">Giving learners opportunities to engage in informed conversation and active debate.Guiding learners to contribute to discussions in which multiple viewpoints on a topic are expressed.	3. ISTE for Educators: Citizen 3a. Create experiences for learners to make positive, socially responsible contributions and exhibit empathetic behavior online that build relationships and community.
	SCHOOL LIBRARY Alignments	The school library facilitates opportunities to experience diverse ideas by: <ol style="list-style-type: none">Implementing solutions that address physical, social, cultural, linguistic, and intellectual barriers to equitable access to resources and services.Promoting the use of high-quality and high-interest literature in formats that reflect the diverse developmental, cultural, social, and linguistic needs of all learners and their communities.Constructing a learning environment that fosters the sharing of a wide range of viewpoints and ideas.	
<div>D. GROW</div> 	LEARNER Competencies	Learners demonstrate empathy and equity in knowledge building within the global learning community by: <ol style="list-style-type: none">Seeking interactions with a range of learners.Demonstrating interest in other perspectives during learning activities.Reflecting on their own place within the global learning community	1. ISTE for Students: Empowered Learner 1b. Students build networks and customize their learning environments in ways that support the learning process.
	SCHOOL LIBRARIAN Competencies	School librarians explicitly lead learners to demonstrate empathy and equity in knowledge building within the global learning community by: <ol style="list-style-type: none">Creating an atmosphere in which learners feel empowered and interactions are learner-initiated.Initiating opportunities that allow learners to demonstrate interest in other perspectives.Showcasing learners' reflections on their place within the global learning community.	
	SCHOOL LIBRARY Alignments	The school library builds empathy and equity within the global learning community by: <ol style="list-style-type: none">Ensuring that all learning needs are met through access to information and ideas located in a diverse collection of sufficient size for the learner population and supported by reliable hardware and software.Enabling equitable access to learning opportunities, academic and social support, and other resources necessary for learners' success.Clearly and frequently articulating the school library's impact when communicating with administration, faculty, staff, learners, parents, and the community.	






National School Library Standards *crosswalk with*

ISTE Standards for Students and Educators

SHARED FOUNDATION III.  Collaborate			KEY COMMITMENT: Work effectively with others to broaden perspectives and work toward common goals.
DOMAIN		NATIONAL SCHOOL LIBRARY STANDARDS	ISTE STANDARDS
<div>A. THINK</div> <div></div>	LEARNER Competencies	Learners identify collaborative opportunities by: <ol style="list-style-type: none">Demonstrating their desire to broaden and deepen understandings.Developing new understandings through engagement in a learning group.Deciding to solve problems informed by group interaction.	7. ISTE for Students: Global Collaborator 7a. Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning. 7b. Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints. 7c. Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal. 7d. Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.
	SCHOOL LIBRARIAN Competencies	School librarians facilitate collaborative opportunities by: <ol style="list-style-type: none">Challenging learners to work with others to broaden and deepen understandings.Scaffolding enactment of learning-group roles to enable the development of new understandings within a group.Organizing learner groups for decision making and problem solving.	4. ISTE for Educators: Collaborator 4a. Dedicate planning time to collaborate with colleagues to create authentic learning experiences that leverage technology.
	SCHOOL LIBRARY Alignments	The school library facilitates opportunities to integrate collaborative and shared learning by: <ol style="list-style-type: none">Partnering with other educators to scaffold learning and organize learner groups to broaden and deepen understanding.Leading inquiry-based learning opportunities that enhance the information, media, visual, and technical literacies of all members of the school community.	4. ISTE for Educators: Collaborator 4c. Use collaborative tools to expand students' authentic, real-world learning experiences by engaging virtually with experts, teams and students, locally and globally.
<div>B. CREATE</div> <div></div>	LEARNER Competencies	Learners participate in personal, social, and intellectual networks by: <ol style="list-style-type: none">Using a variety of communication tools and resources.Establishing connections with other learners to build on their own prior knowledge and create new knowledge.	1. ISTE for Students: Empowered Learner 1c. Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways. 6. ISTE for Students: Creative Communicator 6a. Students chose the appropriate platforms and tools for meeting the desired objectives of their creation or communication. 7. ISTE for Students: Global Collaborator 7b. Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from mulitple viewpoints.
	SCHOOL LIBRARIAN Competencies	School librarians demonstrate the importance of personal, social, and intellectual networks by: <ol style="list-style-type: none">Modeling the use of a variety of communication tools and resources.Cultivating networks that allow learners to build on their own prior knowledge and create new knowledge.	4. ISTE for Educators: Collaborator 4b. Collaborate and co-learn with students to discover and use new digital resources and diagnose and troubleshoot technology issues. 4c. Use collaborative tools to expand students' authentic, real-world learning experiences by engage in virtually with experts, teams and students, locally and globally.
	SCHOOL LIBRARY Alignments	The school library policies ensure that school librarians are active participants in development, evaluation, and improvement of instructional and program resources with the school librarian by: <ol style="list-style-type: none">Consistently engaging with the school community to ensure that the school library resources, services, and standards align with the school's mission.Participating in district, building, and department or grade-level curriculum development and assessment on a regular basis.Including the school community in the development of school library policies and procedures.	7. ISTE for Educators: Facilitator 7a. Provide alternative ways for students to demonstrate competency and reflect on their learning using technology. 7b. Use technology to design and implement a variety of formative and summative assessments that accommodate learner needs, provide timely feedback to students and inform instruction. 7c. Use assessment data to guide progress and communicate with students, parents and education stakeholders to build student self-direction.
<div>C. SHARE</div> <div></div>	LEARNER Competencies	Learners work productively with others to solve problems by: <ol style="list-style-type: none">Soliciting and responding to feedback from others.Involving diverse perspectives in their own inquiry processes.	1. ISTE for Students: Empowered Learner 1c. Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways. 7. ISTE for Students: Global Collaborator 7a. Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning. 7b. Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints. 7c. Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal. 7d. Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.
	SCHOOL LIBRARIAN Competencies	School librarians promote working productively with others to solve problems by: <ol style="list-style-type: none">Demonstrating how to solicit and respond to feedback from others.Advocating and modeling respect for diverse perspectives to guide the inquiry process.	
	SCHOOL LIBRARY Alignments	The school library provides opportunities for school librarians to connect and work with the learning community by: <ol style="list-style-type: none">Facilitating diverse social and intellectual learner networks.Designing and leading professional development opportunities that reinforce the impact of the school library's resources, services, and programming on learners' academic learning and educators' effectiveness.Promoting and modeling the importance of information-use skills by publicizing to learners, staff and the community available services and resources; serving on school and district-wide committees; and engaging in community and professional activities.	
<div>D. GROW</div> <div></div>	LEARNER Competencies	Learners actively participate with others in learning situations by: <ol style="list-style-type: none">Actively contributing to group discussions.Recognizing learning as a social responsibility.	1. ISTE for Students: Empowered Learner 1b. Students build networks and customize their learning environments in ways that support the learning process. 7. ISTE for Students: Global Collaborator 7c. Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.
	SCHOOL LIBRARIAN Competencies	School librarians foster active participation in learning situations by: <ol style="list-style-type: none">Stimulating learners to actively contribute to group discussions.Creating a learning environment in which learners understand that learning is a social responsibility.	4. ISTE for Educators: Collaborator 4d. Demonstrate cultural competency when communicating with students, parnets and colleagues and interact with them as co-collaborators in student learning.
	SCHOOL LIBRARY Alignments	The school library supports active learner participation by: <ol style="list-style-type: none">Creating and maintaining a learning environment that supports and stimulates discussion from all members of the school community.Demonstrating and reinforcing the idea that information is a shared resource.	

National School Library Standards *crosswalk with*






ISTE Standards for Students and Educators

SHARED FOUNDATION IV.  Curate			KEY COMMITMENT: Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.
DOMAIN		NATIONAL SCHOOL LIBRARY STANDARDS	ISTE STANDARDS
A. THINK 	LEARNER Competencies	Learners act on an information need by: <ol style="list-style-type: none">Determining the need to gather information.Identifying possible sources of information.Making critical choices about information sources to use.	3. ISTE for Students: Knowledge Constructor 3c. Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
	SCHOOL LIBRARIAN Competencies	School librarians challenge learners to act on an information need by: <ol style="list-style-type: none">Modeling the response to a need to gather and organize information.Designing opportunities for learners to explore possible information sources.Guiding learners to make critical choices about information sources to use.	
	SCHOOL LIBRARY Alignments	The school library provides problem-based learning experiences and environments by: <ol style="list-style-type: none">Using resources and technology to foster inquiry and scaffold mastery of skills necessary for learning to progress.Adopting a dynamic collection-development plan to ensure that adequate resources reflect current and in-depth knowledge.Focusing on the effective use of a wide range of resources to foster information skills appropriate to content areas.	
B. CREATE 	LEARNER Competencies	Learners gather information appropriate to the task by: <ol style="list-style-type: none">Seeking a variety of sources.Collecting information representing diverse perspectives.Systematically questioning and assessing the validity and accuracy of information.Organizing information by priority, topic, or other systematic scheme.	6. ISTE for Students: Creative Communicator 6a. Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication. 6b. Students create original works or responsibly repurpose or remix digital resources into new creations. 6c. Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations. 6d. Students publish or present content that customizes the message and medium for their intended audiences.
	SCHOOL LIBRARIAN Competencies	School librarians promote information gathering appropriate to the task by: <ol style="list-style-type: none">Sharing a variety of sources.Encouraging the use of information representing diverse perspectives.Fostering the questioning and assessing of validity and accuracy of information.Providing tools and strategies to organize information by priority, topic, or other systematic scheme.	
	SCHOOL LIBRARY Alignments	The school library promotes selection of appropriate resources and tools for information use by: <ol style="list-style-type: none">Demonstrating and documenting how resources and technology are used to address information needs.Providing opportunities for all members of the school community to develop information and technology skills needed to promote the transfer of information-related problem-solving strategies across all disciplines.Employing a dynamic collection policy that includes selection and retention criteria for all materials within the collectionImplementing an administratively approved and endorsed policy that clearly addresses procedures for handling material challenges.Designing and providing adequate, appropriate space for library resources, services and activities.	
C. SHARE 	LEARNER Competencies	Learners exchange information resources within and beyond their learning community by: <ol style="list-style-type: none">Accessing and evaluating collaboratively constructed information sites.Contributing to collaboratively constructed information sites by ethically using and reproducing others' work.Joining with others to compare and contrast information derived from collaboratively constructed information sites.	2. ISTE for Students: Digital Citizen 2c. Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property. 6. ISTE for Students: Creative Communicator 6a. Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication. 6b. Students create original works or responsibly repurpose or remix digital resources into new creations. 6c. Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations. 6d. Students publish or present content that customizes the message and medium for their intended audiences.
	SCHOOL LIBRARIAN Competencies	School librarians contribute to and guide information resource exchange within and beyond the school learning community by: <ol style="list-style-type: none">Facilitating opportunities to access and evaluate collaboratively constructed information sites.Devising pathways for learners to contribute to collaboratively constructed information sites by ethically using and reproducing others' work.Directing learners to join others to compare and contrast information derived from collaboratively constructed information sites.	
	SCHOOL LIBRARY Alignments	The school library facilitates the contribution and exchange of information within and among learning communities by: <ol style="list-style-type: none">Providing an environment in which resources that support the school's curriculum and learning goals can be collaboratively selected and developed.Including and tracking collection materials in a system that uses standardized approaches to description and location.Establishing policies that promote effective acquisition, description, circulation, sharing, and access to resources within and beyond the school day.Maintaining procedures that ensure user confidentiality and promote unimpeded access to materials by staff members and learners.	
D. GROW 	LEARNER Competencies	Learners select and organize information for a variety of audiences by: <ol style="list-style-type: none">Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources.Integrating and depicting in a conceptual knowledge network their understanding gained from resources.Openly communicating curation processes for others to use, interpret, and validate.	4. ISTE for Students: Innovative Designer 4c. Students develop, test and refine prototypes as part of a cyclical design process. 5. ISTE for Students: Computational Thinker 5b. Students collect or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.
	SCHOOL LIBRARIAN Competencies	School librarians show learners how to select and organize information for a variety of audiences by: <ol style="list-style-type: none">Engaging learners in ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources.Formulating tasks that help learners to integrate and depict in a conceptual knowledge network learners' understanding gained from resources.Making opportunities for learners to openly communicate curation processes for others to use, interpret, and validate.	
	SCHOOL LIBRARY Alignments	The school library engages the learning community in exploring resources by: <ol style="list-style-type: none">Describing, organizing, and promoting the collection for maximum and effective uses for multiple learning applications.Maintaining a collection of sufficient breadth and currency to be pertinent to the school's program of studies.Supporting access through a schedule that allows use by learners and staff at time of need.Using local and external data to inform ongoing adjustments to the scope of the resource collection, and its audiences, formats, and applications.	

INSTANT IMPACT GLOBAL PREP

National School Library Standards *crosswalk with*

ISTE Standards for Students and Educators

SHARED FOUNDATION V.  Explore			KEY COMMITMENT: Discover and innovate in a growth mindset developed through experience and reflection.
DOMAIN		NATIONAL SCHOOL LIBRARY STANDARDS	ISTE STANDARDS
<div>A. THINK</div> 	LEARNER Competencies	Learners develop and satisfy personal curiosity by: 1. Reading widely and deeply in multiple formats and write and create for a variety of purposes. 2. Reflecting and questioning assumptions and possible misconceptions. 3. Engaging in inquiry-based processes for personal growth.	3. ISTE for Students: Knowledge Constructor 3d. Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions. 6. ISTE for Students: Creative Communicator 6c. Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.
	SCHOOL LIBRARIAN Competencies	School librarians foster learners' personal curiosity by: 1. Encouraging learners to read widely and deeply in multiple formats and write and create for a variety of purposes. 2. Challenging learners to reflect and question assumptions and possible misconceptions. 3. Enabling learners by helping them develop inquiry-based processes for personal growth.	
	SCHOOL LIBRARY Alignments	The school library supports learners' personal curiosity by: 1. Providing resources and strategies for inquiry-based processes. 2. Fostering opportunities for learners to demonstrate personal curiosity and creation of knowledge through engaging with a wide variety of resources and technology.	
<div>B. CREATE</div> 	LEARNER Competencies	Learners construct new knowledge by: 1. Problem solving through cycles of design, implementation, and reflection. 2. Persisting through self-directed pursuits by tinkering and making.	4. ISTE for Students: Innovative Designer 4b. Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks. 5. ISTE for Students: Computational Thinker 5c. Students break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem solving.
	SCHOOL LIBRARIAN Competencies	School librarians stimulate learners to construct new knowledge by: 1. Teaching problem solving through cycles of design, implementation, and reflection. 2. Providing opportunities for tinkering and making. 3. Modeling persistence through self-directed tinkering and making.	6. ISTE for Educators: Facilitator 6c. Create learning opportunities that challenge students to use a design process and computational thinking to innovate and solve problems.
	SCHOOL LIBRARY Alignments	The school library facilitates construction of new knowledge by: 1. Implementing technology as a tool or resource for learning. 2. Ensuring that multiple learning activities can occur in both physical and virtual spaces. 3. Establishing and maintaining a learning environment conducive to independent and collaborative exploration and problem solving.	2. ISTE for Educators: Leader 2b. Advocate for equitable access to educational technology, digital content and learning opportunities to meet the diverse needs of all students.
<div>C. SHARE</div> 	LEARNER Competencies	Learners engage with the learning community by: 1. Expressing curiosity about a topic of personal interest or curricular relevance. 2. Co-constructing innovative means of investigation. 3. Collaboratively identifying innovative solutions to a challenge or problem.	7. ISTE for Students: Global Collaborator 7b. Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints. 7c. Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal. 7d. Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.
	SCHOOL LIBRARIAN Competencies	School librarians prepare learners to engage with the learning community by: 1. Providing strategies for acting on curiosity about a topic of personal interest or curricular relevance. 2. Assisting learners to co-construct innovative means of investigation. 3. Structuring activities for learners to collaboratively identify innovative solutions to a challenge or problem.	
	SCHOOL LIBRARY Alignments	The school library prepares learners to engage with a larger learning community by: 1. Modeling and promoting the use of personal and professional learning networks. 2. Encouraging families and other members of the community to participate in school library activities. 3. Building and advocating for strong relationships with stakeholders who recognize and support an effective school library.	2. ISTE for Educators: Leader 2c. Model for colleagues the identification, exploration, evaluation, curation and adoption of new digital resources and tools for learning.
<div>D. GROW</div> 	LEARNER Competencies	Learners develop through experience and reflection by: 1. Iteratively responding to challenges. 2. Recognizing capabilities and skills that can be developed, improved, and expanded. 3. Open-mindedly accepting feedback for positive and constructive growth.	1. ISTE for Students: Empowered Learner 1c. Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways. 7. ISTE for Students: Global Collaborator 7b. Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints. 7c. Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal. 7d. Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.
	SCHOOL LIBRARIAN Competencies	School librarians help learners develop through experiences and reflection by: 1. Scaffolding iterative challenge-response processes. 2. Helping learners to recognize capabilities and skills that can be developed, improved, and expanded. 3. Fostering an atmosphere in which constructive feedback is openly accepted for positive growth.	
	SCHOOL LIBRARY Alignments	The school library assists in the growth and development of learners by: 1. Leading other educators and learners to embrace a growth mindset through lifelong learning. 2. Anticipating learners' needs and adapting the learning environment in accordance with evidence-based practices. 3. Embracing new skills, knowledge, and standards in the profession as they relate to teaching, learning, technology, and innovation.	



American Association
of School Librarians

TRANSFORMING LEARNING

**NATIONAL
SCHOOL
LIBRARY
STANDARDS**

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The AASL Standards Crosswalk Task Force recognizes that sets of standards vary in their nature and level of specificity or generality. When cross-walking standards sets, it is prudent and necessary to leave some interpretation open to the professional educator. Due to the language of the ISTE Standards, iste.org/standards, the ISTE Standards for Students (2016) have only been cross-walked to the AASL Standards Frameworks section related to Learners. The ISTE Standards for Educators (2017) have been cross-walked to the AASL Standards Framework sections related to School Librarians and to School Libraries.

Grade 6

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Reading Literature	
Key Ideas and Details	
RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text based upon this determination.
RL.6.3	Describe how the plot of a literary text unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
Craft and Structure	
RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.
Integration of Knowledge and Ideas	
RL.6.7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.
RL.6.8	Not applicable to literature.
RL.6.9	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

2016 Mississippi College- and Career-Readiness Standards for English Language Arts

Grade 6

Range of Reading and Level of Text Complexity	
RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

2016 Mississippi College- and Career-Readiness Standards for English Language Arts

Grade 6

Reading Informational Text	
Key Ideas and Details	
RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
Craft and Structure	
RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
RI.6.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
Integration of Knowledge and Ideas	
RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
RI.6.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
RI.6.9	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
Range of Reading and Level of Text Complexity	
RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

2016 Mississippi College- and Career-Readiness Standards for English Language Arts

Grade 6

The following standards for Grade 6 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Writing	
Text Types and Purposes	
W.6.1	Write arguments to support claims with clear reasons and relevant evidence.
W.6.1a	Introduce claim(s) and organize the reasons and evidence clearly.
W.6.1b	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
W.6.1c	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
W.6.1d	Establish and maintain a formal style.
W.6.1e	Provide a concluding statement or section that follows from the argument presented.
W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W.6.2a	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
W.6.2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
W.6.2c	Use appropriate transitions to clarify the relationships among ideas and concepts.
W.6.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.6.2e	Establish and maintain a formal style.
W.6.2f	Provide a concluding statement or section that follows from the information or explanation presented.

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Grade 6

W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W.6.3a	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
W.6.3b	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
W.6.3c	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
W.6.3d	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
W.6.3e	Provide a conclusion that follows from the narrated experiences or events.
Production and Distribution of Writing	
W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills.
Research to Build and Present Knowledge	
W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.6.9a	Apply grade 6 Reading standards to literary texts (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).
W.6.9b	Apply grade 6 Reading standards to literary nonfiction and/or informational texts (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).

Grade 6

Range of Writing	
W.6.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

2016 Mississippi College- and Career-Readiness Standards for English Language Arts

Grade 6

The following standards for Grade 6 offer a focus for instruction in each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Speaking and Listening	
Comprehension and Collaboration	
SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SL.6.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SL.6.1b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SL.6.1c	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
SL.6.1d	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
SL.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
SL.6.3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
Presentation of Knowledge and Ideas	
SL.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
SL.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)

2016 Mississippi College- and Career-Readiness Standards for English Language Arts

Grade 6

The following standards for grades 6–12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).

Language	
Conventions of Standard English	
L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
L.6.1a	Ensure that pronouns are in the proper case (subjective, objective, possessive).
L.6.1b	Use intensive pronouns (e.g., myself, ourselves).
L.6.1c	Recognize and correct inappropriate shifts in pronoun number and person.*
L.6.1d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*
L.6.1e	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*
L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.6.2a	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*
L.6.2b	Spell correctly.
Knowledge of Language	
L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.6.3a	Vary sentence patterns for meaning, reader/listener interest, and style.*
L.6.3b	Maintain consistency in style and tone.*
Vocabulary Acquisition and Use	
L.6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
L.6.4a	Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

2016 Mississippi College- and Career-Readiness Standards for English Language Arts

Grade 6

L.6.4b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
L.6.4c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
L.6.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.6.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.6.5a	Interpret figures of speech (e.g., personification) in context.
L.6.5b	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
L.6.5c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).
L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Scaffolding Document

The primary purpose of the 2016 Mississippi College- and Career-Readiness Standards Scaffolding Document is to provide teachers with a deeper understanding of the Standards as they plan for classroom instruction. Based on the 2016 Mississippi College- and Career-Readiness Standards, this document provides a close analysis of the requirements for student mastery. Because of the rigor and depth of the Standards, scaffolding instruction to meet the needs of all learners is essential to individual success. The Scaffolding Document will aid teachers' understanding of how to teach the Standards through a natural progression of student mastery.

The Scaffolding Document can be found at <http://www.mde.k12.ms.us/ESE/ccr>.

Grade 6

Ratios and Proportional Relationships (RP)

Understand ratio concepts and use ratio reasoning to solve problems	
6.RP.1	Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. <i>For example, “The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak.” “For every vote candidate A received, candidate C received nearly three votes.”</i>
6.RP.2	Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship. <i>For example, “This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is $3/4$ cup of flour for each cup of sugar.” “We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger.”¹</i>
6.RP.3	Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. <ol style="list-style-type: none"> Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios. Solve unit rate problems including those involving unit pricing and constant speed. <i>For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?</i> Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means $30/100$ times the quantity); solve problems involving finding the whole, given a part and the percent. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.
The Number System (NS)	
Apply and extend previous understandings of multiplication and division to divide fractions by fractions	
6.NS.1	Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. <i>For example, create a story context for $(2/3) \div (3/4)$ and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that $(2/3) \div (3/4) = 8/9$ because $3/4$ of $8/9$ is $2/3$. (In general, $(a/b) \div (c/d) = ad/bc$.) How much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $3/4$-cup servings are in $2/3$ of a cup of yogurt? How wide is a rectangular strip of land with length $3/4$ mi and area $1/2$ square mi?</i>
Compute fluently with multi-digit numbers and find common factors and multiples	
6.NS.2	Fluently divide multi-digit numbers using the standard algorithm.
6.NS.3	Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.

2016 Mississippi College- and Career-Readiness Standards for Mathematics

Grade 6

6.NS.4	Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. <i>For example, express $36 + 8$ as $4(9 + 2)$.</i>
Apply and extend previous understandings of numbers to the system of rational numbers	
6.NS.5	Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.
6.NS.6	Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. <ol style="list-style-type: none"> Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., $-(-3) = 3$, and that 0 is its own opposite. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.
6.NS.7	Understand ordering and absolute value of rational numbers. <ol style="list-style-type: none"> Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. <i>For example, interpret $-3 > -7$ as a statement that -3 is located to the right of -7 on a number line oriented from left to right.</i> Write, interpret, and explain statements of order for rational numbers in real-world contexts. <i>For example, write $-3^{\circ}\text{C} > -7^{\circ}\text{C}$ to express the fact that -3°C is warmer than -7°C.</i> Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. <i>For example, for an account balance of -30 dollars, write $-30 = 30$ to describe the size of the debt in dollars.</i> Distinguish comparisons of absolute value from statements about order. <i>For example, recognize that an account balance less than -30 dollars represents a debt greater than 30 dollars.</i>
6.NS.8	Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.

2016 Mississippi College- and Career-Readiness Standards for Mathematics

Grade 6

6.NS.9	<p>Apply and extend previous understandings of addition and subtraction to add and subtract integers; represent addition and subtraction on a horizontal or vertical number line diagram.</p> <ol style="list-style-type: none"> Describe situations in which opposite quantities combine to make 0. <i>For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.</i> Understand $p + q$ as the number located a distance q from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of integers by describing real-world contexts. Understand subtraction of integers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two integers on the number line is the absolute value of their difference, and apply this principle in real-world contexts. Apply properties of operations as strategies to add and subtract integers.
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Expressions and Equations (EE)

Apply and extend previous understandings of arithmetic to algebraic expressions

6.EE.1	Write and evaluate numerical expressions involving whole-number exponents.
6.EE.2	<p>Write, read, and evaluate expressions in which letters stand for numbers.</p> <ol style="list-style-type: none"> Write expressions that record operations with numbers and with letters standing for numbers. <i>For example, express the calculation “Subtract y from 5” as $5 - y$.</i> Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. <i>For example, describe the expression $2(8 + 7)$ as a product of two factors; view $(8 + 7)$ as both a single entity and a sum of two terms.</i> Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). <i>For example, use the formulas $V = s^3$ and $A = 6s^2$ to find the volume and surface area of a cube with sides of length $s = \frac{1}{2}$.</i>
6.EE.3	Apply the properties of operations to generate equivalent expressions. <i>For example, apply the distributive property to the expression $3(2 + x)$ to produce the equivalent expression $6 + 3x$; apply the distributive property to the expression $24x + 18y$ to produce the equivalent expression $6(4x + 3y)$; apply properties of operations to $y + y + y$ to produce the equivalent expression $3y$.</i>
6.EE.4	Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). <i>For example, the expressions $y + y + y$ and $3y$ are equivalent because they name the same number regardless of which number y stands for.</i>

Reason about and solve one-variable equations and inequalities

6.EE.5	Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.
6.EE.6	Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.

Grade 6

6.EE.7	Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p , q and x are all nonnegative rational numbers.
6.EE.8	Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.

Represent and analyze quantitative relationships between dependent and independent variables

6.EE.9	<p>Use variables to represent two quantities in a real-world problem that change in relationship to one another.</p> <ul style="list-style-type: none"> Write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. <p><i>For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation $d = 65t$ to represent the relationship between distance and time.</i></p>
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Geometry (G)

Solve real-world and mathematical problems involving area, surface area, and volume

6.G.1	Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.
6.G.2	Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = lwh$ and $V = bh$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.
6.G.3	Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.
6.G.4	Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.

Statistics and Probability (SP)

Develop understanding of statistical variability

6.SP.1	Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. <i>For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.</i>
6.SP.2	Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.
6.SP.3	Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.

Grade 6

Summarize and describe distributions	
6.SP.4	Display numerical data in plots on a number line, including dot plots, histograms, and box plots.
6.SP.5	<p>Summarize numerical data sets in relation to their context, such as by:</p> <ol style="list-style-type: none"> Reporting the number of observations. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement. Giving quantitative measures of center (median and/or mean) and variability (interquartile range), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.

¹ Expectations for unit rates in this grade are limited to non-complex fractions.

2016 Mississippi College- and Career-Readiness Standards for Mathematics

Additional Resource

2016 Mississippi College- and Career-Standards Scaffolding Document

The primary purpose of the *2016 Mississippi College- and Career-Readiness Standards Scaffolding Document* is to provide teachers with a deeper understanding of the Standards as they plan for classroom instruction. Based on the 2016 Mississippi College- and Career-Readiness Standards for Mathematics, this document provides a close analysis of the requirements for student mastery. Because of the rigor and depth of the Standards, scaffolding instruction to meet the needs of all learners is essential to individual success. The Scaffolding Document will aid teachers' understanding of how to teach the Standards through a natural progression of student mastery. The Scaffolding Document can be found at <http://www.mde.k12.ms.us/ESE/ccr>.

2016 Mississippi College- and Career-Readiness Standards for Mathematics

GRADE SIX**Theme: Structure and Function**

Grade 6 students need concrete opportunities to engage with natural phenomena. The integration of Earth and space, life, and physical sciences gives students many opportunities to explore the relationship of structure and function in the world around them. By analyzing the macro- and microscopic world, the role of cells in life functions, the interdependence in ecosystems, the diversity of life on Earth, the relationship between force and motion, and the organization and interactions of objects in the universe, Grade 6 students can make claims and provide evidence about structure-function relationships in different scientific domains.

GRADE SIX: Life Science**L.6.1 Hierarchical Organization**

Conceptual Understanding: Living things are distinguished from nonliving things by several characteristics. All living things are comprised of one (unicellular) or more (multicellular) cells, which are the smallest units of life. Cells carry out life functions and undergo cell division using specialized structures that allow them to acquire energy and water, grow, reproduce, dispose of waste, and survive. Multicellular organisms are organized in a hierarchy of increasing complexity with related, specialized structures and functions.

L.6.1 Students will demonstrate an understanding that living things range from simple to complex organisms, are organized hierarchically, and function as whole living systems.

L.6.1.1 *Use argument supported by evidence in order to distinguish between living and non-living things, including viruses and bacteria.*

L.6.1.2 *Obtain and communicate evidence to support the cell theory.*

L.6.1.3 *Develop and use models to explain how specific cellular components (cell wall, cell membrane, nucleus, chloroplast, vacuole, and mitochondria) function together to support the life of prokaryotic and eukaryotic organisms to include plants, animals, fungi, protists, and bacteria (not to include biochemical function of cells or cell part).*

L.6.1.4 *Compare and contrast different cells in order to classify them as a protist, fungus, plant, or animal.*

L.6.1.5 *Provide evidence that organisms are unicellular or multicellular.*

L.6.1.6 *Develop and use models to show relationships among the increasing complexity of multicellular organisms (cells, tissues, organs, organ systems, organisms) and how they serve the needs of the organism.*

GRADE SIX: Life Science**L.6.3 Ecology and Interdependence**

Conceptual Understanding: All organisms depend on biotic and abiotic factors for survival. When any environmental factor changes, a corresponding change in diversity and population of organisms will also occur. The environment and the organism in which it lives are therefore interdependent.

L.6.3 Students will demonstrate an understanding of the relationships among survival, environmental changes, and diversity as they relate to the interactions of organisms, populations, and the environment.

- L.6.3.1** *Use scientific reasoning to explain differences between biotic and abiotic factors that demonstrate what living organisms need to survive.*
- L.6.3.2** *Develop and use models to describe the levels of organization within ecosystems (species, populations, communities, ecosystems, and biomes).*
- L.6.3.3** *Analyze cause and effect relationships to explore how changes in the physical environment (limiting factors, natural disasters) can lead to population changes within an ecosystem.*
- L.6.3.4** *Investigate organism interactions in a competitive or mutually beneficial relationship (predation, competition, cooperation, or symbiotic relationships).*
- L.6.3.5** *Develop and use food chains, webs, and pyramids to analyze how energy is transferred through an ecosystem from producers (autotrophs) to consumers (heterotrophs, including humans) to decomposers.*

GRADE SIX: Life Science

L.6.4 Adaptation and Diversity

Conceptual Understanding: Because living organisms are so diverse, scientists have created a system by which living things are organized into groups according to their characteristics (physical and/or genomic) for identification and research purposes. The kingdoms are very diverse but also have quite a bit in common. Organisms exhibit structural and behavioral characteristics such as adaptations, patterns of growth and development, and life cycles that increase their chances of reproduction and survival in a changing environment.

- L.6.4** **Students will demonstrate an understanding of classification tools and models such as dichotomous keys to classify representative organisms based on the characteristics of the kingdoms: Archaeobacteria, Eubacteria, Protists, Fungi, Plants, and Animals.**
- L.6.4.1** *Compare and contrast modern classification techniques (e.g., analyzing genetic material) to the historical practices used by scientists such as Aristotle and Carolus Linnaeus.*
- L.6.4.2** *Use classification methods to explore the diversity of organisms in kingdoms (animals, plants, fungi, protists, bacteria). Support claims that organisms have shared structural and behavioral characteristics.*
- L.6.4.3** *Analyze and interpret data from observations to describe how fungi obtain energy and respond to stimuli (e.g., bread mold, rotting plant material).*
- L.6.4.4** *Conduct investigations using a microscope or multimedia source to compare the characteristics of protists (euglena, paramecium, amoeba) and the methods they use to obtain energy and move through their environment (e.g., pond water).*
- L.6.4.5** *Engage in scientific arguments to support claims that bacteria (Archaeobacteria and Eubacteria) and viruses can be both helpful and harmful to other organisms and the environment.*

GRADE SIX: Physical Science

P.6.6 Motions, Forces, and Energy

Conceptual Understanding: Newton's Laws describe forces and motion affecting substances in various environments and situations. Motion is determined by the amount of force applied. Focusing on magnetic, frictional, and gravitational forces will provide an understanding of the relationship between distance and contact forces.

- P.6.6 Students will demonstrate an understanding of Newton’s laws of motion using real world models and examples.**
- P.6.6.1** *Use an engineering design process to create or improve safety devices (e.g., seat belts, car seats, helmets) by applying Newton’s Laws of motion. Use an engineering design process to define the problem, design, construct, evaluate, and improve the safety device.**
 - P.6.6.2** *Use mathematical computation and diagrams to calculate the sum of forces acting on various objects.*
 - P.6.6.3** *Investigate and communicate ways to manipulate applied/frictional forces to improve movement of objects on various surfaces (e.g., athletic shoes, wheels on cars).*
 - P.6.6.4** *Compare and contrast magnetic, electric, frictional, and gravitational forces.*
 - P.6.6.5** *Conduct investigations to predict and explain the motion of an object according to its position, direction, speed, and acceleration.*
 - P.6.6.6** *Investigate forces (gravity, friction, drag, lift, thrust) acting on objects (e.g., airplane, bicycle helmets). Use data to explain the differences between the forces in various environments.*
 - P.6.6.7** *Determine the relationships between the concepts of potential, kinetic, and thermal energy.*

GRADE SIX: Earth and Space Science

E.6.8 Earth and the Universe

Conceptual Understanding: The hierarchical organization of the universe is the result of complex structure and function. Current theories suggest that time began with a period of extremely rapid expansion. Presently, Earth’s solar system consists of the Sun and other objects that are held in orbit by the Sun’s gravitational force. The interactions of the Earth, the Moon, and the Sun have effects that can be observed on Earth. Various technologies have aided in our understanding of Earth’s place in the universe.

- E.6.8 Students will demonstrate an understanding of Earth’s place in the universe and the interactions of the solar system (sun, planets, their moons, comets, and asteroids) using evidence from multiple scientific resources to explain how these objects are held in orbit around the Sun because of its gravitational pull.**
- E.6.8.1** *Obtain, evaluate, and summarize past and present theories and evidence to explain the formation and composition of the universe.*
 - E.6.8.2** *Use graphical displays or models to explain the hierarchical structure (stars, galaxies, galactic clusters) of the universe.*
 - E.6.8.3** *Evaluate modern techniques used to explore our solar system’s position in the universe.*
 - E.6.8.4** *Obtain and evaluate information to model and compare the characteristics and movements of objects in the solar system (including planets, moons, asteroids, comets, and meteors).*
 - E.6.8.5** *Construct explanations for how gravity affects the motion of objects in the solar system and tides on Earth.*
 - E.6.8.6** *Design models representing motions within the Sun-Earth-Moon system to explain phenomena observed from the Earth’s surface (positions of celestial bodies, day and year, moon phases, solar and lunar eclipses, and tides).*
 - E.6.8.7** *Analyze and interpret data from the surface features of the Sun (e.g., photosphere, corona, sunspots, prominences, and solar flares) to predict how these features may affect Earth.*

SIXTH GRADE

CIVICS AND THE WORLD

CIVICS

STANDARD	OBJECTIVE(S)
CI.6.1 Understand the various roles and expectations of citizens throughout the world and apply that understanding to their role as a citizen of their community, state, and nation.	<ol style="list-style-type: none"> 1. Determine how citizenship roles vary within different political structures including but not limited to democratic, totalitarian, and monarchical systems. 2. Explore how citizenship roles vary based on the population, size, and geographic position of a state including but not limited to federal, confederate, and unitary systems. 3. Compare and contrast the many forms of citizenship including, but not limited to: responsible financial activity, active and passive participation in government, being aware of important issues and challenges, and the responsible use of resources. 4. Examine basic human rights and liberties that are at the core of American culture and compare those rights to those listed in the Universal Declaration of Human Rights.
CI.6.2 Examine the challenges of civic engagement in the contemporary world.	<ol style="list-style-type: none"> 1. Compare the positive and negative impacts of changing technologies on expanding the role of citizens throughout the world and the challenges posed by new media sources to obtaining reliable information upon which to make decisions. 2. Evaluate how globalization has changed the rights and responsibilities of citizens in relation to economic disparity and equity. 3. Assess how growing concerns about security have impacted civil liberty protections.

ECONOMICS

STANDARD	OBJECTIVE(S)
E.6.1 Explain the concept of natural resources and how people use and value them.	<ol style="list-style-type: none"> 1. Explain the difference between a “substance” that occurs in the natural environment and a “resource” that has value. 2. Identify and explain the characteristics of renewable and non-renewable resources. 3. Identify the locations and uses of important resources in the contemporary world.

E.6.2 Explain the geographic patterns of economic interactions.	<ol style="list-style-type: none">1. Identify primary, secondary, and tertiary economic activities in the U.S. and other countries.2. Distinguish between subsistence and commercial livelihoods.3. Examine ways that economic interaction and globalization occur in the contemporary world and in the past.
CIVIL RIGHTS	
STANDARD	OBJECTIVE(S)
CR.6.1 Identify physical and political factors that contribute to cooperation and conflict among people.	<ol style="list-style-type: none">1. Locate and describe different types of territorial divisions.2. Identify political boundaries that are based on physical and human factors.3. Investigate how countries cooperate in managing and using Earth's surface.4. Describe how conflict occurs at the local level because of disagreements over the division, control, and management of Earth's surface.

<p>CR.6.2 Formulate an understanding of citizenship roles in Western Europe, Eastern Europe, Latin America, South Asia, East Asia, Middle East and North Africa and sub-Saharan Africa and how they are influenced by a variety of factors.</p>	<ol style="list-style-type: none"> 1. Draw maps that reflect the physical environment of Western Europe, Eastern Europe, Latin America, South Asia, East Asia, Middle East, North Africa and sub-Saharan Africa, and evaluate how that environment impacts local culture. 2. Draw a map that reflects the current political structure of Western Europe, Eastern Europe, Latin America, South Asia, East Asia, Middle East, North Africa and sub-Saharan Africa, including countries, major population centers, significant natural features, and capital cities. 3. Select three Western Europe, Eastern Europe, Latin America, South Asia, East Asia, Middle East, North Africa and sub-Saharan Africa countries and identify the cultural and historical factors (ex. First Nations, colonization, war and conquest, and religion) that have shaped the civic identity of those cultures and the expectations they have for civic participation. 4. Select three Western Europe, Eastern Europe, Latin America, South Asia, East Asia, Middle East, North Africa and sub-Saharan Africa countries and examine the participation of those countries in an increasingly globalized world and compare them to other nations in terms of metrics including GDP per capita, Human Misery Index, Gross National Happiness, Infant and Child Mortality Rates, Life Expectancy, and Literacy Rates. 5. Compare human rights and liberties found in Western Europe, Eastern Europe, Latin America, South Asia, East Asia, Middle East, North Africa and sub-Saharan Africa to core American civil values.
<p>GEOGRAPHY</p>	
<p>STANDARD</p>	<p>OBJECTIVE(S)</p> <ol style="list-style-type: none"> 1. Explain the use of map essentials. 2. Use maps and geospatial technologies to acquire and process information from a spatial perspective. 3. Discuss how experiences and cultures influence perceptions and help people create mental maps.
<p>G.6.1 Describe the world using the tools of geography including maps, globes, and technological representations.</p>	

<p>G.6.2 Explain the concept of place and the factors that give meaning to particular places.</p>	<ol style="list-style-type: none"> 1. Describe the distinguishing physical and human characteristics of different places within the U.S. and around the world. 2. Investigate how people create places as they live in a location and make meaning and build memories there that are unique. 3. Describe how personal, community, or national identities are based, in large part, on places. 4. Explain how place-based identities can sometimes result in stereotypes of people from specific place.
<p>G.6.3 Identify geographic patterns in the environment that result from the processes of Earth's physical systems.</p>	<ol style="list-style-type: none"> 1. Distinguish between atmosphere, biosphere, lithosphere, and hydrosphere. 2. Describe how Earth-Sun relationships regulate seasonal changes in temperature, precipitation, vegetation, and weather patterns at various locations on Earth. 3. Explain major processes that shape the physical environment. 4. Investigate how natural phenomenon shaped the physical environment.
<p>G.6.4 Determine how regions are used to describe the organization of the Earth's surface.</p>	<ol style="list-style-type: none"> 1. Define formal, functional, and perceptual regions and identify physical and human features used as the criteria for establishing them. 2. Recognize major world regions as formal regions and describe the main characteristics that distinguish them as different from one another.
<p>G.6.5 Describe the characteristics and causes of human population changes and migration.</p>	<ol style="list-style-type: none"> 1. Identify the spatial patterns of human population in terms of distribution and density. 2. Explain how physical and human factors impact the migration and population characteristics of a place. 3. Identify major migration patterns in the U.S. and the world and the push/pull factors that drive them.
<p>G.6.6 Describe the patterns of human settlements and the factors that contribute to their formation.</p>	<ol style="list-style-type: none"> 1. Classify spatial patterns of settlement, including types, sizes, and models of settlement. 2. Explain why some locations are better for settlement than others. 3. Describe settlement patterns in association with the location of resources.

G.6.7 Compare and contrast ways that humans and the physical environment are impacted by the extraction of resources.	<ol style="list-style-type: none">1. Identify and describe ways in which humans modify the physical environment.2. Explain ways in which people use technology to access resources from the physical environment.3. Describe examples of how the physical environment provides opportunities and constraints for human activities.4. Identify and describe the locations of environmental hazards, proximity of human populations to them, and how people respond to natural hazards.
HISTORY	
STANDARD	OBJECTIVE(S)
H.6.1 Explain the characteristics and development of culture.	<ol style="list-style-type: none">1. Describe the major aspects of culture (religion/belief systems, language, ethnicity, institutions, technology, art, architecture, dress, foods, traditions, etc.).2. Explain how culture changes as it is passed from one generation to the next.3. Identify major culture regions of the world and explain how the characteristics of each set it apart from the others.

SEVENTH GRADE

EARLY WORLD HISTORY

STRANDS: CIVICS, ECONOMICS, CIVIL RIGHTS, GEOGRAPHY, AND HISTORY

STANDARD	OBJECTIVE(S)
7.1 Illustrate an understanding of the development of civilization in the Nile River Valley. (Strands: Civics, Civil Rights, Geography, History, Economics)	<ol style="list-style-type: none"> 1. Inspect how the physical features of Egypt Influenced the development of civilization. 2. Investigate how religion affected the lives of the ancient Egyptians including such aspects as architecture, the afterlife, and mummification. 3. Describe the unique features of ancient Egyptian culture and social class structure. 4. Explain the power structure of the ancient Egyptian government. 5. Determine the significance of the discovery of the Rosetta Stone. 6. Trace the influence of trade on the development of Egypt.
7.2 Examine an understanding of the development of civilization in the river valleys of China. (Strands: Civics, Civil Rights, Geography, History, Economics)	<ol style="list-style-type: none"> 1. Summarize the Influence of geographical features on the development of Ancient China. 2. Compare and contrast the origins, foundational beliefs and spread of Confucianism and Taoism. 3. Describe various aspects of culture, including language, art, architecture, and social class. 4. Explain the evolution of imperial government of China. 5. Discuss the development of the Great Wall. 6. Trace the influence of trade on the development of China.
7.3 Demonstrate an understanding of the development of civilization in Indus Valley. (Strands: Civics, Civil Rights, Geography, History, Economics)	<ol style="list-style-type: none"> 1. Explain the influence of geographical features on the development of Ancient Indus River Valley. 2. Analyze the influence of Hinduism on the Indian culture and social practices. 3. Describe various aspects of culture, including language, art, architecture. 4. Analyze the power held by each class of the Indian caste system. 5. Trace the influence of trade on the development of Indus River Valley.

SIXTH-EIGHTH GRADE

Content Strands

Gross Motor Skills Development (GM)
Social Skills (S)
Cognitive Development (C)
Fitness (F)

Fine Motor Skills Development (FM)
Personal Skills (P)
Lifelong Learning/Participation (**L**)
Adapted Physical Education (AP)

* See glossary

COMPETENCIES and Suggested Objectives:

- 1. Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities. (GM, FM, C)**

GRADE SIX

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Demonstrate smooth combinations of fundamental movement skills through rhythmic patterns.	Teach rhythmic activities using a variety of sports equipment (i.e., dribbling to music, using stretch bands, performing rhythmic parachute activities).	a
Demonstrate improvement of form, strength, and accuracy in performing manipulative skills*.	Play dribble tag. Have two to four students dribble a ball while chasing other students. The students who are being chased should be required to use a variety of locomotor* skills, such as running, hopping, skipping and to change them on command. Have students assume various roles during activity.	5,8

2. Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. (C, F, L, GM)

GRADE SIX

Suggested Objectives	Suggested Teaching Strategies	Sample Assessment
Analyze the critical elements that would enhance a peer's performance in a specialized skill.	Have students create a checklist according to activity to determine if a peer is using appropriate techniques to enhance performance.	8
Comprehend the importance of warm-up* and cool down* techniques during physical activity.	Teach proper warm-up*/cool down* techniques to prevent injury. Have students warm-up and cool-down before and after all activities (i.e., hold stretching and walking to reduce heart rate after running).	8
Create and modify activities that provide practice of selected skills to help improve physical performance, begin offensive and defensive strategies	Explain/demonstrate proper technique for specific activities. Watch teacher-made video on correct/incorrect form of specialized skill (i.e., throwing, catching, shooting, movement skills, etc.) and critique performance of that skill.	2,5

3. Participates regularly in physical activity (GM, L, F)

GRADE SIX

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Participate in physical activities in and out of the school's physical education setting.	Students will complete a group project to identify places for physical activity in school/community. Students should be encouraged to exhibit responsible personal and social behavior.	15
Participate in moderate to vigorous physical activity (MVPA) on a regular basis.	Use pedometer to count steps throughout the day. Record results in a physical activity log.	9

4. Achieve and maintain a health-enhancing level of physical fitness. (L, C)

GRADE SIX

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Identify each health-related fitness component (i.e., cardiovascular endurance*, muscle strength*, flexibility*, muscular endurance*, and body composition*) and the impact of physical participation on these components.	Have students participate in health related fitness activities and explain the importance of each component. Reinforce science skills by explaining how physical activity and proper nutrition affect the major organs of the body.	9

Establish and monitor progress toward appropriate personal fitness goals in each of the components of health-related fitness.	Have students maintain his/her target heart rate zone* (see glossary) for 20 minutes while participating in an activity of their choice.	3
Examine pre-and post-fitness test scores after participation in fitness-enhancing activities.	Have students graph pre- and post-fitness test scores and compare results. Have students answer questions about fitness levels and improvements.	17

5. Exhibit responsible personal and social behavior that respects self and others in physical activity settings.(S, P, L)

GRADE SIX

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Follow rules and procedures and display sportsmanship while participating in physical activities.	Provide students with scenarios of game situations. Have students explain the importance of accepting a controversial call and appropriately handling conflicts.	15
Practice responsible decision-making during specific activities.	Students will complete a group project to identify places for physical activity in school/community. Students should be encouraged to exhibit responsible personal and social behavior.	14,15

Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. (P, L, F, C)

GRADE SIX

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Describe and practice positive feelings associated with physical fitness.	Describe ways the body can be used to express and/or communicate ideas and feelings.	5
Identify physical changes that occur in our bodies associated with physical activity.	Have students identify changes in heart rate, perspiration, and muscle development through participation in physical activity. Discuss how being active reduces stress, decreases hyperactivity, etc.	5, 15



CREATING	MU: Cr1.1.6	Generate and conceptualize artistic ideas and work. <i>Generate musical ideas for various purposes and contexts.</i>	IMAGINE
		a. Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent .	
		<div>ENDURING UNDERSTANDING</div> The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.	<div>ESSENTIAL QUESTION(S)</div> How do musicians generate creative ideas?
	MU: Cr2.1.6	Organize and develop artistic ideas and work. <i>Select and develop musical ideas for defined purposes and contexts.</i>	PLAN / MAKE
		a. Select, organize, construct, and document personal musical ideas for arrangements and compositions within AB or ABA form that demonstrate an effective beginning, middle, and ending, and convey expressive intent . b. Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases , melodic phrases, and two-chord harmonic musical ideas .	
		<div>ENDURING UNDERSTANDING</div> Musicians' creative choices are influenced by their expertise, context, and expressive intent.	<div>ESSENTIAL QUESTION(S)</div> How do musicians make creative decisions?
	MU: Cr3.1.6	Refine and complete artistic work. <i>Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.</i>	EVALUATE / REFINE
		a. Evaluate their own work, applying teacher-provided criteria such as application of selected elements of music , and use of sound sources. b. Describe the rationale for making revisions to the music based on evaluation criteria and feedback from their teacher.	
		<div>ENDURING UNDERSTANDING</div> Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.	<div>ESSENTIAL QUESTION(S)</div> How do musicians improve the quality of their creative work?



CREATING		PRESENT	
MU: Cr3.2.6	Refine and complete artistic work. <i>Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.</i>		
	a. Present the final version of their documented personal composition or arrangement , using craftsmanship and originality to demonstrate an effective beginning, middle, and ending, and convey expressive intent .		
ENDURING UNDERSTANDING		ESSENTIAL QUESTION(S)	
Musicians' presentation of creative work is the culmination of a process of creation and communication		When is creative work ready to share?	

PERFORMING		SELECT	
MU: Pr4.1.6	Select, analyze, and interpret artistic work for presentation. <i>Select varied musical works to present based on interest, knowledge, technical skill, and context.</i>		
	a. Apply teacher-provided criteria for selecting music to perform for a specific purpose and/or context , and explain why each was chosen.		
ENDURING UNDERSTANDING		ESSENTIAL QUESTION(S)	
Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.		How do performers select repertoire?	
MU: Pr4.2.6	Select, analyze, and interpret artistic work for presentation. <i>Analyze the structure and context of varied musical works and their implications for performance.</i>		
	a. Explain how understanding the structure and the elements of music are used in music selected for performance . b. When analyzing selected music, read and identify by name or function standard symbols for rhythm , pitch , articulation , and dynamics . c. Identify how cultural and historical context inform performances .		
ENDURING UNDERSTANDING		ESSENTIAL QUESTION(S)	
Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.		How does understanding the structure and context of musical works inform performance?	



PERFORMING		INTERPRET	
MU: Pr4.3.6	Select, analyze, and interpret artistic work for presentation. <i>Develop personal interpretations that consider creators' intent.</i>		
	<p>a. Perform a selected piece of music demonstrating how their interpretations of the elements of music and the expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.</p>	<p>ENDURING UNDERSTANDING Performers make interpretive decisions based on their understanding of context and expressive intent.</p>	<p>ESSENTIAL QUESTION(S) How do performers interpret musical works?</p>
MU: Pr5.1.6	Develop and refine artistic techniques and work for presentation. <i>Evaluate and refine personal and ensemble performances, individually or in collaboration with others.</i>	REHEARSE / EVALUATE / REFINE	
	<p>a. Identify and apply teacher-provided criteria (such as correct interpretation of notation, technical accuracy, originality, and interest) to rehearse, refine, and determine when a piece is ready to perform.</p>	<p>ENDURING UNDERSTANDING To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</p>	<p>ESSENTIAL QUESTION(S) How do musicians improve the quality of their performance?</p>
MU: Pr6.1.6	Convey meaning through the presentation of artistic work. <i>Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.</i>	PRESENT	
	<p>a. Perform the music with technical accuracy to convey the creator's intent. b. Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue and purpose.</p>	<p>ENDURING UNDERSTANDING Musicians judge performance based on criteria that vary across time, place, and culture. The context and how a work is presented influence the audience response.</p>	<p>ESSENTIAL QUESTION(S) When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?</p>



RESPONDING			SELECT
MU: Re7.1.6	Perceive and analyze artistic work. <i>Choose music appropriate for a specific purpose or context.</i>		
	a. Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose .	ENDURING UNDERSTANDING Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.	ESSENTIAL QUESTION(S) How do individuals choose music to experience?
MU: Re7.2.6	Perceive and analyze artistic work. <i>Analyze how the structure and context of varied musical works inform the response.</i>		ANALYZE
	a. Describe how the elements of music and expressive qualities relate to the structure of the pieces. b. Identify the context of music from a variety of genres, cultures, and historical periods .	ENDURING UNDERSTANDING Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.	ESSENTIAL QUESTION(S) How does understanding the structure and context of music inform a response?
MU: Re8.1.6	Interpret intent and meaning in artistic work. <i>Support interpretations of musical works that reflect creators'/performers' expressive intent.</i>		INTERPRET
	a. Describe a personal interpretation of how creators' and performers' application of the elements of music and expressive qualities , within genres and cultural and historical context , convey expressive intent .	ENDURING UNDERSTANDING Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	ESSENTIAL QUESTION(S) How do we discern the musical creators' and performers' expressive intent?



RESPONDING		MU: Re9.1.6		EVALUATE
		Apply criteria to evaluate artistic work. <i>Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.</i>		
		a. Apply teacher-provided criteria to evaluate musical works or performances .		
		ENDURING UNDERSTANDING The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.	ESSENTIAL QUESTION(S) How do we judge the quality of musical work(s) and performance(s)?	

CONNECTING		CONNECT
MU: Cn10.0.6	<p>Synthesize and relate knowledge and personal experiences to make art. <i>Synthesize and relate knowledge and personal experiences to make music.</i></p> <p>a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p><i>Embedded within:</i> MU:Cr2.1.6a Select, organize, construct, and document personal musical ideas for arrangements and compositions within AB or ABA form that demonstrate an effective beginning, middle, and ending, and convey expressive intent. MU:Cr3.2.6a Present the final version of their documented personal composition or arrangement, using craftsmanship and originality to demonstrate an effective beginning, middle, and ending, and convey expressive intent. MU:Pr4.1.6a Apply teacher-provided criteria for selecting music to perform for a specific purpose and/or context and explain why each was chosen. MU:Pr4.3.6a Perform a selected piece of music demonstrating how their interpretations of the elements of music and the expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent. MU:Re7.1.6a Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose.</p>	
	<p>ENDURING UNDERSTANDING Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</p>	<p>ESSENTIAL QUESTION(S) How do musicians make meaningful connections to creating, performing, and responding?</p>

CONNECTING		
MU: Cn11.0.6	<p>Relate artistic ideas and works with societal, cultural and historical context to deepen understanding. <i>Relate musical ideas and works with varied context to deepen understanding.</i></p> <p>a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p><i>Embedded within:</i></p> <p>MU:Cr1.1.6a Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent.</p> <p>MU:Pr4.2.6c Identify how cultural and historical context inform the performances.</p> <p>MU:Pr6.1.6b Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue and purpose.</p> <p>MU:Re7.2.6b Identify the context of music from a variety of genres, cultures, and historical periods.</p> <p>MU:Re9.1.6a Apply teacher-provided criteria to evaluate musical works or performances.</p>	CONNECT
	<p>ENDURING UNDERSTANDING Understanding connections to varied contexts and daily life enhances musicians’ creating, performing, and responding.</p> <p>ESSENTIAL QUESTION(S) How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?</p>	

CREATING	TH: Cr1.1.6	Generate and conceptualize artistic ideas and work.		ENVISION / CONCEPTUALIZE
		<ul style="list-style-type: none"> a. Identify possible solutions to staging challenges in a drama/theatre work. b. Identify solutions to design challenges in a drama/theatre work. c. Explore a scripted or improvvised character by imagining the given circumstances in a drama/theatre work. 		
		ENDURING UNDERSTANDING Theatre artists rely on intuition, curiosity, and critical inquiry.	ESSENTIAL QUESTION(S) What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?	
	TH: Cr2.1.6	Organize and develop artistic ideas and work.		DEVELOP
		<ul style="list-style-type: none"> a. Use critical analysis to improve, refine, and evolve original ideas and artistic choices in a devised or scripted drama/theatre work. b. Contribute ideas and accept and incorporate the ideas of others in preparing or devising drama/theatre work. 		
		ENDURING UNDERSTANDING Theatre artists work to discover different ways of communicating meaning.	ESSENTIAL QUESTION(S) How, when, and why do theatre artists' choices change?	
	TH: Cr3.1.6	Refine and complete artistic work.		REHEARSE
		<ul style="list-style-type: none"> a. Articulate and examine choices to refine a devised or scripted drama/theatre work. b. Identify effective physical and vocal traits of characters in an improvvised or scripted drama/theatre work. c. Explore a planned technical design during the rehearsal process for a devised or scripted drama/theatre work. 		
		ENDURING UNDERSTANDING Theatre artists refine their work and practice their craft through rehearsal.	ESSENTIAL QUESTION(S) How do theatre artists transform and edit their initial ideas?	

PERFORMING	TH: Pr4.1.6	Select, analyze, and interpret artistic work for presentation.		SELECT
		a. Identify the essential events in a story or script that make up the dramatic structure in a drama/theatre work b. Experiment with various physical choices to communicate character in a drama/theatre work.		
		ENDURING UNDERSTANDING Theatre artists make strong choices to effectively convey meaning.	ESSENTIAL QUESTION(S) Why are strong choices essential to interpreting a drama or theatre piece?	
	TH: Pr5.1.6	Develop and refine artistic techniques and work for presentation.		PREPARE
		a. Recognize how acting exercises and techniques can be applied to a drama/theatre work. b. Articulate how technical elements are integrated into a drama/ theatre work.		
		ENDURING UNDERSTANDING Theatre artists develop personal processes and skills for a performance or design.	ESSENTIAL QUESTION(S) What can I do to fully prepare a performance or technical design?	
TH: Pr6.1.6	Convey meaning through the presentation of artistic work.		SHARE / PRESENT	
	a. Adapt a drama/theatre work and present it informally for an audience.			
	ENDURING UNDERSTANDING Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience.	ESSENTIAL QUESTION(S) What happens when theatre artists and audiences share a creative experience?		

RESPONDING	TH: Re7.1.6	Perceive and analyze artistic work.		REFLECT
		a. Describe and record personal reactions to artistic choices in a drama/theatre work.		
		ENDURING UNDERSTANDING Theatre artists reflect to understand the impact of drama processes and theatre experiences.	ESSENTIAL QUESTION(S) How do theatre artists comprehend the essence of drama processes and theatre experiences?	

RESPONDING	TH: Re8.1.6	Interpret intent and meaning in artistic work.		INTERPRET
		a. Explain how artists make choices based on personal experience in a drama/theatre work. b. Identify cultural perspectives that may influence the evaluation of a drama/theatre work. c. Identify personal aesthetics, preferences, and beliefs through participation in or observation of drama/ theatre work.		
		ENDURING UNDERSTANDING Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.	ESSENTIAL QUESTION(S) How can the same work of art communicate different messages to different people?	
	TH: Re9.1.6	Apply criteria to evaluate artistic work.		EVALUATE
		a. Use supporting evidence and criteria to evaluate drama/theatre work. b. Apply the production elements used in a drama/theatre work to assess aesthetic choices. c. Identify a specific audience or purpose for a drama/theatre work.		
		ENDURING UNDERSTANDING Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.	ESSENTIAL QUESTION(S) How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?	
CONNECTING	TH: Cn10.1.6	Synthesize and relate knowledge and personal experiences to make art.		EMPATHIZE
		a. Explain how the actions and motivations of characters in a drama/theatre work impact perspectives of a community or culture.		
		ENDURING UNDERSTANDING Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.	ESSENTIAL QUESTION(S) What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?	
	TH: Cn11.1.6	Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.		INTERRELATE
		a. Identify universal themes or common social issues and express them through a drama/theatre work.		
		ENDURING UNDERSTANDING Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood.	ESSENTIAL QUESTION(S) What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?	

CONNECTING		RESEARCH	
TH: Cn11.2.6	Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.		
	<div>a. Research and analyze two different versions of the same drama/theatre story to determine differences and similarities in the visual and aural world of each story.</div> <div>b. Investigate the time period and place of a drama/theatre work to better understand performance and design choices.</div>		
	ENDURING UNDERSTANDING Theatre artists critically inquire into the ways others have thought about and created drama processes and productions to inform their own work.	ESSENTIAL QUESTION(S) In what ways can research into theatre histories, theories, literature, and performances alter the way a drama process or production is understood?	

Grade 8

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Reading Literature	
Key Ideas and Details	
RL.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
RL.8.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an accurate summary of the text based upon this analysis.
RL.8.3	Analyze how particular lines of dialogue or incidents in a literary text propel the action, reveal aspects of a character, or provoke a decision.
Craft and Structure	
RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
RL.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
RL.8.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
Integration of Knowledge and Ideas	
RL.8.7	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
RL.8.8	Not applicable to literature.
RL.8.9	Analyze how myths, traditional stories, or religious works such as the Bible influence themes, patterns of events, or character types in a modern work, including how the material is rendered new.

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Range of Reading and Level of Text Complexity	
RL.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

Reading Informational Text	
Key Ideas and Details	
RI.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
RI.8.2	Determine a central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an accurate summary of the text based upon this analysis.
RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
Craft and Structure	
RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
RI.8.5	Analyze the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
RI.8.6	Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
Integration of Knowledge and Ideas	
RI.8.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
RI.8.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
RI.8.9	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
Range of Reading and Level of Text Complexity	
RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.

Grade 8

The following standards for Grade 8 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Writing	
Text Types and Purposes	
W.8.1	Write arguments to support claims with clear reasons and relevant evidence.
W.8.1a	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
W.8.1b	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
W.8.1c	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
W.8.1d	Establish and maintain a formal style.
W.8.1e	Provide a concluding statement or section that follows from and supports the argument presented.
W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W.8.2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
W.8.2b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
W.8.2c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
W.8.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.8.2e	Establish and maintain a formal style.
W.8.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented.

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W.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W.8.3a	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
W.8.3b	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
W.8.3c	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
W.8.3d	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
W.8.3e	Provide a conclusion that follows from and reflects on the narrated experiences or events.
Production and Distribution of Writing	
W.8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
W.8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
Research to Build and Present Knowledge	
W.8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
W.8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
W.8.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.8.9a	Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).

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W.8.9b	Apply grade 8 Reading standards to literary nonfiction and/or informational texts (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).
Range of Writing	
W.8.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Grade 8

The Number System (NS)

Know that there are numbers that are not rational, and approximate them by rational numbers

8.NS.1	Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.
8.NS.2	Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π^2). <i>For example, by truncating the decimal expansion of $\sqrt{2}$, show that $\sqrt{2}$ is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.</i>

Expressions and Equations (EE)

Work with radicals and integer exponents

8.EE.1	Know and apply the properties of integer exponents to generate equivalent numerical expressions. <i>For example, $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$.</i>
8.EE.2	Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational.
8.EE.3	Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. <i>For example, estimate the population of the United States as 3×10^8 and the population of the world as 7×10^9, and determine that the world population is more than 20 times larger.</i>
8.EE.4	Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.

Understand the connections between proportional relationships, lines, and linear equations

8.EE.5	Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. <i>For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.</i>
8.EE.6	Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b .

Grade 8

Analyze and solve linear equations and pairs of simultaneous linear equations	
8.EE.7	<p>Solve linear equations in one variable.</p> <ol style="list-style-type: none"> Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers). Solve linear equations and inequalities with rational number coefficients, including those whose solutions require expanding expressions using the distributive property and collecting like terms.
8.EE.8	<p>Analyze and solve pairs of simultaneous linear equations.</p> <ol style="list-style-type: none"> Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously. Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. <i>For example, $3x + 2y = 5$ and $3x + 2y = 6$ have no solution because $3x + 2y$ cannot simultaneously be 5 and 6.</i> Solve real-world and mathematical problems leading to two linear equations in two variables. <i>For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.</i>
Functions (F)	
Define, evaluate, and compare functions	
8.F.1	Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output. ¹
8.F.2	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). <i>For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.</i>
8.F.3	Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. <i>For example, the function $A = s^2$ giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4) and (3,9), which are not on a straight line.</i>
Use functions to model relationships between quantities	
8.F.4	Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.

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8.F.5	Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.
Geometry (G)	
Understand congruence and similarity using physical models, transparencies, or geometry software	
8.G.1	Verify experimentally the properties of rotations, reflections, and translations <ul style="list-style-type: none"> a. Lines are taken to lines, and line segments to line segments of the same length. b. Angles are taken to angles of the same measure. c. Parallel lines are taken to parallel lines.
8.G.2	Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.
8.G.3	Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.
8.G.4	Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.
8.G.5	Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. <i>For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.</i>
Understand and apply the Pythagorean Theorem	
8.G.6	Explain a proof of the Pythagorean Theorem and its converse.
8.G.7	Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.
8.G.8	Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.
Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres	
8.G.9	Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.
Statistics and Probability (SP)	
Investigate patterns of association in bivariate data	
8.SP.1	Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.

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8.SP.2	Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.
8.SP.3	Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. <i>For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.</i>
8.SP.4	Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. <i>For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?</i>

¹ Function notation is not required in Grade 8.

GRADE EIGHT

Theme: Cause and Effect

Since causes of complex phenomena and systems are not always immediately or physically visible to students, the need to develop abstract thinking skills is a significant outcome for Grade 8. Explaining patterns and making predictions based on an understanding of cause and effect allows students to conceptualize and describe the relationships among natural phenomena. In Grade 8, some examples of the relationships include the role of genetics in reproduction and heredity, the biology that explains unity and diversity, the transfer of energy, the result of dynamic changes to the Earth's surface, and human impact on the biosphere.

GRADE EIGHT: Life Science

L.8.2 Reproduction and Heredity

Conceptual Understanding: Organisms reproduce, either sexually or asexually, and transfer their genetic information to their offspring. The process of passing genetic information to offspring is inheritance. During sexual reproduction, genetic information is passed to offspring resulting in similarities and differences between parental organisms and their offspring. There are advantages and disadvantages of the two types of reproduction.

L.8.2A Students will demonstrate an understanding of how sexual reproduction results in offspring with genetic variation while asexual reproduction results in offspring with identical genetic information.

L.8.2A.1 *Obtain and communicate information about the relationship of genes, chromosomes, and DNA, and construct explanations comparing their relationship to inherited characteristics.*

L.8.2A.2 *Create a diagram of mitosis and explain its role in asexual reproduction, which results in offspring with identical genetic information.*

L.8.2A.3 *Construct explanations of how genetic information is transferred during meiosis.*

L.8.2A.4 *Engage in discussion using models and evidence to explain that sexual reproduction produces offspring that have a new combination of genetic information different from either parent.*

L.8.2A.5 *Compare and contrast advantages and disadvantages of asexual and sexual reproduction.*

Conceptual Understanding: Inheritance is the key process causing similarities between parental organisms and their offspring. Organisms that reproduce sexually transfer genetic information (DNA) to their offspring. This transfer of genetic information through inheritance leads to greater similarity among individuals within a population than between populations. Genetic changes can accumulate through natural selection or mutation that can lead to the evolution of species. Humans can manipulate genetic information using technology.

L.8.2B Students will demonstrate an understanding of the differences in inherited and acquired characteristics and how environmental factors (natural selection) and the use of technologies (selective breeding, genetic engineering) influence the transfer of genetic information.

L.8.2B.1 *Construct an argument based on evidence for how environmental and genetic factors influence the growth of organisms.*

L.8.2B.2 *Use various scientific resources to research and support the historical findings of Gregor Mendel to explain the basic principles of heredity.*

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- L.8.2B.3** *Use mathematical and computational thinking to analyze data and make predictions about the outcome of specific genetic crosses (monohybrid Punnett Squares) involving simple dominant/recessive traits.*
- L.8.2B.4** *Debate the ethics of artificial selection (selective breeding, genetic engineering) and the societal impacts of humans changing the inheritance of desired traits in organisms.*

Conceptual Understanding: Genes are located on the chromosomes of cells, with each chromosome pair containing two variations of each distinct gene. Each distinct gene chiefly controls the production of a specific protein, which in turn affects the traits of the individual. Changes (mutations) in genes can result in changes to proteins, which can affect the structures and functions of the organism and thereby change traits.

L.8.2C **Students will demonstrate an understanding that chromosomes contain many distinct genes and that each gene holds the instructions for the production of a specific protein, which in turn affects the traits of an individual.**

- L.8.2C.1** *Communicate through diagrams that chromosomes contain many distinct genes and that each gene holds the instructions for the production of specific proteins, which in turn affects the traits of the individual (not to include transcription or translation).*
- L.8.2C.2** *Construct scientific arguments from evidence to support claims about the potentially harmful, beneficial, or neutral effects of genetic mutations on organisms.*

GRADE EIGHT: Life Science

L.8.4 Adaptation and Diversity

Conceptual Understanding: The scientific theory of evolution underlies the study of biology and provides an explanation for both the diversity of life on Earth and similarities of all organisms at the chemical, cellular, and molecular level. Multiple forms of scientific evidence support the theory of evolution. Adaptations are physical or behavioral changes that are inherited and enhance the ability of an organism to survive and reproduce in a particular environment.

L.8.4A **Students will demonstrate an understanding of the process of natural selection, in which variations in a population increase some individuals' likelihood of surviving and reproducing in a changing environment.**

- L.8.4A.1** *Use various scientific resources to analyze the historical findings of Charles Darwin to explain basic principles of natural selection.*
- L.8.4A.2** *Investigate to construct explanations about natural selection that connect growth, survival, and reproduction to genetic factors, environmental factors, food intake, and interactions with other organisms.*

Conceptual Understanding: Adaptation by natural selection acting over generations is one important process by which species change over time in response to changes in environmental conditions. The traits of organisms that survive a change in the environment are inherited by offspring and become more common in the population. The traits of organisms that cannot survive a change in the environment are not passed to offspring and become less common. In separated populations, the changes can be large enough that the populations evolve to become separate species. Extinction occurs when the environment changes and the adaptive characteristics of a species, including its behaviors, are insufficient to allow its survival.

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L.8.4B Students will demonstrate an understanding of how similarities and differences among living and extinct species provide evidence that changes have occurred in organisms over time and that similarity of characteristics provides evidence of common ancestry.

L.8.4B.1 *Analyze and interpret data (e.g. pictures, graphs) to explain how natural selection may lead to increases and decreases of specific traits in populations over time.*

L.8.4B.2 *Construct written and verbal explanations to describe how genetic variations of traits in a population increase some organisms' probability of surviving and reproducing in a specific environment.*

L.8.4B.3 *Obtain and evaluate scientific information to explain that separated populations, that remain separated, can evolve through mutations to become a new species (speciation).*

L.8.4B.4 *Analyze displays of pictorial data to compare and contrast embryological and homologous/analogous structures across multiple species to identify evolutionary relationships.*

GRADE EIGHT: Physical Science

P.8.6 Motions, Forces, and Energy

Conceptual Understanding: Waves have energy that is transferred when they interact with various types of matter. A repeating pattern of motion allows the transfer of energy from place to place without overall displacement of matter. All types of waves have some features in common. When waves interact, they affect each other resulting in changes to the resonance. Many modern technologies are based on waves and their interactions with matter.

P.8.6 Students will demonstrate an understanding of the properties, behaviors, and application of waves.

P.8.6.1 *Collect, organize, and interpret data about the characteristics of sound and light waves to construct explanations about the relationship between matter and energy.*

P.8.6.2 *Investigate research-based mechanisms for capturing and converting wave energy (frequency, amplitude, wavelength, and speed) into electrical energy.*

P.8.6.3 *Conduct simple investigations about the performance of waves to describe their behavior (e.g., refraction, reflection, transmission, and absorption) as they interact with various materials (e.g., lenses, mirrors, and prisms).*

P.8.6.4 *Use scientific processes to plan and conduct controlled investigations to conclude sound is a wave phenomenon that is characterized by amplitude and frequency.*

P.8.6.5 *Conduct scientific investigations that describe the behavior of sound when resonance changes (e.g., waves in a stretched string and design of musical instruments).*

P.8.6.6 *Obtain and evaluate scientific information to explain the relationship between seeing color and the transmission, absorption, or reflection of light waves by various materials.*

P.8.6.7 *Research the historical significance of wave technology to explain how digitized tools have evolved to encode and transmit information (e.g., telegraph, cell phones, and wireless computer networks).*

P.8.6.8 *Compare and contrast the behavior of sound and light waves to determine which types of waves need a medium for transmission.*

GRADE EIGHT: Earth and Space Science

E.8.7 Earth's Structure and History

Conceptual Understanding: Fossils are preserved remains or traces of organisms that lived in the past. Thousands of layers of sedimentary rock not only provide evidence of the history of Earth itself but also of changes in organisms whose fossil remains have been found in those layers. The collection of fossils and their placement in chronological order (e.g., through the location of rock layers or through radioactive dating) is collectively known as the fossil record. It documents the existence, diversity, extinction, and change of many life forms throughout the history of life on Earth.

E.8.7 Students will demonstrate an understanding of geological evidence to analyze patterns in Earth's major events, processes, and evolution in history.

E.8.7.1 *Use scientific evidence to create a timeline of Earth's history that depicts relative dates from index fossil records and layers of rock (strata).*

E.8.7.2 *Create a model of the processes involved in the rock cycle and relate it to the fossil record.*

E.8.7.3 *Construct and analyze scientific arguments to support claims that most fossil evidence is an indication of the diversity of life that was present on Earth and that relationships exist between past and current life forms.*

E.8.7.4 *Use research and evidence to document how evolution has been shaped both gradually and through mass extinction by Earth's varying geological conditions (e.g., climate change, meteor impacts, and volcanic eruptions).*

GRADE EIGHT: Earth and Space Science

E.8.9 Earth's Systems and Cycles

Conceptual Understanding: Earth systems and cycles are characterized by cause and effect relationships. All Earth processes are the result of energy flowing and matter cycling within and among the planet's systems. Landforms and water distribution result from constructive and destructive processes. Physical and chemical interactions among rocks, sediments, water, air, and organisms produce soil. Water's movements—both on the land and underground—cause weathering and erosion. Plate tectonics is the unifying theory that explains the past and current crustal movements at the surface. This theory provides a framework for understanding geological history. Mapping land and water patterns based on investigations of rocks and fossils can help forecast the proximity and probability of future events.

E.8.9A Students will demonstrate an understanding that physical processes and major geological events (e.g., plate movement, volcanic activity, mountain building, weathering, erosion) are powered by the Sun and the Earth's internal heat and have occurred over millions of years.

E.8.9A.1 *Investigate and explain how the flow of Earth's internal energy drives the cycling of matter through convection currents between Earth's surface and the deep interior causing plate movements.*

E.8.9A.2 *Explore and debate theories of plate tectonics to form conclusions about past and current movements of rocks at Earth's surface throughout history.*

E.8.9A.3 *Map land and water patterns from various time periods and use rocks and fossils to report evidence of how Earth's plates have moved great distances, collided, and spread apart.*

E.8.9A.4 *Research and assess the credibility of scientific ideas to debate and discuss how Earth's constructive and destructive processes have changed Earth's surface at varying time and spatial scales.*

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- E.8.9A.5** *Use models that demonstrate convergent and divergent plate movements that are responsible for most landforms and the distribution of most rocks and minerals within Earth's crust.*
- E.8.9A.6** *Design and conduct investigations to evaluate the chemical and physical processes involved in the formation of soils.*
- E.8.9A.7** *Explain the interconnected relationship between surface water and groundwater.*

Conceptual Understanding: Natural processes can cause sudden or gradual changes to Earth's systems. Some may adversely affect humans such as volcanic eruptions or earthquakes. Mapping the history of natural hazards in a region, combined with an understanding of related geological forces can help forecast the locations and likelihoods of future events.

E.8.9B **Students will demonstrate an understanding of natural hazards (volcanic eruptions, severe weather, earthquakes) and construct explanations for why some hazards are predictable and others are not.**

- E.8.9B.1** *Research and map various types of natural hazards to determine their impact on society.*
- E.8.9B.2** *Compare and contrast technologies that predict natural hazards to identify which types of technologies are most effective.*
- E.8.9B.3** *Using an engineering design process, create mechanisms to improve community resilience, which safeguard against natural hazards (e.g., building restrictions in flood or tidal zones, regional watershed management, Firewise construction).**

GRADE EIGHT: Earth and Space Science

E.8.10 Earth's Resources

Conceptual Understanding: Humans depend on Earth's land, ocean, atmosphere, and biosphere for many different resources, both renewable and nonrenewable. Human activities have significantly altered the biosphere, sometimes damaging, or destroying natural habitats that could cause extinction or the threat of extinction of many species. Past and present geological events have distributed resources unevenly around the planet; therefore, there has been an increase in, and continued need for, technology to harness available resources and develop alternatives.

E.8.10 **Students will demonstrate an understanding that a decrease in natural resources is directly related to the increase in human population on Earth and must be conserved.**

- E.8.10.1** *Read and evaluate scientific information about advancements in renewable and nonrenewable resources. Propose and defend ways to decrease national and global dependency on nonrenewable resources.*
- E.8.10.2** *Create and defend a proposal for reducing the environmental effects humans have on Earth (e.g., population increases, consumer demands, chemical pollution, deforestation, and change in average annual temperature).*
- E.8.10.3** *Using scientific data, debate the societal advantages and disadvantages of technological advancements in renewable energy sources.*
- E.8.10.4** *Using an engineering design process, develop a system to capture and distribute thermal energy that makes renewable energy more readily available and reduces human impact on the environment (e.g., building solar water heaters, conserving home energy).**

EIGHTH GRADE

US HISTORY: EXPLORATION TO 1877

STRANDS: CIVICS, ECONOMICS, CIVIL RIGHTS, GEOGRAPHY, AND HISTORY

STANDARD	OBJECTIVE(S)
8.1 Examine major aspects of the development of the United States from Exploration to 1754. (Strands: Civics, Civil Rights, Geography, History, Economics)	<ol style="list-style-type: none"> 1. Trace explorers' routes to the New World. 2. Give examples of items involved in the Columbian Exchange. 3. Identify the beginning of the Atlantic slave trade with Spaniards in South/Central America. 4. Examine the diversity that emerged with the establishment of colonial America. 5. Describe how the English Bill of Rights, The Mayflower Compact, and The Virginia House of Burgesses led to the English Colonial idea of self-government. Describe the social structures that formed in the various colonies. 6. Describe the relationships between the various Native American and colonial groups.
8.2 Evaluate the key people, factors and events which led to the American Revolution and establishment of United States government. (Strands: Civics, Civil Rights, Geography, History, Economics)	<ol style="list-style-type: none"> 1. Explain colonists' roles in the French and Indian War. 2. Recognize and trace the major reasons for English taxes after the French and Indian War and colonial responses from 1763-1774 (Proclamation of 1763, Sugar Act, Stamp Act, Townshend Acts, Boston Massacre, Tea Act, Boston Tea Party, Intolerable Acts, etc.). 3. Identify key figures in the early Revolutionary Era (George Washington, Samuel Adams, Crispus Attucks, John Adams, John Hancock, Mercy Otis Warren, etc.). 4. Compare and contrast the decisions that the First Continental Congress and Second Continental Congress made. 5. Examine the immediate events that led to the first shot of the Revolutionary War and the significance of major battles and places (Bunker Hill/Breeds Hill, Long Island, Trenton/Princeton, Saratoga, Valley Forge, Monmouth, Cowpens, Yorktown, Morristown, etc.). 6. Recognize key people's roles during the Revolutionary War (George Washington, Benedict Arnold, Horatio Gates, Nathanael Greene, Henry Knox, Charles Cornwallis, Abigail Adams, Mercy Otis Warren, Deborah Sampson, Loyalists, Patriots, etc.). 7. Summarize the terms of the Treaty of Paris, 1783.

INSTANT IMPACT GLOBAL PREP

<p>8.3</p> <p>Identify and evaluate the people, places, and documents that caused the founding of the nation and relate their significance to the development of the American constitutional republic. (Strands: Civics, Civil Rights, History)</p>	<ol style="list-style-type: none"> 1. Describe the powers given to the Continental Congress by the Articles of Confederation. 2. Analyze the weaknesses of the Articles of Confederation that led to a call for a new constitution. 3. Identify the major compromises at the Constitutional Convention. 4. Describe the framework of the United States Constitution, including powers of the Legislative, Executive, and Judicial branches. 5. Describe the process of a bill becoming a law. 6. Describe the compromises between Federalists and Anti-Federalists that led to the Bill of Rights.
<p>8.4</p> <p>Analyze the challenges and central ideas involved in creating the new nation. (Strands: Civics, Civil Rights, Geography, History, Economics)</p>	<ol style="list-style-type: none"> 1. Evaluate the differences in political opinions of the new federal government that led to the formation of political parties. 2. Distinguish the importance of George Washington's Presidency and his Farewell Address on the American Presidency. 3. Analyze the significance of early Supreme Court cases and explain impacts on the United States, including: <i>Marbury v. Madison</i>, <i>McCulloch v. Maryland</i>, <i>Dartmouth College v. Woodward</i>, <i>Worcester v. Georgia</i>. 4. Assess the United States' development and impact of foreign policy, including: response to the French Revolution, Neutrality Proclamation, Alien and Sedition Acts, XYZ Affair, Embargo Act, impressment, War of 1812, Era of Good Feelings, etc.
<p>8.5</p> <p>Interpret the geographical, social, and political causes, challenges, and effects of westward expansion. (Strands: Civics, Civil Rights, Geography, History, Economics)</p>	<ol style="list-style-type: none"> 1. Assess the reasons that the United States purchased Louisiana from France. 2. Discuss the significance of the Lewis and Clark Expedition. 3. Analyze the purpose, challenges, political, racial, religious and economic incentives associated with the concept of Manifest Destiny. 4. Summarize Andrew Jackson's roles in the growing United States, including: Jacksonian Era, "Corrupt Bargain," Democratic Party, Bank War, Nullification Crisis, Indian Removal, etc. 5. Trace Indian Removal including the Cherokees' "Trail of Tears." 6. Explain the causes and effects of Texas Independence and Mexican-American War.

INSTANT IMPACT GLOBAL PREP

<p>8.6</p> <p>Interpret the causes, challenges, and effects of the Industrial Revolution. (Strands: Civics, Civil Rights, Geography, History, Economics)</p>	<ol style="list-style-type: none"> 1. Summarize how the Industrial Revolution began in the United States. 2. Identify key people and their contributions in the Industrial Revolution. 3. Trace the development of transportation and communication systems during the Industrial Revolution. 4. Compare and contrast the cultural, religious and social impact in American life that resulted from the Industrial Revolution. 5. Assess how geography led to the location of factories, including: rivers, urban areas, etc.
<p>8.7</p> <p>Evaluate the impact of the American social and political reforms on developing American society during the first half of the nineteenth century. (Strands: Civics, Civil Rights, History)</p>	<ol style="list-style-type: none"> 1. Summarize the works of formerly enslaved African Americans who worked to lead others to freedom. 2. Evaluate abolitionists' roles in bringing the reality of slavery to the nation, including, Frederick Douglass, William Lloyd Garrison, Harriet Beecher Stowe, etc. 3. Compare and contrast the philosophies of natural rights expressed in the Declaration of Independence and the Declaration of Sentiments, including: phrases such as "all men are created equal, that they are endowed by their Creator with certain unalienable Rights." 4. Examine leaders in the women suffrage movement, including: biographies, writings, and speeches of Dorothea Dix, Elizabeth Cady Stanton, Lucretia Mott, Susan B. Anthony, and their influence on women's rights.
<p>8.8</p> <p>Interpret the social and economic conflicts between the North and South that would eventually led to the American Civil War. (Strands: Civics, Civil Rights, Geography, History, Economics)</p>	<ol style="list-style-type: none"> 1. Synthesize prior knowledge of the geography of the Northern states and the Industrial Revolution to explain why slavery did not grow in the North. 2. Trace the origins and development of slavery and its impact on the nation's political, social, religious, economic, and cultural development. 3. Analyze the impact of the cotton gin on all social classes and the importance of agriculture in antebellum Mississippi. 4. Identify major legislation and Supreme Court decisions that strived to both overturn and preserve slavery resulting in sectional strife, including: Missouri Compromise, Compromise of 1850, Fugitive Slave Acts, Kansas-Nebraska Act, Bleeding Kansas, Dred Scott Decision, Underground Railroad, Quakers' influence, etc.

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8.9

Identify and evaluate the key events and people involved in the American Civil War. (Strands: Civics, Civil Rights, Geography, History, Economics)

1. Analyze the reasons that the North and the South waged war against one another, including: slavery, states' rights.
2. Examine key early battles and plans which shaped decisions in the North and South, including: First Bull Run, Shiloh, Antietam, Vicksburg, Gettysburg, Sherman March, Anaconda Plan, etc.
3. Identify key Northern and Southern political and military leaders and their contributions.
4. Evaluate the contributions of women, African Americans and other minority groups to the war effort, including: Clara Barton, 54th Massachusetts Regiment, Native Americans.
5. Trace the events that led to northern victory in the Civil War, including: total war, industrial, population, resources, and technological advantages.
6. Analyze key documents and actions (North and South) during the Civil War, including: Emancipation Proclamation, Gettysburg Address, draft laws, income tax.

8.10

Analyze the Reconstruction efforts in post-Civil War America. (Strands: Civics, Civil Rights, Geography, History, Economics)

1. Compare congressional and presidential reconstruction plans.
2. Trace the economic changes in the post- Civil War South, including: Lincoln's Plan, Wade-Davis Bill, Johnson's Plan, Radical Reconstruction.
3. Distinguish the roles of the Thirteenth, Fourteenth, and Fifteenth Amendments in expanding liberty.
4. Examine the Southern resistance to Reconstruction reforms, including: Black Codes, Jim Crow Laws, Ku Klux Klan, etc.


Modern Languages COMMUNICATION - LEVEL 1

Communicating in languages other than English is at the core of second language study, whether the communication takes place face-to-face, in writing, or across centuries through the reading of literature. There are three modes of communication: Interpersonal, Interpretive, and Presentational.

- **The Interpersonal Mode** is direct oral communication between individuals. The Interpersonal Mode incorporates the productive abilities of speaking and writing and the receptive abilities of listening and reading. This mode serves to promote the gaining of knowledge of cultural perspectives that govern interactions between individuals of different ages and backgrounds; furthermore, it recognizes that languages and cultures use different patterns of interaction and communication.
- **The Interpretive Mode** concentrates on the aspect of communication that focuses primarily on the receptive abilities of oral or written messages. This mode improves ability to analyze and compare content and assess linguistic and cultural differences.
- **The Presentational Mode** is productive oral or written communication. This mode focuses primarily on the productive abilities of speaking, writing, and presenting. Knowledge of cultural perspective governs interactions either between a speaker or writer and his/her audience.

Standards and Competencies:

1. **Interpersonal – Communicate on very familiar topics using a variety of words and phrases that have been practiced and memorized.**
 - a. Engage in greetings and introductions.
 - b. Ask and answer a variety of simple questions.
 - c. Communicate basic information about myself and people I know.
 - d. Communicate basic information about everyday life.
 - e. Exchange information using texts, graphs, or pictures.
2. **Presentational Speaking – Present information orally about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.**
 - a. Present information about myself and others.
 - b. Express likes, dislikes, and preferences.
 - c. Present information about daily activities and familiar items.
 - d. Present simple information based upon research.
3. **Presentational Writing – Write short messages and notes on familiar topics related to everyday life.**
 - a. Fill out simple forms with basic information.
 - b. Write about myself and others I know.
 - c. Write lists of daily activities.
 - d. Write about something I researched.

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4. **Interpretive Listening – Understand spoken words, phrases, and simple sentences related to everyday life and recognize pieces of information and the main topic of what is being said.**
 - a. Understand simple courtesy phrases.
 - b. Recognize basic information in words and phrases.
 - c. Understand simple questions or statements.
 - d. Understand simple information presented in pictures and graphs.

 5. **Interpretive Reading – Understand familiar words, phrases, and sentences within short and simple texts related to everyday life and understand the main idea of what is being read.**
 - a. Recognize words, phrases, and characters when associated with already known material.
 - b. Understand short, simple messages on familiar topics.
 - c. Understand the main idea of published materials.
 - d. Understand simple everyday notices in public places on familiar topics.

EIGHTH GRADE PHYSICAL EDUCATION

Content Strands

Gross Motor Skills Development (GM)
Social Skills (S)
Cognitive Development (C)
Fitness (F)

Fine Motor Skills Development (FM)
Personal Skills (P)
Lifelong Learning/Participation (L)
Adapted Physical Education (AP)

COMPETENCIES and Suggested Objectives:

- 1. Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities. (GM, FM, C)**

GRADE EIGHT

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Demonstrate increased proficiency in movement skills while participating in team and individual sports.	Have students demonstrate various physical activities that include locomotor* and non-locomotor* movements.	2, 13,
Perform continuous and discrete skills (i.e., discrete skills have a defined beginning and end and continuous skills are ongoing).	Have students practice discrete skills (i.e., forearm volleyball pass, bowling) and continuous skills (i.e., juggling, dribbling a basketball).	5
Execute offensive and defensive strategies in individual and team sports.	Have students participate in scrimmage game (i.e., badminton or soccer) to apply learned skills.	5

2. Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. (C, F, L, GM)

GRADE EIGHT

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Create offensive and defensive strategies in physical activities.	Devise a game using offensive and defensive strategies in specific sports. (i.e., When students are playing capture the flag, have them decide how many will stay to protect the flag and how many will attempt to capture the other team's flag. Have students determine if man-to-man coverage or zone coverage in a game of basketball would be the best strategy to maximize chances of success.)	8
Apply appropriate warm-up and cool down* techniques while participating in a variety of physical activities.	Perform warm-up* and cool-down* exercises before and after activities throughout the year and discuss the importance of each. Observe students to ensure that proper stretching techniques are being used.	5
Utilize principles of training and conditioning (FITT*, Warm-up-Work out- Cool down*, specificity*, intensity*, overload*) to improve physical fitness.	Research safety practices for basic muscular strength and endurance principles and create a fitness plan that includes principles of training and conditioning. Students will share this information with their class.	5,8,15
Understand how biomechanics (i.e., human movement from a variety of perspectives) affects performance.	Have students understand how proper hip rotation improves performance of striking skills and how knee extension improves performance of a kicking skill. Have students demonstrate these proper techniques.	5,8

3. Participates regularly in physical activity (GM, L, F)

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Participate in games, sports, dance, and/or other activities in a variety of settings that are based on personal interests.	Have students participate in a variety of activities based on their own interests. Reinforce that these activities could be different for everyone and that mastery of a skill is not necessary for enjoyment. Use survey to determine activities.	15
Set personal physical fitness goals based upon the results of fitness assessments.	Use fitness test results to have students determine if they are achieving their fitness goals. Design meaningful fitness goals based on the results of the Presidential Youth Fitness Program test or other instructor initiated fitness test. www.presidentialyouthfitnessprogram.org	3
Participate and apply basic muscular strength and endurance principles and safety practices both inside and outside of school.	Research safety practices for basic muscular strength and endurance principles. Share information with class.	16

4. Achieve and maintain a health-enhancing level of physical

fitness. (L, C)

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
<p>Apply each health-related fitness component (i.e., muscular strength, endurance, flexibility, body composition, aerobic fitness) and explain how participation in physical activity impacts personal fitness.</p>	<p>Participate in activities designed to improve or maintain muscular strength and endurance, flexibility, cardio-respiratory endurance, and body composition in a variety of settings.</p>	<p>15</p>
<p>Examine and discuss pre- and post-fitness test scores after participation in fitness-enhancing activities.</p>	<p>Use fitness test results to have students determine if they are achieving their fitness goals. Design meaningful fitness goals based on the results of <i>FitnessGram</i> or <i>Presidential Youth Fitness Program</i> testing.</p>	<p>3</p>
<p>Implement a personal fitness plan to accomplish a physical fitness goal.</p>	<p>Use fitness test results to have students determine if they are achieving their fitness goals. Design meaningful fitness goals based on the results of <i>Presidential Youth Fitness Program</i> or <i>FitnessGram</i>.</p> <p>www.fitnessgram.net</p> <p>www.presidentialyouthfitnessprogram.org</p>	<p>15</p>

5. Exhibit responsible personal and social behavior that respects self and others in physical activity settings.(S, P, L)

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Exhibit characteristics of a positive role model.	<p>Discuss the influence of role models, listing positive and negative examples. Discuss the importance of displaying positive character traits to other students. Have student's role play being a role model/mentor.</p> <p>Distinguish/Identify the traits exhibited by a person that students consider a good role model and how they differ from a negative role model (traits not actions). Allow proper debate when opinions differ.</p>	5, 10
Solve conflicts in physical activity by determining potential solutions.	The teacher can have students serve in various roles in physical education class such as team captain, game official, and coach of a team.	5,8

6. Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. (P, L, F, C

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Engage in physical activities that provide challenge, problem solving, decision-making and risk taking.	Provide opportunities for students to engage in challenging activities (i.e., team sports, game settings). Observe students to see if they are using skills learned in a variety of settings.	5



CREATING

TH: Cr1.1.8

Generate and conceptualize artistic ideas and work.

ENVISION / CONCEPTUALIZE

- Imagine and explore multiple perspectives and solutions to **staging** problems in a drama/ theatre work.
- Imagine and explore solutions to design challenges of a performance space in a drama/theatre work.
- Develop a scripted or **improvised** character by articulating the character's **inner thoughts**, **objectives**, and **motivations** in a drama/theatre work.

ENDURING UNDERSTANDING

Theatre artists rely on intuition, curiosity, and critical inquiry.

ESSENTIAL QUESTION(S)

What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?

TH: Cr2.1.8

Organize and develop artistic ideas and work.

DEVELOP

- Articulate and apply critical analysis, background knowledge, research, and historical and cultural context to the development of original ideas for a drama/theatre work.
- Share leadership and responsibilities to develop collaborative goals when preparing or devising drama/theatre work.

ENDURING UNDERSTANDING

Theatre artists work to discover different ways of communicating meaning.

ESSENTIAL QUESTION(S)

How, when, and why do theatre artists' choices change?

TH: Cr3.1.8

Refine and complete artistic work.

REHEARSE

- Use repetition and analysis in order to revise **devised** or scripted drama/theatre work.
- Refine effective physical, vocal, and physiological traits of characters in an **improvised** or scripted drama/theatre work.
- Implement and refine a planned **technical design** using simple technology during the rehearsal process for **devised** or scripted drama/ theatre work.

ENDURING UNDERSTANDING

Theatre artists refine their work and practice their craft through rehearsal.

ESSENTIAL QUESTION(S)

How do theatre artists transform and edit their initial ideas?

INSTANT IMPACT GLOBAL PREP

8TH GRADE - THEATRE ARTS



8

PERFORMING	TH: Pr4.1.8	Select, analyze, and interpret artistic work for presentation.		SELECT
		<div>a. Explore different pacing to better communicate the story in a drama/theatre work.</div> <div>b. Use various character objectives and tactics in a drama/theatre work to overcome an obstacle.</div>		
		ENDURING UNDERSTANDING Theatre artists make strong choices to effectively convey meaning.	ESSENTIAL QUESTION(S) Why are strong choices essential to interpreting a drama or theatre piece?	
	TH: Pr5.1.8	Develop and refine artistic techniques and work for presentation.		PREPARE
		<div>a. Use a variety of acting techniques to increase skills in a rehearsal or drama/theatre performance.</div> <div>b. Use a variety of technical elements to create a design for a rehearsal or drama/theatre production.</div>		
	ENDURING UNDERSTANDING Theatre artists develop personal processes and skills for a performance or design.		ESSENTIAL QUESTION(S) What can I do to fully prepare a performance or technical design?	
TH: Pr6.1.8	Convey meaning through the presentation of artistic work.		SHARE / PRESENT	
	<div>a. Perform a rehearsed drama/theatre work for an audience.</div>			
	ENDURING UNDERSTANDING Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience.	ESSENTIAL QUESTION(S) What happens when theatre artists and audiences share a creative experience?		

RESPONDING	TH: Re7.1.8	Perceive and analyze artistic work.		REFLECT
		<div>a. Apply criteria to the evaluation of artistic choices in a drama/theatre work.</div>		
		ENDURING UNDERSTANDING Theatre artists reflect to understand the impact of drama processes and theatre experiences.	ESSENTIAL QUESTION(S) How do theatre artists comprehend the essence of drama processes and theatre experiences?	

INSTANT IMPACT GLOBAL PREP



8

RESPONDING	TH: Re8.1.8	Interpret intent and meaning in artistic work.	INTERPRET
		<ul style="list-style-type: none"> a. Recognize and share artistic choices when participating in or observing a drama/theatre work. b. Analyze how cultural perspectives influence the evaluation of a drama/theatre work. c. Apply personal aesthetics, preferences, and beliefs to evaluate a drama/theatre work. 	
		ENDURING UNDERSTANDING Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.	ESSENTIAL QUESTION(S) How can the same work of art communicate different messages to different people?
	TH: Re9.1.8	Apply criteria to evaluate artistic work.	EVALUATE
		<ul style="list-style-type: none"> a. Respond to a drama/ theatre work using supporting evidence, personal aesthetics, and artistic criteria. b. Apply the production elements used in a drama/theatre work to assess aesthetic choices. c. Assess the impact of a drama/theatre work on a specific audience. 	
		ENDURING UNDERSTANDING Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.	ESSENTIAL QUESTION(S) How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?

CONNECTING	TH: Cn10.1.8	Synthesize and relate knowledge and personal experiences to make art.	EMPATHIZE
		<ul style="list-style-type: none"> a. Examine a community issue through multiple perspectives in a drama/theatre work. 	
		ENDURING UNDERSTANDING Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.	ESSENTIAL QUESTION(S) What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?
	TH: Cn11.1.8	Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	INTERRELATE
		<ul style="list-style-type: none"> a. Use different forms of drama/theatre work to examine contemporary social, cultural, or global issues. 	
		ENDURING UNDERSTANDING Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood.	ESSENTIAL QUESTION(S) What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?



CONNECTING

TH: Cn11.2.8

Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

RESEARCH

- a. Research the **story elements** of a staged drama/theatre work and compare them to another production of the same work.
- b. Identify and use artifacts from a time period and place to develop performance and design choices in a drama/theatre work.

ENDURING UNDERSTANDING

Theatre artists critically inquire into the ways others have thought about and created drama processes and productions to inform their own work.

ESSENTIAL QUESTION(S)

In what ways can research into theatre histories, theories, literature, and performances alter the way a drama process or production is understood?

- also import Creative Commons-licensed images to use in the background.
- AP.2.7b **Students should give attribution to the original creator's contributions.**
- AP.2.8 Systematically test and refine programs using a range of test cases. [PROGRAM DEVELOPMENT] (P6.1)**
Test cases are created and analyzed to better meet the needs of users and to evaluate whether programs function as intended. At this level, testing should become a deliberate process that is more iterative, systematic, and proactive than at lower levels.
- AP.2.8a **Students will test programs by considering potential errors, such as what will happen if a user enters invalid input (e.g., negative numbers and zero instead of positive numbers).**
- AP.2.9 Distribute tasks and maintain a project timeline when collaboratively developing computational artifacts. [PROGRAM DEVELOPMENT] (P2.2)**
Collaboration is a common and crucial practice in programming development. Often, many individuals and groups work on the interdependent parts of a project together.
- AP.2.9a **Students will work collaboratively in groups.**
- AP.2.9b **Students should assume predefined roles within their teams and manage the project workflow using structured timelines.** *With teacher guidance, they will begin to create collective goals, expectations, and equitable workloads. For example, students may divide the design stage of a game into planning the storyboard, flowchart, and different parts of the game mechanics. They can then distribute tasks and roles among members of the team and assign deadlines.*
- AP.2.9c **Students should give attribution to the original creators to acknowledge their contributions.**
- AP.2.10 Document programs in order to make them easier to follow, test, and debug. [PROGRAM DEVELOPMENT] (P7.2)**
Documentation allows creators and others to more easily use and understand a program.
- AP.2.10a **Students should provide documentation for end users that explains their artifacts and how they function.** *For example, students could provide a project overview and clear user instructions.*
- AP.2.10b **Students should incorporate comments in their product (comments in the code).**
- AP.2.10c **Students should communicate their process using design documents, flowcharts, and presentations.**

Level 2: GRADES 6-8 - Impacts of Computing

Impacts of Computing (IC.2)

Conceptual understanding: Computing affects many aspects of the world in both positive and negative ways at local, national, and global levels. Individuals and communities influence computing through their behaviors and cultural and social interactions, and in turn, computing influences new cultural practices. An informed and responsible person should understand the social implications of the digital world, including equity and access to computing.

- IC.2.1 Compare tradeoffs associated with computing technologies that affect people's everyday activities and career options. [CULTURE] (P7.2)**
Advancements in computer technology are neither wholly positive nor negative; however, the ways that people use computing technologies have tradeoffs.
- IC.2.1a **Students should consider current events related to broad ideas, including privacy, communication, and automation.** *For example, driverless cars can*

increase convenience and reduce accidents, but they are also susceptible to hacking. The emerging industry will not only reduce the number of taxi and shared-ride drivers but also create more software engineering and cybersecurity jobs.

IC.2.2 Discuss issues of bias and accessibility in the design of existing technologies.

[CULTURE] (P1.2)

IC.2.2a Students should test and discuss the usability of various technology tools (e.g., apps, games, and devices) with the teacher's guidance. For example, facial recognition software that works better for lighter skin tones was likely developed with a homogeneous testing group and could be improved by sampling a more diverse population. When discussing accessibility, students may notice that allowing a user to change font sizes and colors will not only make an interface usable for people with low vision but also benefits users in various situations, such as in bright daylight or a dark room.

IC.2.3 Collaborate with many contributors through strategies such as crowdsourcing or surveys when creating a computational artifact. [SOCIAL INTERACTIONS] (P2.4, P5.2)

Crowdsourcing is gathering services, ideas, or content from a large group of people, especially from the online community. It can be done at the local level (e.g., classroom or school) or global level (e.g., age-appropriate online communities, like Scratch and Minecraft).

IC.2.3a Students should collaborate with many contributors. For example, a group of students could combine animations to create a digital community mosaic. They could also solicit feedback from many people through use of online communities and electronic surveys.

IC.2.4 Describe tradeoffs between allowing information to be public and keeping information private and secure. [SAFETY, LAW, & ETHICS] (P7.2)

Sharing information online can help establish, maintain, and strengthen connections between people. For example, it allows artists and designers to display their talents and reach a broad audience; however, security attacks often start with personal information that is publicly available online. Social engineering is based on tricking people into revealing sensitive information and can be thwarted by being wary of attacks, such as phishing and spoofing.

IC.2.4a Students should discuss and describe the benefits and dangers of allowing information to be public or kept private and secure.

IIGP 2023-24 Year Calendar

July 2023						
Su	Mo	Tu	We	Th	Fr	Sa
						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					

August 2023						
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27	28	29	30	31		

September 2023						
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October 2023						
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22	23	24	25	26	27	28
29	30	31				

November 2023						
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26	27	28	29	30		

December 2023						
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24	25	26	27	28	29	30
31						

January 2024						
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28	29	30	31			

February 2024						
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25	26	27	28	29		

March 2024						
Su	Mo	Tu	We	Th	Fr	Sa
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17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

April 2024						
Su	Mo	Tu	We	Th	Fr	Sa
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May 2024						
Su	Mo	Tu	We	Th	Fr	Sa
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26	27	28	29	30	31	

June 2024						
Su	Mo	Tu	We	Th	Fr	Sa
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

HOLIDAYS

LABOR DAY: 9/4
THANKSGIVING: 11/20-11/24
CHRISTMAS: 12/18-1/1/24
MLK: 1/15
PRESIDENT'S DAY: 2/19
SPRING: 3/11-15
EASTER: 3/29 & 4/1

PROFESSIONAL DEVELOPMENT

JULY 10-JULY 10-13, 17, & 18
AUGUST 1-3
OCTOBER 12
FEBRUARY 19
TEACHER WORKDAYS
AUGUST 4
JANUARY 2

P/T CONFERENCES ½ Day

OCTOBER 12
MARCH 22
WEATHER DAYS
APRIL 19
MAY 10

GRADING CYCLES END

8/ 7-10/6 (44 DAYS)
10/ 9-12/15 (45.5 DAYS)
1/3-3/ 8(45 DAYS)
3/18- 5/24 (47.5)

Start and end of school

IIGP Class Schedules

KINDERGARTEN – 2nd GRADE DAILY SCHEDULE STUDENT SCHEDULE

	Monday	Tuesday	Wednesday	Thursday	Friday
7:00 – 7:30	Arrival/Breakfast	Arrival/Breakfast	Arrival/Breakfast	Arrival/Breakfast	Arrival/Breakfast
7:30 -7:45	Morning Rituals	Morning Rituals	Morning Rituals	Morning Rituals	Morning Rituals
7:45-9:15	ELA	ELA	ELA	ELA	ELA
9:15-10:30	Math	Math	Math	Math	Math
10:30-11:15	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
11:15-11:45	Lunch	Lunch	Lunch	Lunch	Lunch
11:45-12:45	PE/Art	PE/Art	PE/Art	PE/Art	PE/Art
12:45-1:45	Science	Science	Science	Science	Science
1:45-2:30	Intervention	Intervention	Intervention	Intervention	Intervention
2:30-3:15	Innovative Driver	Innovative Driver	Innovative Driver	Innovative Driver	Innovative Driver
3:15-3:30	Afternoon Ritual/Dismissal	Afternoon Ritual/Dismissal	Afternoon Ritual/Dismissal	Afternoon Ritual/Dismissal	Afternoon Ritual/Dismissal

KINDERGARTEN – 2nd GRADE DAILY SCHEDULE TEACHER SCHEDULE

	Monday	Tuesday	Wednesday	Thursday	Friday
7:00-7:15	Arrival	Arrival	Arrival	Arrival	Arrival
7:15– 7:30	Duty	Duty	Duty	Duty	Duty
7:30 -7:45	Morning Rituals	Morning Rituals	Morning Rituals	Morning Rituals	Morning Rituals
7:45-9:15	ELA	ELA	ELA	ELA	ELA
9:15-10:30	Math	Math	Math	Math	Math
10:30-11:15	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
11:15-11:45	Lunch	Lunch	Lunch	Lunch	Lunch
11:45-12:45	Conference	Conference	Conference	Conference	Conference
12:45-1:45	Science	Science	Science	Science	Science
1:45-2:30	Intervention	Intervention	Intervention	Intervention	Intervention
2:30-3:15	Innovative Driver	Innovative Driver	Innovative Driver	Innovative Driver	Innovative Driver
3:15-3:30	Afternoon Ritual/Dismissal	Afternoon Ritual/Dismissal	Afternoon Ritual/Dismissal	Afternoon Ritual/Dismissal	Afternoon Ritual/Dismissal
3:15-3:45	Duty	Duty	Duty	Duty	Duty

3rd - FIFTH GRADE DAILY SCHEDULE STUDENT SCHEDULE

	Monday	Tuesday	Wednesday	Thursday	Friday
7:00 – 7:30	Arrival/Breakfast	Arrival/Breakfast	Arrival/Breakfast	Arrival/Breakfast	Arrival/Breakfast
7:30 -7:45	Morning Rituals	Morning Rituals	Morning Rituals	Morning Rituals	Morning Rituals
7:45-9:15	ELA	ELA	ELA	ELA	ELA
9:15-10:15	PE/Art/Theater Arts	PE/Art/Theater Arts	PE/Art/Theater Arts	PE/Art/Theater Arts	PE/Art/Theater Arts
10:15-10:45	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
10:45-11:15	Lunch	Lunch	Lunch	Lunch	Lunch
11:15-12:15	Math	Math	Math	Math	Math
12:15-1:15	Science	Science	Science	Science	Science
1:15-2:15	Intervention	Intervention	Intervention	Intervention	Intervention
2:15-3:15	Leadership	Leadership	Leadership	Leadership	Leadership
3:15-3:30	Afternoon Ritual/Dismissal	Afternoon Ritual/Dismissal	Afternoon Ritual/Dismissal	Afternoon Ritual/Dismissal	Afternoon Ritual/Dismissal

3rd - FIFTH GRADE DAILY SCHEDULE ELA TEACHER SCHEDULE

	Monday	Tuesday	Wednesday	Thursday	Friday
7:00 – 7:30	Arrival/Breakfast	Arrival/Breakfast	Arrival/Breakfast	Arrival/Breakfast	Arrival/Breakfast
7:30 -7:45	Morning Rituals	Morning Rituals	Morning Rituals	Morning Rituals	Morning Rituals
7:45-9:15	ELA Group 1	ELA Group 1	ELA Group 1	ELA Group 1	ELA Group 1
9:15-10:15	Conference	Conference	Conference	Conference	Conference
10:15-10:45	Social Studies Group 1	Social Studies Group 1	Social Studies Group 1	Social Studies Group 1	Social Studies Group 1
10:45-11:15	Lunch	Lunch	Lunch	Lunch	Lunch
11:15-12:45	ELA Group 2	ELA Group 2	ELA Group 2	ELA Group 2	ELA Group 2
12:45-1:15	Social Studies Group 2	ELA Group 2	ELA Group 2	ELA Group 2	ELA Group 2
1:15-2:15	Intervention	Intervention	Intervention	Intervention	Intervention
2:15-3:15	Leadership	Leadership	Leadership	Leadership	Leadership
3:15-3:30	Afternoon Ritual/Dismissal	Afternoon Ritual/Dismissal	Afternoon Ritual/Dismissal	Afternoon Ritual/Dismissal	Afternoon Ritual/Dismissal
3:15-3:45	Duty	Duty	Duty	Duty	Duty

6TH – 8TH GRADE DAILY SCHEDULE STUDENT SCHEDULE

		Monday	Tuesday	Wednesday	Thursday	Friday
7:00 – 7:30		Arrival/Breakfast	Arrival/Breakfast	Arrival/Breakfast	Arrival/Breakfast	Arrival/Breakfast
7:30 -7:40	HR/1st Period	Morning Rituals	Morning Rituals	Morning Rituals	Morning Rituals	Morning Rituals
7:40-8:30	HR/1st Period	ELA	ELA	ELA	ELA	ELA
8:30-9:20	2nd Period	Math	Math	Math	Math	Math
9:20-10:10	3 Period	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
10:10-11:00	4th Period	Science	Science	Science	Science	Science
11:00-1:05	5th Period	ISTEAM or ISTAND Content Integrated Projects-75 min Lunch	ISTEAM or ISTAND Content Integrated Projects-75 min Lunch	ISTEAM or ISTAND Content Integrated Projects-75 min Lunch	ISTEAM or ISTAND Content Integrated Projects-75 min Lunch	ISTEAM or ISTAND Content Integrated Projects-75 min Lunch
1:05-1:50	Intervention	Intervention Content Development	Intervention Content Development	Intervention Content Development	Intervention Content Development	Intervention Content Development
1:50-2:40	6th Period	Elective	Elective	Elective	Elective	Elective
2:40-3:30	7th Period	Elective	Elective	Elective	Elective	Elective
3:30 -3:35		Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

6TH – 8TH GRADE DAILY SCHEDULE

SCIENCE TEACHER SCHEDULE

		Monday	Tuesday	Wednesday	Thursday	Friday
7:00 – 7:30		Arrival/Breakfast	Arrival/Breakfast	Arrival/Breakfast	Arrival/Breakfast	Arrival/Breakfast
7:30 -7:40	HR/1st Period	Morning Rituals	Morning Rituals	Morning Rituals	Morning Rituals	Morning Rituals
7:40-8:30	HR/1st Period	Group 1 Science	Group 1 Science	Group 1 Science	Group 1 Science	Group 1 Science
8:30-9:20	2nd Period	Group 2 Science	Group 2 Science	Group 2 Science	Group 2 Science	Group 2 Science
9:20-10:10	3 Period	Group 3 Science	Group 3 Science	Group 3 Science	Group 3 Science	Group 3 Science
10:10-11:00	4th Period	Group 4 Science	Group 4 Science	Group 4 Science	Group 4 Science	Group 4 Science
11:00-1:05	5th Period	Group 1 (HR) ISTEAM Projects Facilitation Teacher Lunch	Group 1 (HR) ISTEAM Projects Facilitation Teacher Lunch	Group 1 (HR) ISTEAM Projects Facilitation Teacher Lunch	Group 1 (HR) ISTEAM Projects Facilitation Teacher Lunch	Group 1 (HR) ISTEAM Projects Facilitation Teacher Lunch
1:05-1:50	Intervention	Intervention	Intervention	Intervention	Intervention	Intervention
1:50-2:40	6th Period	Conference Period	Conference Period	Conference Period	Conference Period	Conference Period
2:40-3:30	7th Period	Group 1 (HR) ISTEAM Projects Facilitation	Group 1 (HR) ISTEAM Projects Facilitation	Group 1 (HR) ISTEAM Projects Facilitation	Group 1 (HR) ISTEAM Projects Facilitation	Group 1 (HR) ISTEAM Projects Facilitation
3:30 -3:35	Duty	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

HR - Homeroom

Instant Impact Global Preparation (IIGP)

Admission & Enrollment Policy

It is the policy of **Instant Impact Global Preparatory (IIGP)** to comply with all state and federal regulations regarding admission as outlined in Mississippi Code §37-28-15 and §37-28-23 to ensure that any lottery be “equitable, randomized, transparent, and impartial”. IIGP will not discriminate during the admission and lottery process on the basis of gender, gender identity, national origin, ethnicity, religion, proficiency in English language, income level, disability, academic, artistic, athletic ability, sexual orientation, or the district the child would otherwise attend.

Lottery Application Requirement. IIGP requires applicants to submit a complete lottery application form in order to be considered for admission. During the start-up year, IIGP intends to accept applications immediately upon receiving the charter. Therefore, the application period will begin with the issuance of the charter, and end at the lottery date, which will be held in April of the start-up year. For the following years, the official lottery application time period will be from January 1 through April 1. In the event there are not enough applications to fill all the seats by April 1, all students will be given a seat who have submitted an application. The enrollment process will continue on a first come, first serve basis until all seats are filled.

Lottery Provisions. A "lottery" for purposes of this policy is a non-weighted, random selection process that determines the order of enrollment of student applicants. A lottery is to be conducted if the number of applicants exceeds the maximum enrollment by April 1 of every year. The lottery shall take place within 7 calendar days after the closing date of the application period, April 1. The School Leader or designee of the School will conduct the lottery, with supervision by at least one member of the School Board. Every effort will be made to conduct the lottery in a public forum unless restrictions are in place, such as those that were mandated by COVID-19. This ensures the integrity of the application and selection process.

Development of Waiting List. Once all seats are filled, the lottery process will continue in order to develop a Wait List. Any student who applies outside the application period (January 1 through April 1) will be added to the wait list below those who were chosen through the lottery. As space becomes available throughout the year, applicants will be called from the waiting list beginning with applicants at the top of the list. The wait list will be cleared every January and all parents on the list will be notified that they will need to apply again for admission if they wish to be considered for the upcoming school year.

Enrollment Preferences and Priorities. After IIGP's opening year, returning students (students who currently attend IIGP and intend to return the next school year) are exempted from the lottery and can return for the next year if they notify IIGP of their intent to return for the next school year by June 1. For any student who is attending IIGP whose parent has NOT notified the school of the intent to return, the school will make every effort to contact the parent, including home visits.

Siblings of returning students are exempt from the lottery, space permitting, and are automatically accepted for admission. For this policy "sibling" shall mean a biological or legally adopted brother or sister residing in the same household as the applicant or step sibling residing in the same household or children living together due to homelessness or other issues.

Children of the School's founders, teachers, and staff (so long as the total number of students allowed constitutes no more than 10% of the total enrollment as per Mississippi Code §37-28-23(8)(c)) are exempt from lottery requirements, as permitted by federal guidance on the Charter Schools Program.

In the event the school does not meet the 80% requirement for special populations of the district as per Mississippi Code §37-28-23(5), the Board of Trustees will work with senior school administration and the authorizer to develop a fair, weighted lottery to ensure these students are allowed equitable access.

Lottery and Application Documents Parents will be able to apply for the lottery in a variety of ways including coming to the school to fill out a lottery application, requesting that the school mail them an application and returning it by mail, or logging onto the school's website and completing the lottery application. The following information will be required:

- Students name
- Current grade, grade requesting through lottery
- Address
- Phone number
- If the Student has a sibling already in the school or if the student is related to a founding school member
- Parents name
- Date of Application

All lottery applications will be awarded a number based on when received by the school. School personnel will keep records of who submitted a lottery application and the student's number. This will be sorted by grade applying for. At the lottery, these numbers will be randomized (or manually picked from a container) and will determine who will receive a seat at the school. The lottery will be administered by grade level. After obtaining a seat in the school through the lottery, applicants are considered to be admitted to the school but will be required to submit a completed school enrollment application packet for formal enrollment. The application form will include the following items:

- Student's name (first, last, and middle names)
- Student's birth date and age
- Student's current grade level and grade applied for
- Student's residential address
- Phone numbers
- Student's current school and district names if applicable
- Any and all paperwork on Special Ed and English Language proficiency

- All the required consent forms
- Proof of Residency
- Immunization
- Any medical forms, issues and medications
- School records from prior school, if applicable
- Applicant's parents' name and signature

Under no circumstances will the information in the enrollment packet be used to counsel students out, transfer them to another school, or deny them the seat obtained through the lottery process.

Verification of Residency. According to Mississippi Code §37-28-23(1)(a) & (b), students must reside within the boundaries of the school district in which the charter school is located or who reside within a District rated C, D, or F at the time of authorization or student enrollment. Verification will include:

- Ownership of housing
- Property tax bill
- Current rental or lease agreement with parent/guardian's name
- Social Security, Benefit, or Entitlement official letters from government agencies
- Cable bill in parent/guardian's name
- Utility bill in parent/guardian's name
- Payroll stub in parent/guardian's name

These requirements are different for students who are homeless. "Homelessness" means lacking a fixed, regular, and adequate nighttime residence. The Director of Academics in year 1 and Director of Student Supports in year 2 onward will serve as the primary contact between homeless families and school staff, shelter workers, and other service providers. The director will also assist in obtaining necessary residential verification if needed. If a dispute arises over the enrollment of a homeless child, (s)he shall be immediately admitted to IIGP until resolution of the dispute. Under no circumstances will a homeless child be denied enrollment due to lack of shelter.

McKinney-Vento Compliance IIGP shall strive to enroll homeless children who are not currently attending school and shall adopt policies and practices to ensure that students, including homeless children are not stigmatized or segregated on the basis of their homeless status. IIGP shall review and revise policies which act as barriers to the enrollment of homeless children. In determining homelessness, consideration will be given to factors such as transportation, immunization, residency, birth certificates, school records and other documentation, and guardianship.

Food Allergy Information

The parent of each student enrolled at IIGP must complete a form that discloses (1) whether the child has a food allergy that should be disclosed to take any necessary precautions regarding the child's safety and (2) specifies the food(s) to which the child is allergic and the nature of the allergic reaction. Food allergy information forms will be

maintained in the child's student records, and shall remain confidential. Information provided on food allergy information forms may be disclosed to teachers, school counselors, school nurses, lunchroom staff, and other appropriate school personnel only to the extent consistent with Board policy and as permissible under the Family Educational Rights and Privacy Act of 1974 ("FERPA").

Policies and Procedures Around Waiting Lists, Withdrawals, Re-Enrollment, and Transfers

As stated above, the waiting list will be cleared every year. Parents on the waiting list will be notified in January that they must reapply again for the lottery for the upcoming school year. (NOTE: the wait list will be saved and in the event the school must backfill prior to April 1, the students on the waitlist will still be offered the seat.)

Withdrawals and transfers in an elementary school are the same thing. In no case will a student be allowed to leave school without documented proof that they have already enrolled in another school. In the event that this were to occur, the school will immediately notify the appropriate legal authorities. Records of transfers will be kept for seven years.

Student re-enrollment will be determined on a case by case basis depending upon available space.

The school will of course host open houses and school visits but there is no requirement for any pre-admission activity for students or parents.

Instant Impact Global Preparatory (IIGP) Discipline Policy & Code of Conduct

Note: Some of the content of this was derived with permission from Royal Public Schools.

Philosophy of Behavior at Instant Impact Global Preparatory (IIGP)

The Mission of IIGP is to provide students in K- 8th from Natchez-Adams and the surrounding areas with a rigorous STEM-based, 21st Century education program that focuses on culturally relevant curriculum, social emotional learning and ultimately, CCMR through our 4Factor Foundation.

The vision of IIGP is to prepare our students to achieve and excel in the complex world by participating in our college and career aligned Innovative Pathways (IExplore, ICaptivate, ILead) and Innovative Drivers, equipped with critical thinking, problem-solving, and culturally responsive practices to enact positive change in their local communities and the global society (ISTAND or ISTEAM).

IIGP ("the School") is committed to providing a learning environment that is conducive to the achievement of academic excellence and the development of age-appropriate social skills and relationships. Each student has the opportunity and the right to use school as a means for self-improvement and individual growth. In doing so, he/she is expected to conduct him or herself in a manner compatible with the school's function and in accordance with policies and regulations concerning student conduct and discipline. The entire culture of the school will be designed around our expectation that the majority of students will learn to behave according to the School's discipline policy. However, conduct that disrupts or threatens to disrupt the operation of a school, that interferes in any way with the public or private rights of other students or citizens, that threatens or endangers the health or safety of any person, or that damages property, will result in disciplinary action.¹

To develop a positive growth culture, Positive Behavior Supports and Interventions (PBIS) will be implemented as part of the Discipline Policy to provide a framework consisting of evidenced based practices that support the development of social emotional capabilities in every child, speak to the behavioral and social emotional needs of all children who are at risk, and are used to formulate supports for children with persistent social, emotional and behavioral issues.² A variety of practices will be used to support the PBIS system such as restorative practices to promote inclusiveness, relationship building, and problem solving among students.³

The School will also implement a school-wide incentive program which will focus on

¹ For more information: <https://safesupportivelearning.ed.gov/sites/default/files/discipline-compendium/Mississippi%20School%20Discipline%20Laws%20and%20Regulations.pdf>

² <https://www.pbis.org>

³ International Institute of Restorative Practices, www.iirp.org

rewarding positive behaviors and downplaying negative behaviors. This program will be consistent across grades and classes to ensure that students have the opportunity to learn and integrate positive behavior with their daily activities. Even with these programs instituted that support and reward positive behavior, there will still be the need for a discipline policy which is outlined below.

Student Discipline Policy

General Guidelines

The School personnel shall adhere to the following general guidelines when dealing with behaviors. Students will be treated fairly and equitably, and discipline will be based on a careful assessment of the circumstances of each case.

The Student Discipline Policy will be shared with parents/guardians at enrollment, available for review or pick-up in the front office, and will be posted on the website. The Board of Trustees will approve the Student Discipline Policy and will review the policy every year.

While reinforcing positive behaviors will be the focus of discipline policy at the school, a student can be disciplined, as per Mississippi Code § 37-11-57, for any violation of the Code committed while a student is:

1. On school property;
2. In transit to and from school;
3. Attending any school-related or school-sponsored activity, so long as the student is under the direction of a school employee;
4. On the school property of another Mississippi school district;
5. Attending another district's school-sponsored or school-related activity;
6. When a school employee or volunteer is a victim of retaliation no matter when or where it takes place; or
7. When a felony is committed.

General Standards for Student Conduct

Classroom Rules: Students will:

- Not disrupt classroom activities.
- Follow instructions and directives immediately.
- Not chew gum or bring food or drink in the building, except in designated food service areas.
- Not leave class without permission. Any student leaving class must have a hall pass.

School-Wide Rules: Students will:

- Behave in a responsible manner, always exercising self-discipline and control.
- Attend all classes, regularly and on time.

- Demonstrate courtesy at all times.
- Meet school standards for grooming and dress.
- Obey all school and classroom rules.
- Respect the rights of others, including property and facilities of the school.
- Cooperate with and assist school personnel, including volunteers, in maintaining safety, order and discipline.

IIIGP will implement a PBIS program. Two of the five best practices include developing a team to create the program and understanding your school.⁴ These two steps are necessary for a successful program to be implemented: there must be staff involvement and there must be an understanding of the students being served. Therefore, during year 1, a PBIS Committee will be formed and this Committee will develop age appropriate rewards for students who meet the rules. For students who are struggling, they will be assigned Tier 2 or Tier 3 status and appropriate discipline will be developed.

Progressive Discipline Policy

The School's progressive discipline policy provides a progression of interventions that accompany each successive disciplinary referral to the issue. The first line of defense for instilling positive behavior is of course the teacher. If the teacher cannot deal with the behavior or feels that his/her attempts have not worked, the teacher can refer the student to the Counselor. When referred to the Counselor, students are encouraged to reflect on their actions, take a cooling-off period, and if necessary, ask for help in resolving ongoing issues. For highly disruptive behavior or unsafe behaviors, students can receive an immediate referral to the Counselor or Director.

Teacher's and classroom management are key to a progressive discipline policy and successful PBIS program. In the event a teacher is making a disproportionate amount of referrals, the Principal will spend time in the classroom assessing the situation and will provide support for the teacher. Under no circumstances can the teacher make the decision to remove a child from a classroom. The AP or Principal must make that decision. Parents are also responsible for the behavior of their children. Throughout all referrals and tiers parents will be part of the process. At any time referrals and supports for parents will be available. In the event that there are serious home issues, Children Services will be contacted. In these cases every avenue will be taken to support parents and keep the student in school.

Progression of Referrals: First Referral (PBIS Tier 1)

- Student reflects (age appropriately) on actions
- Student meets with the Counselor, Director of Student Supports (DoSS—once hired), or Principal (Executive Director/Principal)
- Student finds a way to repair his/her actions
- Appropriate staff calls parents to inform them of the situation.

Second Referral (PBIS Tier 1)

⁴ Taken from [Best Practices to Implement a PBIS Program at Your School | Kickboard \(kickboardforschools.com\)](https://kickboardforschools.com) April 30, 2022.

- Student reflects on his/her actions,
- Student meets with Counselor, DoSS (once hired), or Principal (ED/Pr)
- Student works on finding a way to repair his/her actions
- Appropriate staff calls parents to inform them of the situation, with notice that next referral will result in a parent/school meeting.

Third Referral (PBIS Tier 2)

- Student reflects on his/her actions,
- Student meets with Counselor, DoSS, or Principal
- Student works on finding a way to repair actions
- Discipline is administered (detention, loss of privileges, etc.)
- Student is referred for counseling
- Principal calls to inform parents of the need for mandated student/school meeting.

Fourth Referral (PBIS Tier 2)

- Student reflects on his/her actions,
- Student meets with Principal,
- Student works on finding a way to repair actions
- Student is referred for counseling or other remediation both inside and outside of school
- Principal contacts parents for a mandated meeting at the school during which time a behavior contract is created.
- Students must perform an act of service (age appropriate) to make up for the impact of his/her actions on his/her community.

Fifth Referral (PBIS Tier 3)

- Student reflects on his/her actions,
- Student meets with Principal
- Student works on finding a way to repair actions
- Student continues counseling or other remediation both inside and outside of school
- Principal contacts parents for a mandated meeting at the school during which time a behavior contract is reviewed and determination are made regarding why it did not work
- Students must perform an act of service (age appropriate) to make up for the impact of his/her actions on his/her community.
- As the school grows and students get older, parents will be encouraged to take student to visit the alternative/continuation school that student's district might require him/her to attend if student is expelled.
- Student is suspended, if age and disability appropriate.

Sixth Referral (PBIS Tier 3)

- All steps above will be followed
- Parent will receive notice that the student (age appropriate) will be referred for expulsion.

Seventh Referral (PBIS Tier 3)

- All steps above will be followed
- Student will be referred for expulsion.

Suspension/Expulsion

The following list gives the School the option to expel but does not require expulsion for the listed offenses. Under this policy, the student may be expelled only when one of these offenses is committed on a campus, at a School-sponsored or School-related event or activity, or during transportation to or from a School-sponsored activity. Be aware that Code § 37-11-57 (the list that is in the Code) permits expulsions for certain listed non-school related criminal acts as well.

Notice of Expellable Offenses

While there is a seven-step process above, not all referrals will be eligible for the “seven strikes you are out” based on age and disability. That said, students who continue to commit one of the following offenses, whether on campus, during transportation to or from a School-sponsored activity, or at a School-sponsored or School-related event or activity, is subject to expulsion.

- Stealing from students, staff, campus visitors, or theft or misuse of School property.
- Committing extortion, coercion, or blackmail, including obtaining money or other objects of value from an unwilling person, or forcing an individual to act through the use of force or threat of force.
- Aggressive, disruptive action that substantially disrupts or materially interferes with School activities.
- Engaging in verbal abuse such as name-calling, racial or ethnic slurs, or derogatory statements that may disrupt the School environment or incite violence.
- Fighting, committing physical abuse, or threatening physical abuse.
- Hazing.
- Engaging in offensive conduct that constitutes sexual harassment or sexual abuse, whether verbal or physical, that may include requests for sexual favors or other intimidating sexual conduct directed toward other students or School employees.
- Possession of, or conspiracy to possess, any explosive or explosive device, or explosive-appearing device.
- Possession or distribution of pornographic materials.
- Making or assisting in making threats, including threats against individuals, and bomb threats.
- Any conduct that materially disrupts the School environment or educational process.
- Using, selling or trading on campus:
 - tobacco products;
 - alcohol products;
 - matches, lighters;
 - a prescription drug not belonging to the person;
 - unlawful drugs or controlled substances;
 - any drug look-alike product;
 - any so-called designer legal drug, party pill, or synthetic drug
- Placing a prohibited substance in another person's food, drink and/or other possessions.

- Participating in gang-related activities.
- Using any electronic equipment (i.e., paging devices or cellular phones) in a manner that disrupts the peace or provokes hostility.
- Possessing, exhibiting or using a pellet gun, air-powered rifle, paintball gun, BB gun, sling-shot or other device which propels a projectile by compressed air or gas, chemical, springs or elastic material.
- Possessing, exhibiting or using devices that produce loud noises (cap guns, fireworks noise devices, etc.).
- Violating any rule set forth in this Code or School policy pertaining to computers and the Internet.
- Possessing or using a firearm or explosive devices.
- Possessing firearm or explosive device look-alikes (toy guns, fake guns, fake explosive devices).
- Possessing or using unloaded firearm accessories, components or parts (such as but not limited to a gun barrel, gun magazine, housing, grip, receiver, bolt, butt stock, scope, or firing mechanism).
- Possessing, exhibiting, or using weapons including but not limited to knives (regardless of design or length); brass knuckles or similar items;
- Pulling a fire alarm as a prank, in a building owned or operated by the School when there is no smoke, fire, or danger that requires evacuation.
- Repeatedly violating classroom standards of behavior or repeatedly creating classroom disturbances.
- Displaying or using mace or pepper spray or other similar substance.
- Acts of discrimination relating to race, ethnicity or national origin.
- Sexual harassment, sexual acts.
- Possession of noxious chemicals or toxins.
- Assaults that cause or threaten bodily injury to another.
- Bullying.
- Conduct punishable as a felony.
- Offenses listed in Mississippi Education Code § 37-11-55

Procedures for Suspensions and Expulsions Suspensions

The School may suspend a student for up to five school days for Student Discipline Policy violations. Suspension may be in-school or out-of-school at the discretion of the suspending administrator. Prior to the suspension, the School Leader or other designated administrator will administer all activities as listed in the fifth referral listed above. The purpose is to notify the student of the violations charged, the factual basis for the charges, and to permit the student to present his or her version of the incident.

Parents or guardians will be notified of the suspension as soon as practically possible. The parents or guardians will be informed of the violations charged, and the factual basis for the charges, which they will have already been made aware of under referral #4. The administrator may offer, and the parents or guardians may request, a further conference with the principal or designee. Conditions of suspension will address the number of days of the suspension, on-campus or off-campus suspension, exclusion from extra-curricular activities, and other conditions. A suspension may be combined with other discipline consequences in the sole discretion of the administration.

Emergency Suspensions

In an emergency, the seven referral steps may be set aside and the administration may order the immediate suspension of a student for up to five school days if the student's presence at School or School-sponsored or School-related activities, threatens the health, safety, or welfare of himself/herself or others. A conference with the student and parents/guardians will be held within three school days of the suspension. The purpose is to notify the student of the violations charged, the factual basis for the charges, and to permit the student to present his or her version of the incident.

Expulsions

Expulsions, either permanent or for a specified period, may be imposed for those infractions of the Student Discipline Policy listed above (see Notice of Expellable Offenses). The decision of whether to suspend, expel or apply any lesser form of discipline will rely on an assessment of the facts and circumstances of each case. The length of the expulsion, the opportunity, if any, to return to the educational program, the conditions of return, and other conditions of the expulsion will be decided by the administration. An expulsion may be preceded by a suspension. An expulsion affects, for the period of the expulsion, a general severance of the student from the right to attend the School and to receive educational services from the School.

Hearing Before the School Leader

Prior to a decision to expel, the administration shall conduct an expulsion hearing. The parents or guardians must be provided with at least twenty-four hours' prior notice of the hearing. The notice must include a statement of the offense or offenses with which the student is charged, notice that the student is potentially subject to discipline consequences including expulsion, and the time and place for the hearing. The hearing normally occurs within three school days of the date of the notice, but in cases in which a student has been suspended for a period exceeding five school days, the hearing shall not take place later than five school days of the date of the suspension (the parties may mutually agree to extend the date). The purpose of the hearing is to notify the student of the violations charged, the factual basis for the charges, and to allow the student to present his or her version of the incident. Parents or guardians may present evidence on the student's behalf, hear the School's evidence and witnesses, and may be represented by an attorney if they wish. The hearing will be audio recorded or transcribed. An appropriate order in writing will thereafter issue. In the event of a decision to expel, the order will specify the length of the expulsion, and the right to appeal the order to the Board of Directors.

Appeal to the Board of Directors

To affect an appeal, the parents or guardians must notify the School Leader of the appeal in writing.

The Board shall listen to the audio tape of the hearing, or review a hearing transcript, or take any other appropriate action in reaching a decision at the next regularly scheduled Board meeting, or, in the discretion of the Board, at a specially called meeting. The

Board will notify the parents or guardians of its decision in writing. An appeal to the Board of an expulsion decision will not abate that decision pending the Board's review and final decision. The parents/guardians will have to opportunity to meet with the Board if they wish.

Appeal to Mississippi State

If the parent/guardians do not agree with the outcome of the Board hearing, they may file a complaint with the State of Mississippi.

Placement of Students with Disabilities

All disciplinary actions regarding students with disabilities (504 or special education under the IDEA) shall be conducted in accordance with applicable federal and state laws as per Mississippi Code §37-11-57

Suspension/Expulsion Requirement

A student with a disability shall not be removed from his or her current placement for disciplinary reasons and/or pending appeal to the Board of Directors for more than ten days without ARD Committee action to determine appropriate services in the interim and otherwise in accordance with applicable law. If a special education due process appeal to a TEA special education hearing officer is made, the student with a disability shall remain in the then current education setting in place at the time such appeal is noticed to YCP, unless YCP and the student's parents agree otherwise.

DEFINITIONS

Bullying: Engaging in behavior that prevents or discourages another student from exercising his/her right to public education by use of threats, coercion, repeated harassment, abuse, and/or intimidation, whether physical, psychological, sexual or indirect through electronic, digital or telephonic means.

Corporal Punishment: Physically punishing a student for violation of the Code of Conduct; corporal punishment does not include that use of force necessary to (i) calm a disturbance; (ii) obtain possession of a weapon or other dangerous object; (iii) defend oneself; or (iv) protect persons or property.

Disability: Physical or mental impairment that substantially limits one or more major life activities of an individual; a record of such impairment; being regarded as having such impairment; or having a specific disability, including but not limited to, autism, mental retardation, specific learning disability, hearing impairment, speech/language impairment, visual impairment, serious emotional disturbance, orthopedic impairment, traumatic brain injury, other health impairment.

Expulsion: Removal of a student from the School permanently due to a violation of the Student Code of Conduct.

Gang: Any organization with an identifying name, sign or symbol, or that individually or

collectively engages in or has engaged in activity or conduct, or a pattern of activity or conduct that endangers or disrupts the safety of the School or members of the School community.

IEP: Individualized Education Plan developed for a student with a disability who qualifies to receive special education services.

In-School Suspension: A disciplinary measure taken by the Administration which allows a student to attend school, but which prohibits the student from attending regular classes.

Manifestation Determination: A meeting of teachers, parents, and relevant members of an IEP Team regarding the conduct of a student eligible to receive special Education services, during which the team evaluates all relevant information and any unique circumstances to determine whether (i) the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability; or (ii) the conduct was the direct result of the School's failure to implement the student's IEP.

NOREP: Notice of Recommended Educational Placement, which is presented to the parent(s) of a student who qualifies to receive special education services, and recommends an appropriate placement for the student and discusses the appropriate educational program for the student.

Possession: Physical control over property, whether lost, found or stolen, which may include items contained in or on clothing, in lockers, storage areas or bags.

School Grounds: Any property owned or leased by, or licensed to the Charter School, and/or utilized by the School in association with any vendor.

School Privileges: Any school-related or school-sponsored activities or programs, including but not limited to, graduation ceremonies, dances, class trips, sports, clubs, recess, or any other extracurricular activities. Participation in these activities are privileges not rights.

Serious Bodily Injury: Bodily injury that creates a substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of any bodily member, organ or mental faculty.

Suspension: Involuntary removal of a student from class and/or school attendance for a period of ten (10) school days or fewer.

Trespass: Entry on school property without permission or when prohibited.

Weapon: any instrument, including, but not limited to, any knife, cutting instrument or tool, nunchaku, firearm, shotgun, rifle, explosive device, pepper spray, mace, laser pointer and any other tool or implement capable of inflicting serious bodily injury to

another.

DRESS CODE

The School reserves the right to establish dress and grooming guidelines that are within the parameters of generally accepted community standards. Students are required to show proper attention to personal cleanliness. Fashions and fads that constitute a health hazard to oneself or others will not be permitted. Student dress and personal hygiene must be of such character so as not to disrupt or distract from the educational environment of the school. Any form of dress or appearance so determined is prohibited. The school will provide hygiene supplies and support for students struggling with these issues. Students who are in violation of the dress code must immediately change into alternative clothing provided by the School or parent to correct the violation. If it is not feasible to correct the violation, the student will be sent home. The Dress Code will be outlined in the Student/Parent Handbook.

ANTI-DISCRIMINATION/ANTI-HARASSMENT STATEMENT

Students at the School have the right to education in an environment that is free from harassment and discrimination. Harassment occurs when a student demands a sexual favor, or otherwise threatens, intimidates, annoys, alarms, causes substantial emotional distress, or creates a hostile environment for another based on the other's gender, age, race, color, national origin, religion, disability, socioeconomic status or beliefs.

Discrimination occurs when a rule or established practice confers privileges on or denies privileges to a particular class of persons based on race, age, gender, national origin, religion, disability, socioeconomic status or beliefs. If a student believes he/she is the victim of harassment or discrimination, he/she shall report the alleged harassment or discrimination to the Principal, or to another Administrator if the Principal is the accused. Any student who believes he/she is the victim of harassment or discrimination may likewise make a complaint to the Board of Directors in accordance with the Complaint Policy established by the Board. The School and/or the Board of Directors will undertake to investigate the student's complaint thoroughly and completely and will maintain confidentiality to the extent allowed by federal, state or local law and the policies established by the Board of Directors of the School. Nothing in this Code shall be construed to discourage or prohibit a student who feels he/she has been the subject of criminal activity or a criminal offense from contacting the police or other appropriate authority. To the extent anything in this Code could be construed to conflict with federal and; or state law, the federal and/or state law applies.

Acknowledgment of Discipline Policy

My signature below acknowledges that the School has made the Student Discipline Policy available to me; that I have been given notice of the rules, responsibilities and consequences; that I have been informed that when I or my child is enrolled at the School, all information herein is applicable to me, my child, and all school staff; and that I have expressed intent to review this Policy contained within and to abide thereby.

Student Name: _____

Grade level: _____

Student Name: _____

Student Signature: _____

Date: _____

Parent Name: _____

Parent Signature: _____

Date: _____

COMMUNITY SURVEY RESULTS

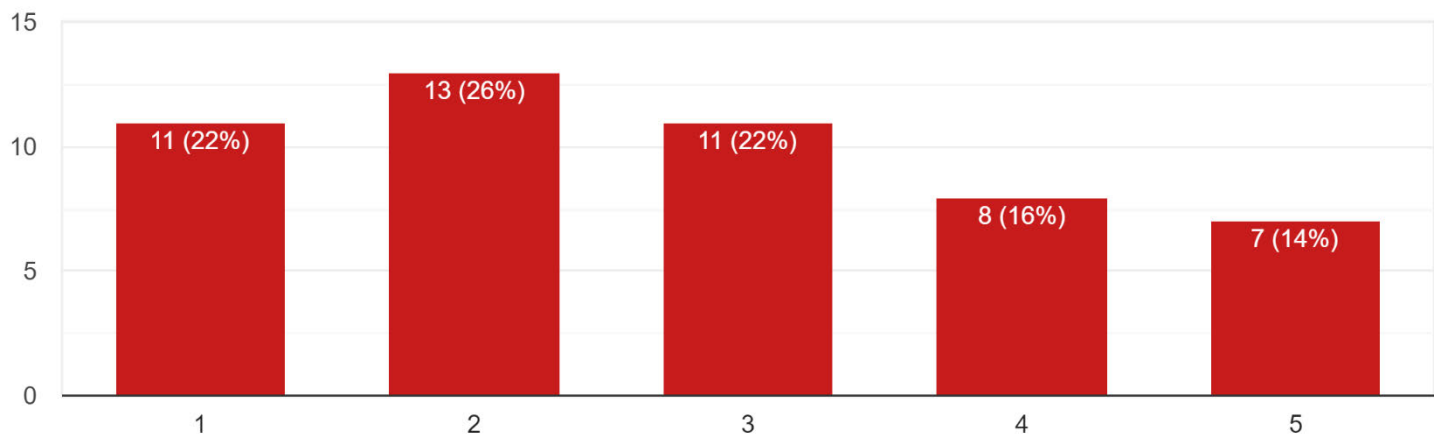
Would you be interested in your child attending a charter school that focuses on collaboration and building and creating projects, is technology driven, and develops students' confidence?

50 responses



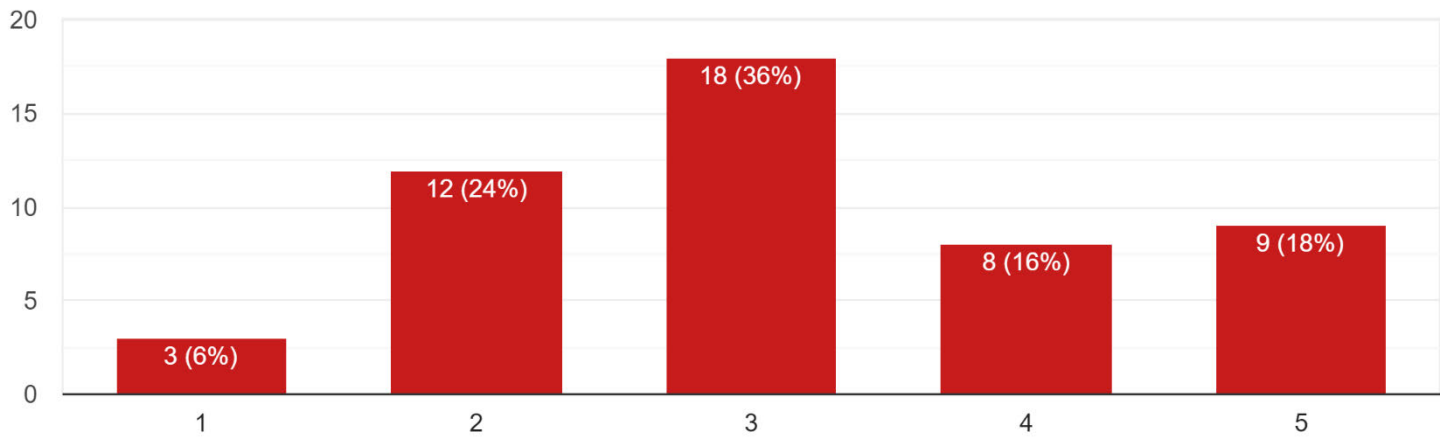
The current school provide real world experiences? (writing a resume, interviewing skills, completing a job application)

50 responses



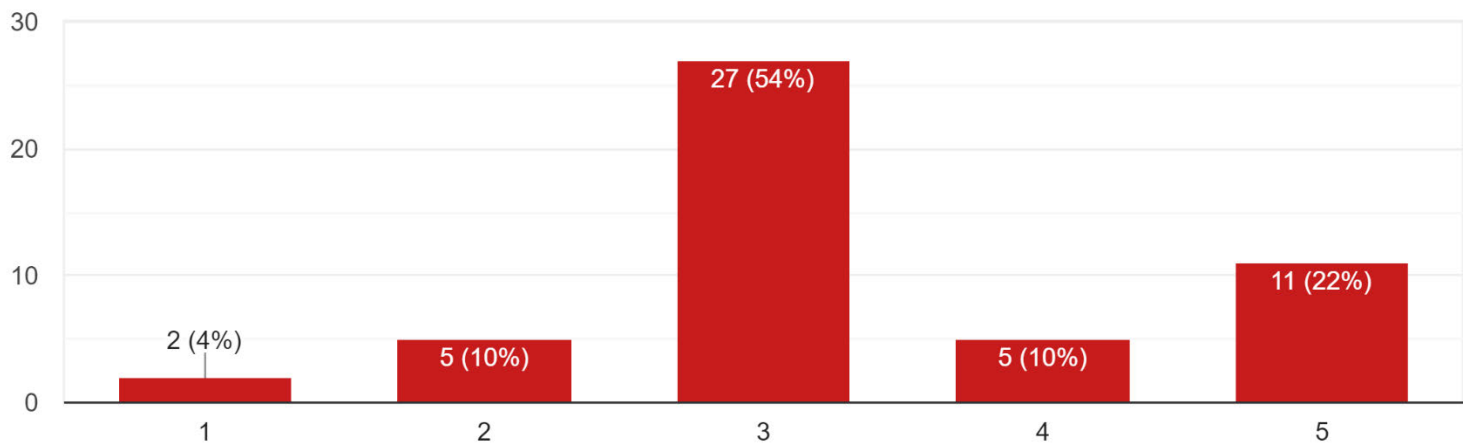
The current school provides 21st Century learning opportunities (presentations, group work, field trips).

50 responses



The current school provides exciting and engaging learning experiences.

50 responses



Instant Impact Global Preparatory

* Required



1.

Check the grade level of your child(ren). *

Check all that apply.

Kindergarten

1st Grade

2nd Grade

3rd Grade

4th Grade

5th Grade

6th Grade

7th Grade

8th Grade

Other

Does Not Apply

Other:

2.

On a scale of 1 to 5, with 1 being poor and 5 being excellent, rate your child's current school experience. The school provides exciting and engaging learning experiences. *

Mark only one oval.

1 2 3 4 5
Poor Excellent

3.

On a scale of 1 to 5, with 1 being poor and 5 being excellent, rate your child's current school experience. The school prepares students for the next grade. *

Mark only one oval.

1 2 3 4 5
Poor Excellent

4.

On a scale of 1 to 5, with 1 being poor and 5 being excellent, rate your child's current school experience. The school communicates regularly with parents. *

Mark only one oval.

1 2 3 4 5
Poor Excellent

5.

On a scale of 1 to 5, with 1 being poor and 5 being excellent, rate your child's current school experience. The school provide real world experiences? (writing a resume, interviewing skills, completing a job application) *

Mark only one oval.

1 2 3 4 5

Excellent

Poor

6.

On a scale of 1 to 5, with 1 being poor and 5 being excellent, rate your child's current school experience. The school provides 21st Century learning opportunities (presentations, group work, field trips). *

Mark only one oval.

1 2 3 4 5

Excellent

Poor

7.

What does your child's school do well? *

8.

In what areas can your child's school improve? *

9.

Would you be interested in your child attending a charter school that focuses on collaboration, building and creating projects, is technology driven, and develops students' confidence? *

Mark only one oval.

Yes

No

Other:

10.

What programs would you like a charter school to provide? *

SUPPORT LETTERS AND STATEMENTS

NPD



NATCHEZ POLICE DEPARTMENT
Chief of Police
Joseph M. Daughtry, Sr.

May 18, 2022

To Whom It May Concern:

It is my pleasure to write a letter of support for **Instant Impact Global Prep (IIGP)**.

Having worked in the field of Law Enforcement for the last twenty-five (25) years, I have found that a disproportionate number of offenders are secondary school dropouts and whenever I would ask about their reasons for quitting, the answer was invariably because school was "boring".

I believe the teaching methods outlined by **Instant Impact Global Prep** are timely and necessary to the future of our children which is ultimately the future of our Country.

Thank you for your consideration.

Respectfully,

A solid black rectangular box used to redact the signature of the sender.

Cmdr. Caroline Green

Mayor Dan Gibson

Board of Alderman

Valencia Holt-Ward 1

Billie Joe Frazier-Ward 2

Sarah Carter-Smith-Ward 3

Felicia Bridgewater-Dring-Ward 4

Benjamin Davis-Ward 5

Dan Dillard-Ward 6

May 17, 2022

Sharon Jackson
[REDACTED]

To Whom It May Concern:

I am writing in support of the Instant Impact Charter School in Natchez, Mississippi. I am in total support of having a Charter School in Natchez, MS. The school will encourage students to be very engaged with their educational studies. This school will also encourage students to pursue technological classes and have more hands-on learning.

The school will prepare our children to advance through life with great desire to further their education in higher learning. This school will also provide a solid foundation and life long lessons.

I would like to thank you for giving me the opportunity to express my voice on Instant Impact Charter school. I truly feel many generations will succeed in life by obtaining a great education from Instant Impact Charter School.

Sincerely,

Sharon Jackson

Sharon Jackson
(Registered Nurse)
[REDACTED]

On Wednesday, May 18, 2022, 2:48 PM, C. Felicia Lee [REDACTED] wrote:

I am writing in support of the Instant Impact Global Prep Charter School because it gives parents a choice for their children. I worked as a Psychology Intern at the Adams County School Board in Natchez, MS in 2010 and learned so much there by going into all the schools. I believe this charter school will be a significant source for the Adams County community.

There are so many pros for a charter school in Natchez, MS. As I mentioned earlier, the choice that it gives parents for enrollment, but mainly the individual learning assistance for children.

Thank you for allowing me to voice my opinion on such an awesome endeavor.

Sincerely,

Carolyn Felicia Davis Lee
Bachelors Of Science - Psychology
Liberty University

[REDACTED] May 18, 2022, 3:26 PM (1 day ago) ☆ ↩

MS Authorizer Board,

I would like to support the efforts to open a charter school in this area. It would provide students with another option for a free education. Most students and parents that are not totally please with the public school system cannot afford to pay for a private education, and are left to accept what is being offered. A charter school would provide many different adventures in education at no monetary cost to parents.



I am writing in support of *Instant Impact Global Prep Charter School*. I believe this school will offer many advantages for our students. We know that education is the foundation to a productive life.

Along with the focus on our students, this school will serve a great need in our community. It will offer Educational Workshops, Trainings, and provide connections for families for resources.

Thank you for the opportunity to express my support for a school of this caliber with hope for future generations.

Sincerely, [REDACTED]

Kenneth E. Stanton, Sr.
CEO K.E.S.SR. MINISTRIES, INC.
[REDACTED]

I am writing in support of the Instant Impact Charter School in Natchez, Mississippi. Having worked in the Mississippi school system for over twenty-five years I place a high value on education. I know that education is one of the major keys to those in our community having a better quality of life going forward. Improved education and associated positive opportunities allow students to fully develop and begin to see the world and the opportunities it offers beyond just what they witness daily.

I believe and Instant Impact Charter School will greatly serve the needs of this community by providing a cohesive daily structured educational environment. Additionally, the workshops, training, and connections for their families will create a holistic resolution to the gap in our community.

Thank you for the opportunity to express my support and desire to have an Instant Impact Charter School in the Natchez, Mississippi community.

Sincerely, [REDACTED]

Charlene H. Bradford
{Retired Elementary Teacher}
[REDACTED]



In support of the Instant Impact Global Prep Charter School, I, Shelia Mcgee, offer my support in efforts for a prospective charter school. I believe our community will thrive in efforts to developing essential skills academically in our children. The children are our future, and in our community, our children cannot fully develop the skills and tools needed in being successful due to the overpopulated schools in our area. This school will offer a myriad of programs and curriculums geared towards a student's success with smaller classes in place to guarantee that every student gets fully served. Students will have the opportunity to venture out in elevating their education with confidence and a new outlook in promising careers in the future.

Sincerely,

[Redacted Signature]

Shelia Mcgee

[Redacted Contact Information]



Below are the names of community members in support of Instant Impact Educational Services opening a charter school in Natchez, Mississippi.

Brittany Rogers	Jeanette Gales
Carlotta Jackson	Joshua Brown
Charlean Bradford	Kadeshia Hunt
Charlean Green	Katherine Callon
Chasity McDaniel	Kierra Nelson
Christine Easton	Kim Patterson
Coretta Drake	Lashana Jones
Curtis Davis	Lewis Jackson
Daphne Shelvy	Linda James
Debra Smith	Linda Weatherspoon
Demestra Winding	Lucille Johnson
Deonna Fleming	Lynn Thornburg
Dorothy Minor	Mack James
Gerald Wiley	Mary Bates
Gloria Gray	Mary Batiste
Inez Green	Mia Blanton
Jackie Foster	Myra Reason
Janette Wilson	Natalie Letcher
Jarren Jones	Nathaniel Reason
Jasmine Farmer	Noah Armstead



Pamela Douglas

Patricia Lewis

Raven Walls

Rosetta Murray

Sharon Woods

Sherry Cade

Shelia Letcher

Takenya Scott

Toshiqua Washington

Teresa Davis

Travis Logan

Walter Sago

Wanza Turner

Willie Morris

PEDRO'S

Tacos and Tequila

Tuesday,
March 15, 2022

RSVP by April 19, 2022

Saturday,
April 23, 2022

Proposed Charter School 2023-24

K-8th
21st Century STEAM
Learning

High Engagement ✓

Innovative ✓

Coding and Design Projects ✓

✓ Creativity

✓ Community Projects

✓ Leadership



JOIN THE FUN!

iEXPLORE STEAM CAMP

- Free
- Contests
- Engineering
- Arts Infused
- Music
- Dance
- Acting

All Student 6-13

July 5-7, 2022
9:00 am- 12:00 pm



Scan QR Code
or visit website
To Register

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INSTANT IMPACT
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Registration
Opens:

June 20,
2022

Copiah-Lincoln Community College

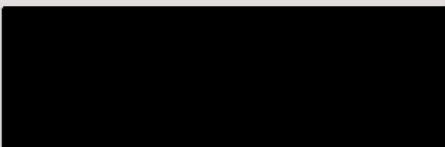


EXPLORE STEAM CAMP

- Free
- Fun
- Awesome
- Arts Infused
- Music
- Dance
- Acting

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July 5-8



**Scan QR Code
To Register**

Registration
Opens:

**June 7,
2021**

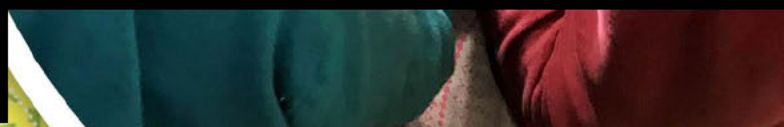
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IEXPLORE

SESSION 1 | SESSION 2
JULY 8-11-2019 | JULY 15-18-2019

- Free
- Fun
- Awesome
- Arts Infused
- Music
- Dance
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First Annual Literacy Symposium

Healing and Building Through Literacy

Dr. John Fowler

Internal Medicine

Dr. Robert Legginton

Nephrology

Discussion Topics

- Historical Perspective
- Physical Health
- Mental Health
- Education
- Social Justice
- Economic Empowerment

Linda G. Clark

Clinical Social Work
Therapist

Yusuf Muhammad

Chairman
Dept. of Tax Education



Saturday

September 19, 2020

10:00 am – 11:30 am

Join Us @

JUST READ PROJECT

(Justice, Understanding, Survival and Thriving)



Jo Rucker

STUDENTS

- Ages- 5-10

CURRICULUM

- Focus on Critical Areas
- Focus on Vocabulary Development

PROJECT DATES

- October 5 – December 4th

WEBSITE: instantimpacts.org

- Programs
- Register Families

Contact: JoAnn Rucker instantimpacti2@gmail.com

Full STEAM Ahead

3D printers, sophisticated software and other technologies are helping many schools incorporate the arts into their STEM curricula.

Students in DeSoto West Middle School's iSTEAM3D Magnet Academy aren't just learning about cities, they're building one from the ground up — complete with running water and working lights. They're using MakerBot Replicator 2 desktop 3D printers to create roads, homes and businesses that bring their imagined city to life.

The lesson integrates all of the subjects students learn about in school — from the mathematics of engineering bridges to the art of designing the objects that will go in their cities. It's the type of project to which students have become accustomed since iSTEAM3D launched last fall.

The unique moniker reflects both the international movement to add the arts — which can include the fine, language and musical arts — to STEM

education and the school's desire to help students pursue a different kind of 3D: discovering, designing and developing.

"Everything that we do has an art component to it," says Dr. Jo Green-Rucker, assistant superintendent for curriculum, instruction and high schools for the DeSoto (Texas) Independent School District. "We're educating the whole child."

But STEAM education is about more than just the subjects in its name, says Georgette Yakman, owner and founding researcher at STEAM Education, a consultancy in Marion, Va. She explains the concept by asking people what they do for a living, then pointing out that their careers incorporate all of the subjects that they studied in school. Rather than teach those subjects in a vacuum, STEAM programs integrate them in an inquiry-based, hands-on curriculum

DeSoto Independent School District's iSTEAM3D Magnet Academy program focuses on teaching all subjects in an integrated way in an effort to educate "the whole child," says Dr. Jo Green-Rucker.

that more closely aligns with what students will experience in college and the workforce.

That's why technology is such a big part of STEAM programs, Yakman continues. Students are used to working with technology, it's more engaging than worksheets, and it lets them actively seek out information rather than just receive it from a teacher, she says.

What's more, young people inherently understand the digital world and know how to get information. What schools need to do, she adds, is teach them how to organize that information, and figure out what it means to them and what they're going to do with it.

Courtesy of MakerBot

LIVE AND LEARN

Teachers in the district's three iSTEAM3D academies work together to teach different aspects of the same topics. For instance, when students at the DeSoto West academy studied futuristic societies, they had to create new ones for science class, use scale and fractions to

design their societies for math class, and create brochures incorporating persuasive techniques and graphics to sell the public on the value of their societies for reading class, explains DeSoto West teacher Yvonne Lowry.

Students use computers and tablets to research such projects and to design and produce the deliverables, just as they would in the workplace. They learn to code and create video games using MIT Media Lab's Scratch programming language. They then use digital cameras, monitors and all types of software to present their findings, Lowry adds.

"Teachers don't hold our hands anymore," says Bree'Ajanai Holmes, a sixth-grader at DeSoto West's iSTEAM3D Magnet Academy. For instance, a math teacher might provide a basic formula, but it's up to students to research and collaborate with classmates so they can apply that formula and complete their projects — as they would at work. "Whether you like them or not, you have to work with them," Holmes says.

Academy teachers also use technology every day, including the Edmodo social network to communicate with students, post and collect assignments, and share information, says Beth Wright, a reading teacher for the iSTEAM3D academy at Curtistene S. McCowan Middle School in Glenn Heights, Texas.

"There are no books," adds Joey Hayward, a science teacher at DeSoto East Middle School's iSTEAM3D academy. When his class created robots, for instance, students went online to find and compare various robot blueprints.

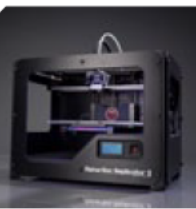
Five dedicated teachers serve the approximately 150 sixth-, seventh- and eighth-grade students who are selected using a lottery system for enrollment in each academy.

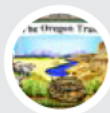
"In the beginning, the academies were so open and students had so much freedom that some of them had to come to realize that it's not a party," Lowry says. But with trial

by MELISSA DELANEY

photography by DAN BRYANT

1 The number of 3D printers MakerBot Academy plans to put in every classroom in America (to register, visit [makerbot.com/academy](#))





There are plenty of free or low-cost online games that embrace STEAM concepts and get kids excited about learning, according to Georgette Yakman, owner and founding researcher at STEAM Education. Here are a few of her favorites:

► **Oregon Trail:** This game, which has taken many forms over the years, integrates science, social studies, technology, mathematics and language arts.

► **Fantastic Contraption:** This online puzzle game teaches the basics of physics to all ages of students from kindergarten to Rhodes scholars, Yakman says.

► **Minecraft:** Already wildly popular with young people, this game teaches civil engineering, city planning, architecture, chemistry and life sciences.



► **Foldit:** This game challenges players to fold proteins into new shapes that can help scientists find new ways of curing diseases. "Kids get into that more than another worksheet about two trains driving toward each other," Yakman says.

Game Changers

and error, the second semester has been much smoother, she adds.

The curriculum covers the Texas Essential Knowledge and Skills standards and includes problem-based learning activities, in which students take on open-ended challenges to solve real-world problems of interest to them (for instance, finding sources of green energy) and develop 21st century skills such as collaboration, innovation and creativity, Green-Rucker explains.

a whole new part of students' brains."

Not only do they do the work, but they also create skits, poems, artwork, songs and other artistic presentations to showcase what they have learned. That creative process, he says, helps them better retain the material.

Assessment data from the iSTEAM3D program confirms that these approaches are improving learning, Green-Rucker adds. "Our students are outperforming the traditional classrooms," she says.

BUILDING SUPPORT

STEAM education is gaining traction beyond school walls. It's also caught the attention of legislators.

In 2012, Meghan Reilly Michaud, an art teacher at Andover High School in Massachusetts, created a MoveOn.org petition asking Congress to add art and design to federally supported STEM programs. Rep. Jim Langevin of Rhode Island sponsored House resolutions to that effect in

2012 and 2013. Last year, Reps. Suzanne Bonamici of Oregon and Aaron Shock of Illinois started a bipartisan STEAM caucus that now has more than 50 members. "We're absolutely seeing a lot of support," Michaud says.

Michaud's district, Andover Public Schools, is equally committed to the

cause, having created a 10-year district-wide plan (now in its second year) that lists STEAM education as its primary goal. Leaders of the program have been working to identify and celebrate teachers who are already doing STEAM-related projects. For instance, Michaud and Andover High math teacher Minda Reidy take students to art museums, where they go on scavenger hunts to find geometric concepts in artwork. "We've been doing that for years," Michaud explains. When she learned that the physics, engineering, math and fine arts departments had all been doing projects in which students build scale bridges, she brought them together with the art teachers to create one project that explores bridges from various perspectives.

Andover High also is training its teachers to create more interactive presentations. This year, all of them received notebook computers, and most classrooms now are equipped with wireless projectors.

The school even created a visiting artist program so students can collaborate with professionals. For instance, Jarrett J. Krosoczka, author of the *Lunch Lady* children's book series, visited the district and participated in storyboarding workshops with elementary school students, helping them create an animated video. As a result, students saw how English, art and technology are used to create books and films.

"All of these concepts lead to innovation," Michaud says. ■



This trumpet was produced using one of DeSoto Independent School District's MakerBot Replicator 2 3D printers.

Such skills often are missing in traditional classrooms, Yakman adds. "If students aren't asked a specific question, they have a hard time framing what it can be," she explains. "But that's how life is. We can't teach our kids that there's a bubble sheet answer for everything."

Hayward has taught science for seven years, so he's used to the inquiry-based approach of STEAM. But, he says, "adding the arts is actually bringing it to



Discover additional ways to incorporate the arts into STEM education at edtechmag.com/k12/STEAMed.

ATTACHMENT 9

IIGP LEADERSHIP TEAM QUALIFICATIONS

:

The leadership team collectively have extensive experience in administration, governance; curriculum, instruction, and assessment; performance management; and parent and community engagement as evident in the resumes and biographies.

Executive Director: The executive is the school leader and her qualifications are in Attachment 10.

Director of Academics:: Documents Attached

Chief financial Officer:: Job description Attached

Chief Operating Officer: Job Description Attached

Counselor:Documents Attached

Valarie R. Griffin

Professional Experience

School Counselor/Testing Coordinator, Gainesville ISD

Gainesville HS
Gainesville, TX
07/2021-02/2022

- Scheduled students into appropriate courses
- Evaluated and facilitated maintenance of high school transcripts
- Advised and counseled students regarding academic, educational, career, and short-term social and emotional issues
- Assisted students with the completion of applications for scholarships, college entrance, and financial aid
- Facilitated the school wide testing program
- Served as a member of the Language Proficiency Assessment Committee (LPAC), Admission, Review, and Dismissal (ARD) Committee, and the 504 Committee

District Counselor, Buena Vista ISD

Buena Vista School
Imperial, TX
08/2018-06/2021

- District counselor for PreK-12 school
 - Advised and counseled students regarding academic, educational, career, and short-term social and emotional issues
 - Taught guidance lessons and counseling in small groups
 - Provided individual student planning and responsive services
 - Served as a member of the Language Proficiency Assessment Committee (LPAC), Admission, Review, and Dismissal (ARD) Committee, and the 504 Committee
 - Served as administrator on duty when the principal was out and at district sporting events and other functions
- Dual Credit Liaison
 - Assisted in the coordination of the online application process
 - Developed degree plans for dual credit students
 - Enrolled students in college courses
 - Managed fiscal aspects of student enrollment
 - Ordered, distributed, and maintained all textbooks and other supplies for the dual credit program
- AVID District Director
 - Supervised all aspects of the implementation of AVID with fidelity and integrity
 - Conducted yearly evaluation of the district's AVID program and defined and refined goals
 - Conducted teacher training and monitored AVID required teacher trainings for compliance
 - Aligned the AVID program on the elementary level
- Campus Testing Coordinator
 - Planned and supervised administration of STAAR/EOC exams, PSAT/SAT, TELPAS, TSIA, and LAS Links assessments
 - Processed intake and return of all testing materials for district
 - Trained school personnel on test security and administration

School Counselor, DeSoto ISD

Desoto Early College HS
DeSoto, TX
08/2013-06/2017

- Served as counselor for both the Early College High School (ECHS) and International Baccalaureate (IB) programs
- Served as part of the recruitment and admissions team for both ECHS and IB
- Scheduled students into appropriate courses for high school, college, and the IB program
- Evaluated and facilitated maintenance of high school and collegiate transcripts
- Tracked students' progress to ensure that he/she was on track to graduate with both a high school diploma and an associates degree and implemented interventions when necessary
- Conducted workshops for students and parents
- Served as summer school administrator

School Counselor, Port Arthur ISD

Port Arthur HS
Port Arthur, TX
08/2009-06/2013

- Scheduled students into appropriate courses
- Evaluated and facilitated maintenance of high school transcripts
- Advised and counseled students regarding academic, educational, career, and short-term social and emotional issues
- Assisted students with the completion of applications for scholarships, college entrance, and financial aid
- Facilitated the school wide testing program

School Counselor, Texas Department of Criminal Justice

Lychner State Jail
Humble, TX
06/2006-12/2007

- Advised and counseled students regarding academic, educational, career, and short-term social and emotional issues
- Served as coordinator and chief administrator of the TABE and GED tests
- Scheduled students into classes
- Completed intake on incoming offenders

Social Studies Teacher, Various Locations

1998-2006

- Middle School Teacher (2yrs), Jefferson County JH, Jefferson County School District: Fayette, MS
- Middle School Teacher (1yr), Vincent MS, Beaumont ISD: Beaumont, TX
- High School Teacher (4yrs), Central HS, Beaumont ISD: Beaumont, TX

Education

Alcorn State University: Lorman, MS
Master of Science in Secondary Education (Guidance and Counseling), 1999

Alcorn State University; Lorman, MS
Bachelor of Science in Educational Psychology, 1993

Texas Southern University; Houston, TX
Further Study (66hrs) Counselor Education

Certifications and Licenses

School Counselor (TX)

Grades EC-12

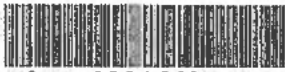
Secondary Social Studies Composite (TX)	Grades 6-12
Guidance Counselor(MS)	Grades K-12
Social Studies (MS)	Grades 7-12
Psychology (MS)	Grades 7-12

Licensed Chemical Dependency Counselor (TX)

Professional Biography: Valarie Griffin, M.Ed.

Valarie Griffin has been an educator for over twenty years and has served in a variety of positions in several school districts. She holds bachelor's degree in Educational Psychology and a master's degree in Counseling from Alcorn State University. She holds teacher's and counselor's certificates in both MS and TX. Ms. Griffin began her career as a secondary social studies teacher in the Jefferson County (MS) School District. This was followed by several years as a secondary social studies teacher in Beaumont (TX) ISD. After her time in Beaumont Ms. Griffin became a counselor in Port Arthur (TX) ISD. In addition to her counseling duties, Ms. Griffin also was one of the school's testing coordinators. Ms. Griffin's next assignment was as counselor in DeSoto (TX) ISD. In DeSoto Ms. Griffin helped implement and develop both the Early College High School program and the International Baccalaureate program. In her role as counselor for these programs developed curriculum for the Summer Bridge program, evaluated teachers, and served as principal for summer school. In 2018 Ms. Griffin took on the most significant position of her career. She became the district counselor and AVID director in Buena Vista (TX) ISD. Because of the small size of the district, Ms. Griffin filled many roles. The district's leadership team consisted of the superintendent, the principal, Ms. Griffin, and the SPED director. Because of this Ms. Griffin performed many of the functions of an assistant principal. These included choosing curriculums, evaluating teachers, providing professional development, and evaluating programs. As AVID District Director Ms. Griffin Ms. Griffin conducted walk throughs, evaluated teachers, provided professional development, and assured the program was implemented with fidelity. Because of the small size of the district Ms. Griffin was also responsible for the Gifted and Talented program and the CTE program.

In 2021 Ms. Griffin left BVISD for a position in Gainesville, TX. Currently she is the owner of Achieving Sobriety Addiction Treatment Services.

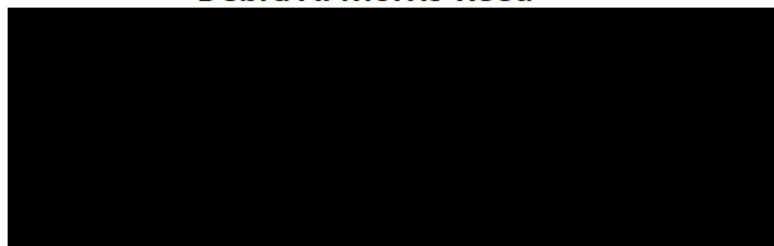


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Debra A. Morris-Reed



Education

Master of Education, Counselor Education **2013**

Georgia Southern University, Statesboro, GA

Bachelor of Arts, History **2006**

Savannah State University, Savannah, GA

Teacher Certification, Social Studies 7-12 **2006**

Armstrong State University, Savannah, GA

Associates in General Studies **2002**

Central Texas College, Fort Stewart, GA

Experience

Registrar/Professional School Counselor

Present

- Assists Enrollment Specialist with registering new and returning students
- Works with School Counselors to organize pre-registration of transitioning 8th graders to include an orientation, tour of the building and a parent night
- Works closely with Enrollment Specialist on records request
- Receives, interprets and records information from student transcripts.
- Posts grades and other data to student transcripts in SIS
- Helps to ease the transition of new students and their families by holding orientation sessions on a monthly basis for all new students and arranging for students to serve as ambassadors for new students.
- Assists Principal in the preparation of the Master Schedule and in monitoring and balancing class size as necessary. Enters and maintains master schedule in SIS before the beginning of the school year.
- Assists administrators with monitoring student attendance and reporting any excessive occurrences.
- Responsible for maintaining HOPE Eligibility and approving Dual Enrollment Funding Applications in Georgia Student Finance Commission.
- Responsible for maintaining current course offerings with NCAA and NAIA Eligibility Centers

Professional School Counselor**2013-2018**

- Serve as a Professional School Counselor to develop a Comprehensive School Counseling Plan to promote the three domains of academic achievement, career development, and personal/social growth.
- Analyze data to identify needs for remediation or intervention
- Serve as a member of Building Leadership Team in planning for student and staff needs and assist in master scheduling
- Serve as member of Building PBIS Committee to analyze data and reflect upon a fully functioning PBIS team.
- Serve as Department Liaison for HOPE Eligibility Verification
- Serve as Department Liaison for of the District Comprehensive School Counseling Development Committee
- Serve as Dual Enrollment Liaison for students enrolled in post-secondary classes with local institutions
- Serve as Secondary Work Setting Chair for High School Counselors
- Serve as a member of the District Anti-Bullying Committee
- Serve as a member of the District Mental Health Committee and responsible for assistance in the development of District Mental Health Crisis Manual
- Serve as NCAA Eligibility Liaison for NCAA Clearinghouse
- Serve as Department Head of LCHS Counseling Department of Three Counselors, Enrollment Secretary, and Records Secretary

Graduation Coach**2011-2013**

Liberty County High School, Hinesville, GA

- Served as interventionist for students who were at risk for not meeting state or local graduation requirements.
- Chaired, documented, and monitored RTI meetings.
- Documented RTI interventions and strategies for students and monitored the outcomes as needed (behavioral and academic)
- Scheduled all Graduation Test tutorials and reviews in relation to testing needs for the Georgia High School Graduation Test
- Scheduled intensive remediation and provided one on one remediation as needed for students needing further remediation
- Secured outside Math tutors to support students during summer remediation.
- Secured funding for incentives to promote tutorial attendance and participation in preparation for Georgia High School Graduation Test

Social Studies Teacher Grades 9-12**2006-2011**

Liberty County High School, Hinesville, GA

- Instructed in World History, World Geography, American Government and Ethnic Studies.
- Prepared lessons in compliance with initially Georgia's QCC standards and then Georgia Performance Standards

- Aligned instruction to complement material that students would also be responsible for being assessed on for the Georgia High School Graduation Test
- Grew enrollment in Ethnic Studies, a Social Studies elective, from a one semester offering to a two semester offering with a waiting list
- Worked with department members on pacing and alignment with state standards

MEMBERSHIPS

American School Counselor Association (ASCA)
Georgia School Counselor Association (GSCA)
Professional School Counselor Association (PAGE)
Chi Sigma Iota Member

Debra A. Morris-Reed

Professional Biography

I bring a unique combination of experience to any setting. I have over 16 years of experience as a professional certified educator. I hold a Bachelor of Arts in History and a Master of Education in School Counseling. My various roles in education have been classroom teacher, graduation coach, counselor, and registrar. Having served in such a variety of roles has allowed me to grow in the profession and hone my skills. For the past nine years, I have served in the Counseling Department which serves as the epicenter and pulse of the school. I have been responsible for coordinating the delivery of social emotional programming with a focus on promoting kindness and wellness programs for students and developing staff development in the areas of mandated reporting and suicide prevention. I am also responsible for integrating Counseling services that promote academic progress and college and career readiness.

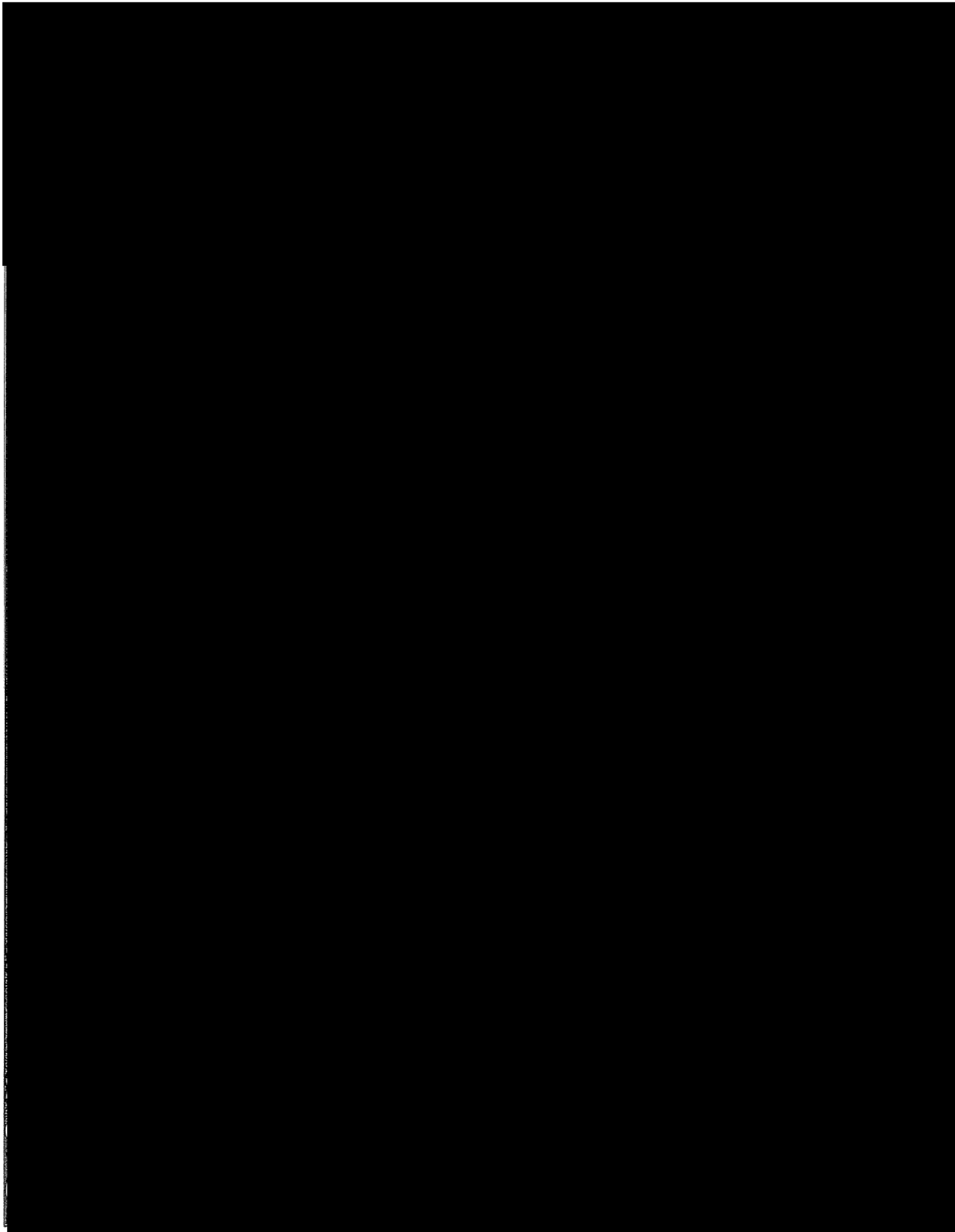
I provide oversight of the building level systems operator, enrollment secretary and records secretary. I am responsible for the proper enrollment policies and documenting and coding for state reporting the movement of students and staff. I am also responsible for maintaining student record and delivering professional delivery to staff on the understanding of FERPA when handling student records.

Maintaining student record during the Pandemic has promoted a two-fold challenge while maintaining a welcoming environment for parents and students who had never physically visited the campus. An additional step became a weekly virtual parent open hour. Parent volunteers were solicited and assisted in providing virtual support to new parents. meet new parent and student orientation and weekly

I am responsible for providing oversight of the Systems Operator who maintained a secure database to ensure students can be accessed in an emergency. This was extremely critical while serving students and parents in person and on the virtual platform at the height of the Pandemic.

I also provide oversight with enrollment, McKinney Vento populations. I am responsible for ensuring that students who have been identified as qualifying as ELL, gifted, special needs, or 504 are scheduled appropriately and coordinating any additional services as needed. I also work closely with Administration with master scheduling to ensure class balance and coding for proper funding.

I also bring over ten years of non-profit experience and have been honored to serve our country in the Armed forces for four years having served in Desert Storm/Desert Shield



Chief Operations Officer

Job Title: Chief Operations Officer

Department: Administration Building

Reports To: Superintendent

Date Revised: 5/20/2022

Starting Salary: \$70,000

Position Objective

The Chief Operations Officer provides strategic direction and planning for the campus to strengthen and improve operational planning and effectiveness.

Job Qualifications

Education/Certification

Master's degree in education or educational administration
Valid Mississippi Administrator's Certificate

Skills

Technical knowledge of school finance, budgeting, accounting system
Ability to interpret policy, procedures, and data
Ability to manage budget and personnel

Experience

Three years experience in instructional or administrative leadership roles.
Director-level experience, or equivalent, required
Employment management experience

Accountabilities and Responsibilities:

- Oversee the District's safety management plan and procedures
- Oversee the preparation and updating of bus routes and schedules for all schools in district and develop plans to meet future transportation needs
- Generate strategic options for dealing with issues that have been identified resulting in specific action plans
- Develop, implement, and monitor processes and procedures for district open records requests
- Analyze facility and equipment needs and formulate plans to meet the needs of the school
- Administer schedules and procedures for the custodial care of all district facilities
- Assign and supervise all custodial personnel
- Manage the usage of custodial supplies, produce accurate reports of supply usage
- Manage all custodial equipment, including the purchase, replacement, and repair of equipment

- Organize and conduct training programs to promote a safe work environment
- Correct unsafe working conditions
- Enforce safety standards that conform to state, federal, and insurance regulations and develop a program of preventive safety
- Other duties as assigned

Budget and Inventory:

- Compile budgets and cost estimates based on documented program needs

Supervisory Responsibilities:

- Custodians, security, and data coordinator

Chief Financial Officer

Job Title: Chief Financial Officer

Department: Administration Building

Reports To: Superintendent

Date Revised: 5/20/2022

Starting Salary: \$75,000

Position Objective

Manage and direct the operation of all business and financial affairs of the district including accounting, payroll, purchasing, and tax collection. Serve as the chief financial advisor to the Executive Director and Board of Trustees.

Job Qualifications

Education/Certification

Degree in business/accounting required

Skills

Technical knowledge of school finance, budgeting, accounting system

Ability to interpret policy, procedures, and data

Ability to manage budget and personnel

Experience

Two years' experience in school business management required

Accountabilities and Responsibilities:

- Keep the superintendent informed on the business affairs of the district.
- Evaluate accounting procedures, systems, and controls in all district departments
- Maintain a continuous auditing program for all funds and assist the district's independent and internal auditors in conducting the annual or periodic audit
- Oversee preparation of monthly bank reconciliations for the operating, special revenue, debt service, construction, tax; review reconciliations of vendor and payroll clearing accounts
- Document business processes and train staff
- Plan and conduct needs assessments for improvement of district business operations.
- Provide leadership to achieve cost-effective practices throughout the district
- Ensure that business operations support the district's goals and objectives

Reports, Policy and Law:

- Implement policies established by federal and state law, State Board of Education rule, and local board policy in area of business operations
- Prepare and evaluate monthly financial statements and related budget reports.
- Prepare quarterly and final reports for all federal funds

Purchasing and Inventory:

- Supervise the bid process

Community Relations:

- Demonstrate awareness of district and community needs and initiate activities to meet those needs
- Other duties as assigned

ATTACHMENT 10

SCHOOL LEADER QUALIFICATIONS

IIGP Board of Directors, has fully vetted, discussed, and established that Dr. JoAnn Rucker meets and exceeds expectations to serve as the executive director. Dr. Rucker's extensive background and proven track record as an instructional leader in implementing successful programming in K-12 education give IIGP's Board of Directors great confidence that she will lead in fulfilling its mission to develop critical thinkers to become productive citizens in a global society.

Dr. Rucker has over 26 years of experience in education in Texas, having served in roles of classroom teacher, technologist, curriculum coordinator, instructional coach, assistant principal, director of federal programs, and assistant superintendent in three urban districts. Her responsibilities increasingly grew to include supervising principals, curriculum and instruction, and the invention and implementation of successful school choice programs which required designing new positions, schedules, resource adoptions, and professional learning for staff, as well as conducting outreach to parents, hosting parent universities that provided educational classes to parents on best and promising practices to give their child effective educational experiences and creating online platforms for registrations, and hosting lotteries to provide equitable access to families.

Over the last eight years, Dr. Rucker has served on the Superintendent's Cabinet and has worked closely with the Board of Directors in managing school districts. Having served in three districts in two states further enhances her background and experiences to launch an effective school from the ground floor that is educationally sound, culturally enriching, and highly inclusive; ensuring long-term success, where every child is equipped to excel.

Dr. Rucker's previous districts' landscapes mirror the target populations of IIGP's proposed charter with free and reduced populations ranging from 60% to 100%. Dr. Rucker is passionate about this population and feels that it is her calling to serve in diverse districts where brown and black children are often disenfranchised. Her commitment has been to districts where students of color made up approximately 80% of the population. She has navigated through the known challenges of providing high level Bilingual educational services from evaluating program models across the state of Texas, to recruiting teachers to have the appropriate ELL support services for students. Dr. Rucker has also been instrumental in auditing programs for students with disabilities, while incorporating programs to support gifted and talented populations

All of Dr. Rucker's experiences have been in communities where districts required a relentless pursuit of academic excellence from the central office to the classroom in order to improve outcomes for students. Dr. Rucker's roles required her to launch new programs, provide coaching and accountability, and work alongside various departments including student services, business, and human resources. She had to

create an organization where student learning became the focus and demonstrated how every department must be unified around high academic outcomes from students as demonstrated in data and student experiences.

Leadership Capacity. The instructional design for IIGP is built on a 4Factor Foundation that includes a laser focus on student engagement, being culturally relevant, addresses social emotional needs, and prepares students to be college ready. It was critical for the Board to be able to connect its mission with the experiences of the executive director to demonstrate her capacity to launch IIGP as a high performing charter school.

The Board has clearly articulated key characteristics and conducted an evaluation of the proposed executive director. It has been determined that the evidence and track record of Dr. Rucker demonstrates capacity through education, training, and experience in the following areas established by the Board:

- *Instructional Leadership*
- *Curriculum, Instruction & Assessments*
- *Progress Monitoring and Accountability*
- *Professional Development*
- *Differentiated Supports for Specialized Populations*
- *Data Analysis*

Dr. Rucker is a strong instructional leader. She has served as a leader for turnaround schoolwork. Dr. Rucker has been trained in the areas of STEM from University of Texas Dallas, Relay Summer Institute with Uncommon Schools Bambrick Leverage Leadership, (well known as successful model for charters), training from Leadership, Ron Clark, Administrator training under Todd Whitaker, and Dyslexia and GT Trained through Regions V and X.

Dr. Rucker believes in, and led the movement for, administrator involvement and visibility on campus providing feedback to teachers as instructional leaders. She created protocols for modeling and consistent coaching. This led to 25 distinctions on State assessments during her time in Cedar Hill and Holmes County, the one underperforming schools moving from needs improvement in Cedar Hill and 2 in Holmes County.

Rucker is very intentional in her leadership style, understanding that one size does not fit all, but her job is to reach all. This is critical with serving targeted student populations. As a campus administrator, back in 2008, she increased student pass rate in all subject areas by putting systems in place bringing the campus to TEA Recognized status within two years. Her success in that role included: increased graduation rate, reduced drop-out rate, increased scores for LEP students, and increased overall attendance rate.

- *Innovative Programming*

- *Create personalized learning environment that fosters choice*
- *Real-World experiences relevant to today and transferable to the future*

Dr. Rucker understands that the foundation of student achievement is creating systems that directly support students. She has developed benchmarks, common assessments, federal compliance with special education, Title I, and Perkins, supervised gifted and talented, and a number of magnet and innovative programs. These programs include ISTEAM3D, Early College High School, International Baccalaureate Primary, Middle, and Diploma Programme, Collegiate Magnet Program, and T-STEM designation. iSTEAM3D Magnet Academy students consistently outperformed other students in all subjects' areas through its model with a project-based learning focus increasing students' accountability scores. To help build cultural relevance, Dr. Rucker led the inception of the annual Male and Female Leadership Symposium which drew over 400 hundred youth from grades 6-12 and connected them with leaders of color from various backgrounds. These leaders taught classes on persons of color in STEM fields, community service, study habits, character development, and leveraging talent for success. This platform featured former graduates with similar backgrounds and others who could share their stories and garnered support from known athletes in NFL, major celebrities, and local and state government officials. These participants oftentimes committed resources to the students after the summit. When surveyed, students felt that they had greater aspirations and confidence, gained skills to self-regulate, developed dreams for their future, and saw a connection between school and career options.

- *improving Performance in students with Poverty*
- *.Closing Achievement Gaps*
- *Trauma informed instruction*
- *Restorative Discipline*

Dr. Rucker has seen strategies produce positive impact first-hand, and in previous districts and roles, and she has incorporated programs that combined these practices to elevate the instructional core. For example, in Holmes County, leaders were trained in community circles and restorative practice and saw a 35% reduction in discipline referrals after one year. To help close the achievement gap and reduce the number of over-age students in middle school and at-risk of dropping out, she implemented REJUV. The on-track to graduate rate for these Freshmen increased as a result.

- *Parent and Community Relations*
- *Inclusive and Collaborative*
- *Meet them where they are*

First and foremost, Dr. Rucker is a leader for students and families. Her keen insight into understanding dynamics that impact student achievement allows her to build strong relations with students, parents, and stakeholders. She has superior communication and interpersonal skills that are rooted in relationships and can connect with and invest in individuals from all walks of life. As the Title One

Director, she led annual parent institutes that increased parent engagement by large margins. This required a lot of knocking on doors, visiting homes, and creating diverse locations for parents to connect- all of which will be skills and experiences she will utilize in starting this charter.

- *Visionary Leader*
- *Plan for future promising and Growth*
- *Creative models for recruitment of Students*
- *Build a Culture of High Expectations*

Dr. Rucker watches data and trends closely to understand the required leadership moves. For example, while in DeSoto ISD, trends were an indication that the district needed to strengthen its early childhood offerings. She joined District 30, Embracing the Vision for Early Childhood Education Commission and helped to lead the expansion of a comprehensive stem/play based early childhood center. She has such a way of creating a culture of excellence, that people want to be a part of the work she leads. In addition to nurturing strong individual relationships, she is a team builder. Dr. Rucker knows how to build a team that does whatever is required; no excuses, just results. She is able to create a clear vision and visible goals with benchmarks for monitoring success. While delegating is a strength, she is not afraid to get in the trenches of the work and lead by example.

- *Partnerships and Grants*
- *Establish relationships with business and other organizations to expand the learning experiences to support instructional goals*
- *Garners resources to ensure delivery of direct and enrichment instructional programming*

Dr. Rucker is very in tune with global perspectives and current research in education. Moreover, she understands how to act locally to influence positive outcomes, making her district/school one to look to for excellence in education. She has forged a strong professional network with educators at Texas Education Agency, charter school directors, and local and state officials and representatives.

She established partnerships with Texas Instruments, Methodist Charlton, and many others to support STEM initiatives. She partnered with American Association of University Women's annual STEM Camp for Girls, and established a community book study, "Most Likely to Succeed" to build support for the new magnet programs. Dr. Rucker negotiated MOUs with eight colleges for dual credit and teacher preparation initiatives. This led to over 100 students graduating with Associate's Degrees annually.

- *Federal and State Compliance/ Budgeting*
- *Accuracy and Efficiency*
- *Fiscal Responsibility*

Dr. Rucker worked closely with the CFO, Human Resources Director, and PEIMS coordinator to streamline processes and develop staffing formulas to support a healthy financial status, bringing the

organization into compliance through proper coding and allocation. She attended training through the Government Finance Officers Association (GFOA) which brings CFOs and Chief Academic Officers together annually to create goals that promote equity in resources to increase academic achievement. She managed large federal and state budgets, including Title I, State Compensatory Education, 21st Century, GEAR Up, and I3.

- *Board Governance*
- *Highly informed and appropriately involved*
- *Systems for governance and accountability*

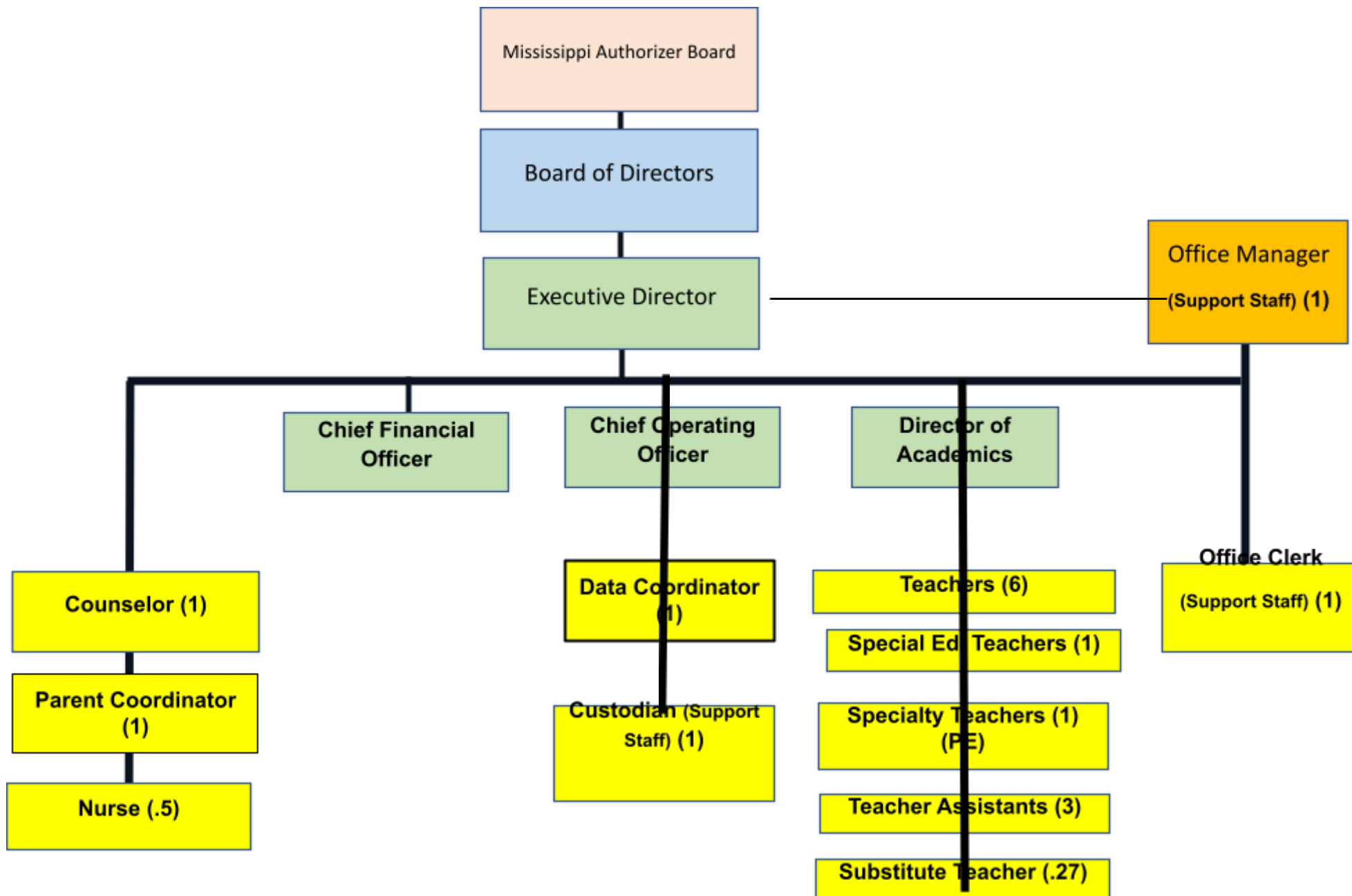
Dr. Rucker has initiated collaborative opportunities for developing Board relations, such as creating the Board retreat and organizing the first executive cabinet summit to develop effective strategies geared towards academic goal setting, organizational alignment, and strategic planning.

Progress is achieved with Dr. Rucker's data-driven and systems-based thinking. The data drives the conversation and action, which ultimately generates the change needed to produce desired results. Her visionary work and partnerships with diverse groups and organizations have been vital in creating signature programs that increased enrollment and student achievement, along with balancing and increasing the budget.

Overall, because of her earned degrees and work in the trenches, the Board finds her academic and organizational record infused with instructional experience that can shape positively the management of its charter school. Dr. Rucker's resume, professional biography, and sample performance data is included.

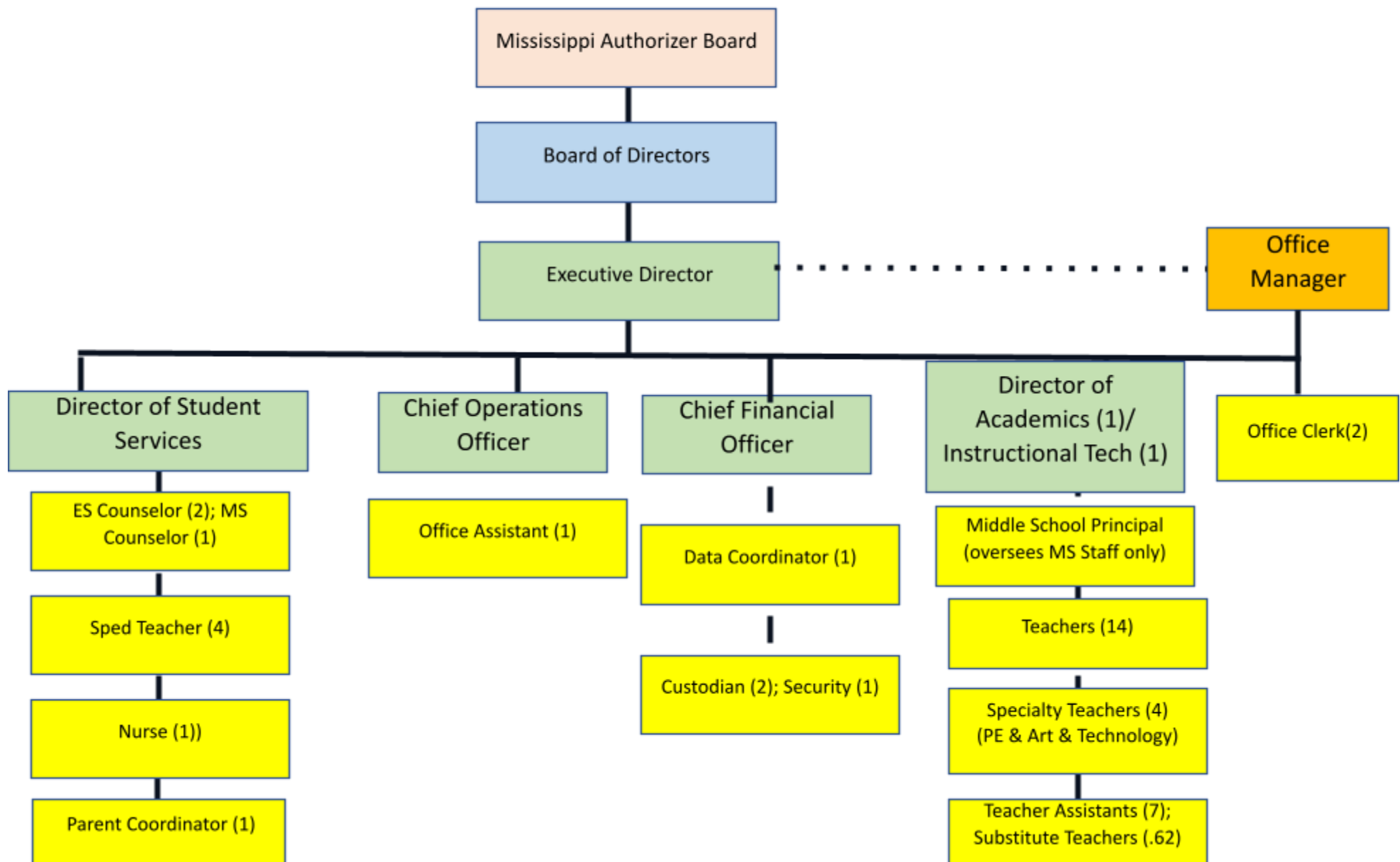
Attachment 11: Organizational Charts for Years 1, 5, and 7

CAMPUS ORGANIZATIONAL CHART: YEAR 1



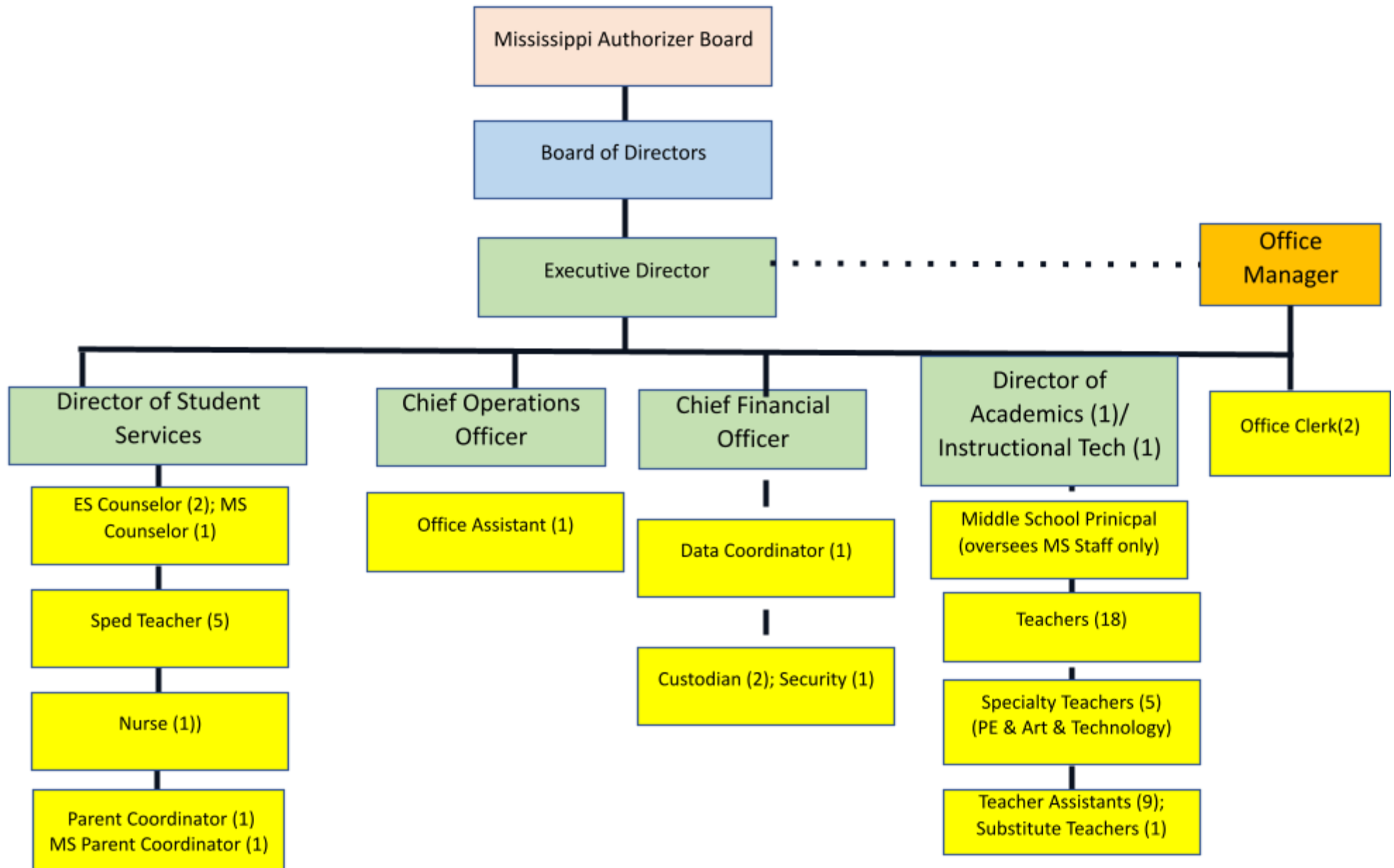
Attachment 11: Organizational Charts for Years 1, 5, and 7

CAMPUS ORGANIZATIONAL CHART: YEAR 5



Attachment 11: Organizational Charts for Years 1, 5, and 7

CAMPUS ORGANIZATIONAL CHART: At Capacity (YEAR 7)



Attachment 12:
BYLAWS OF INSTANT IMPACT

WHEREAS, the initial Board of Directors of Instant Impact Educational Services. (the "Corporation") caused to be filed with the MS Secretary of State a Certificate of Formation for the organization of the Corporation

NOW, THEREFORE: BE IT RESOLVED by the Board of Directors of the Corporation, that these Bylaws will govern its affairs in pursuit of its declared purposes.

PREAMBLE CORPORATE PURPOSE, OBJECTIVES AND DEDICATION OF ASSETS

The Corporation shall enrich, strengthen, enhance, and support the advancement of education and school choice in Mississippi (MS) by engaging in fundraising as it deems appropriate in furtherance of the purposes as provided in the Certificate of Formation. The Corporation shall also seek to operate an Open-Enrollment Charter School (the "School") as provided under the MS Education Code for the benefit of students in MS, providing educational opportunities, programs and such other functions as it deems appropriate in furtherance of the purposes as provided in the Certificate of Formation. This Corporation is formed for charitable purposes, and it will be nonprofit and nonpartisan. No substantial part of the activities of the Corporation will consist of the publication or dissemination of materials or statements with the purpose of attempting to influence legislation, and the Corporation will not participate or intervene in any political campaign on behalf of or in opposition to any candidate of public office. The Corporation will not engage in any activities or exercise any powers that are not in furtherance of the charitable purposes described in the Certificate of Formation.

The properties and assets of the Corporation are irrevocably dedicated to charitable and educational purposes. No part of the net earnings, properties or assets of this corporation, on dissolution or otherwise shall inure to the benefit of any private person, or any director or officer of this Corporation. On liquidation or dissolution, all properties, assets and obligations will be distributed or paid over to an organization dedicated to charitable and educational purposes that is tax-exempt pursuant to Internal Revenue Code Section 501(c)(3) as amended or as otherwise required by state and federal law.

The Corporation, in all its activities and programs, shall not discriminate on the basis of sex, national origin, ethnicity, religion, disability or any other prohibited manner.

ARTICLE ONE: NAME, OFFICE AND SEAL

1.01 NAME: The name of the Corporation is "Instant Impact Educational Services"

1.02 OFFICE: The principal office of the Corporation will be located at [REDACTED]

1.03 SEAL: The corporate seal of the Corporation, if any, will be inscribed with the Corporation name and year and place of its incorporation.

ARTICLE TWO: MEETINGS & RECORDS

2.01 Regular Meetings. Frequency and Place. Regular meetings of the Board of Directors shall be held on at least a monthly basis at such places and at such times as the Board may determine.

2.02 Annual Meeting. The Annual Meeting of the Board of Directors shall be held on the occasion of its First (1st) Quarterly meeting each and every fiscal year, or as otherwise determined by the Board.

2.03 Special Meetings. Special meetings of the Board of Directors may be called by the Chairperson, Vice

Chair, or by any one or more Board members with the consent of the Chairperson or Vice Chair, which consent will not be unreasonably withheld, for any purpose not otherwise prescribed by law, grant or loan condition, or the Certificate of Formation, to transact any business described in the call for the special meetings.

MEETINGS

2.04 Charter School Meetings. When conducting business relating in any way to the operations or affairs of any of the Corporation's open-enrollment charter schools, meetings of the Board or any Board Committee shall be conducted in accordance with provisions of the MS Education Code and Chapter 551 of the MS Government Code, and the Board of Directors shall be subject to the requirements of the MS Open Meetings Act. At no time shall a quorum of the full Board meet to deliberate any issue or business of the Corporation without posting notice of a meeting as required by law. Directors shall normally attend all meetings in person, but may attend by alternate means only if circumstances warrant and expressly in accordance with the MS Open Meetings Act.

2.05 Notice for Charter School Meetings. Notice of all meetings of the Board of Directors will be delivered by mail postmarked, electronic facsimile or e-mail transmission to each Director at least 72 hours before the time of the meeting. (a) Posting of Notice: In addition, notice to the public of any meeting shall be posted at the administrative offices of the Corporation in a location convenient to the public at least 72 hours before the time of such meeting. Matters not disclosed in the meeting notice shall not be deliberated or be considered by the Board, except as permitted by the MS Open Meetings Act. (b) Emergency Notice: Emergency meetings as allowed under the MS Open Meetings Act may be posted up to two hours before such meeting and subject to other prerequisites under the Act. (c) Internet Posting: Notice and the agenda of all meetings of the Board of Directors shall also be posted on the Corporation's Internet website for the charter schools, if any, concurrently with the notice posted at the administrative offices, or as otherwise required and authorized by the MS Open Meetings Act.

MEETINGS & RECORDS GENERALLY

2.06 Corporate Records. The Corporation will maintain at its principal office all financial books and records of account, all minutes of the Board meetings and committee meetings, the list of Directors, and copies of all other material Corporate records, books, documents and contracts as required by MS law. All such records will be made available for inspection at any reasonable time during usual business hours for any lawful purpose to any officer, Director, or person authorized by law or the Board to inspect such records, and the Corporation's records will also be available to the extent required by the MS Public Information Act where applicable for public inspection and copying as promptly as possible as required by such act.

Upon leaving office, each Director, officer or agent of the Corporation will turn over to the Chairperson in good order any Corporation monies, books, records, minutes, lists, documents, contracts or other property of the Corporation in his or her custody or control.

2.07 Quorum. The presence of a majority of the members shall constitute a quorum and shall be necessary to conduct the business of the Corporation except as otherwise provided in Article 2.14 herein. Any Board vacancies shall not be counted in determining a majority called for by these Bylaws.

2.08 Order of Business. Board meetings shall generally proceed with the following order of business unless

the Presiding Officer determines: • Roll Call and Establishment of a Quorum • Public Comments • Reading and Approval of Minutes of Preceding Meeting(s) • Reports of Committees • Reports of Officers • Old and Unfinished Business • New Business • Adjournments The Board of Directors may, by majority vote, adopt a different agenda order.

2.09 Record of Board Action. All motions and resolutions of the Board will be written or recorded in the minutes of the Board and certified copies will be placed in a journal of proceedings of the Board. Such records shall be maintained in accordance with state law and Article 2.09 herein.

2.10 Voting. All matters at any meeting of the Board of Directors or any of its designated committees, except as otherwise provided in these Bylaws, the Certificate of Formation, or as permitted by law, will be decided by a vote of a majority of the Directors present at or lawfully participating in the meeting as permitted by the MS Open Meetings Act. If a quorum of the Board is present or lawfully participating in the meeting, the affirmative vote of a majority of the Board of Directors will be the act of the body corporate, unless the vote of a greater number is required by statute, regulation, the Certificate of Formation, or these Bylaws. Any Director may request a roll call vote on any motion or resolution. Directors may not vote by proxy or secret ballot.

2.11 Fundamental Actions. In accordance with Section 22.164 of the MS Business Organization Code, the following actions of the Board of Directors are fundamental actions that shall require the affirmative vote of the majority of directors then serving on the Board: (a) Amendment of a certificate of formation [or articles of incorporation]; (b) Voluntary winding up under Chapter 11; (c) A revocation of a voluntary decision to wind up under Chapter 11; (d) A cancellation of an event requiring winding up under Chapter 11; (e) A reinstatement under Section 11.202; (f) A distribution plan under Section 22.305; (g) A plan of merger under Subchapter F; (h) A sale of all or substantially all of the assets of the Corporation; (i) A plan of conversion under Subchapter F; or G) A plan of exchange under Subchapter F

2.12 Compensation. No Director will receive directly or indirectly any salary, compensation or gift from the Corporation, except as authorized by state law. The Directors of the Corporation will serve as such without salary. No Director will be entitled to any dividend or any part of the income or principal of the Corporation, or to share in the distribution of the assets upon dissolution of the Corporation. The Board of Directors may authorize the payment by the Corporation of the reasonable, documented and allowable expenses incurred by a Director in performance of his or her duties in accordance with state and federal law.

2.13 Parliamentary Procedure. For all matters of parliamentary procedures, the Board and any Committees established by the Board, shall be guided by Robert's Rules of Order Newly Revised, 11th ed. (Cambridge, Mass.: Perseus Publishing, 2011).

ARTICLE THREE: DIRECTORS

3.01 MANAGEMENT. The activities, affairs, property and powers of the Corporation will be managed, directed, controlled or exercised by and vested in the Board of Directors.

3.02 NUMBER AND QUALIFICATIONS: The Board of Directors will consist of no fewer than five (5) persons. New board members shall be appointed to the Board of Directors based on a majority vote of a quorum on existing board members.

3.03 REMOVAL: Any absences shall be reported to the Secretary to be deemed by the Board Chair as excused or unexcused. If a director has missed 50% of the regular board meetings, he or she may be asked to serve in another capacity. Any Director may also be removed with or without cause upon a two-thirds (2/3) majority vote of all the remaining directors for removal. However, the Chairperson of the Board may only be removed upon a two-thirds (2/3) majority vote of all the remaining directors for good cause.

3.04 TERM: The Directors shall serve staggered three-year terms to ensure continuity over time. Once chartered, approximately half of the Board will begin the three-year term in Year 0 and the remaining members will begin a two-year term in Year 0. The lottery system will determine which members will begin a three- or two-year term. Board members can be renominated for a total of three terms.

3.05 VACANCY: The Chairperson of the Board will appoint Directors from to fill vacancies. Each Director appointed or designated to fill a vacancy on the Board of Directors will hold office for the remainder of the term of the Board of Directors. A vacancy occurring on any committee may be filled by the Board of Directors for the remainder of the term of the position.

3.06 RESIGNATION: Any director or officer may resign from the Corporation by delivering a written letter of resignation to the Chairperson of the Board.

ARTICLE FOUR: OFFICERS

4.01 OFFICERS: The officers of the Corporation will consist of the Chairperson of the Board, a Secretary, and a Treasurer and any other officers that the Board may establish and designate by resolution adopted by a majority of vote of the whole Board.

4.02 APPOINTMENT: The officers of the Corporation will be elected by the members of the full Board each year at its annual meeting. At said election time, officers can be nominated by a fellow board member or self-nominate.

4.03 CHAIRPERSON: The Chairperson of the Board will preside at all meetings of the Board of Directors. The Chairperson will have other powers and duties not inconsistent with these Bylaws as may be assigned by the Board. The Vice-Chairperson will have the powers and duties of the Chairperson in his absence.

4.04 SECRETARY: The Secretary will have the general powers and duties usually vested in such office of a Corporation, including keeping all records, documents and the corporate seal at the principal office of the Corporation; affixing the corporate seal to any instrument requiring it and to attest the same by his or her signature when authorized by the Board of Directors or after the instrument has been signed by the Chairperson, Vice-Chairperson or other authorized officer or agent; keeping the minutes of the meetings of the Board of Directors, the Executive and other committees of the Board of Directors, the Executive and other committees of the Corporation to recorded in one or more books provided for that purpose, with the time and place, how they were called or authorized, the notice given, the names of those present, and the proceedings therein; and issuing proper notices in accordance with these Bylaws. The Secretary will have such other powers and duties not inconsistent with these Bylaws as may be assigned by the Board of Directors or the Chairperson.

4.05 TREASURER: The Treasurer will be responsible for all funds and securities of the Corporation and will have the general powers and duties usually vested in such office of a Corporation, including receiving and

documenting all monies due and payable to the Corporation; depositing all monies received in the name of the Corporation in a depository designed by the Board, disbursing monies of the Corporation under the direction or orders of the Board; entering regularly in the books kept by the Treasurer a complete and accurate account of all monies received and disbursed by the Corporation; rendering a statement of the financial accounts of the Corporation to the Board as requested; exhibiting the books of the financial accounts of the Corporation to the Board as requested; exhibiting the books of account in his custody to any Director upon request; and submitting a full financial report to the Board of Directors at the annual meetings. The Treasurer will have such other powers and duties not inconsistent with the Bylaws as may be assigned by the Board of Directors or the Chairperson.

4.06 OTHER OFFICERS: The Board of Directors may create by resolution other offices as it deems necessary to serve the Corporation to serve as officers or agents of the Corporation.

ARTICLE FIVE: COMMITTEES

5.01 COMMITTEES: Designated committees may be established by the Chairperson of the Board or the Board to perform the duties and functions assigned in furtherance of Board objectives. Any committee may include one or more Directors from the Board. The Chairperson of the Board or its designee will appoint the members, officers, or others to committee positions. The rules of procedure of any committee may be set by the Board. Any committee may be abolished or any committee member removed for any reason and at any time by the Board of Directors.

5.02 RECORDS: Each committee will keep and deliver a copy of minutes of its proceedings to the Secretary of the Board and will report briefly on its activities at each Board meeting.

ARTICLE SIX: DEPOSITS, CHECKS, LOANS AND CONTRACTS

6.01 DEPOSITORIES: All funds of the Corporation not otherwise employed will be deposited in banks or other depositories designated by the Board of Directors and in accordance with state law.

6.02 TRANSACTIONS: All checks, drafts, endorsements, notes and evidences of indebtedness of the Corporation will be signed by such officers or agents and all endorsements for deposits to the credit of the Corporation will be made as authorized by the Board of Directors.

6.03 LOAN OR GRANT AUTHORITY: No loans or advances will be contracted on behalf of the Corporation, and no note or other evidence of indebtedness will be issued in its name, except as authorized by the Board.

ARTICLE SEVEN: CONTRACTS WITH DIRECTORS AND OFFICERS

7.01 INSIDER DEALING: Subject to any law, regulation, or contractual agreement of MS or federal law, no Director, officer or committee member will be interested directly or indirectly in any contract or program involving Corporation assets, relating to the operation conducted by it or in any contract for furnishing services or supplies to it, unless (a) the contract is authorized by a majority of Directors present at a meeting in which there is a quorum and vote without the interested Director's presence, (b) the facts and nature of the Director's interest is fully disclosed to the whole Board of Directors before the meeting in which the contract will be considered and (c) the Corporation could not have obtained a more advantageous

arrangement with reasonable effort under the circumstances.

7.02 INSIDER LOANS: No loans or grants will be made by the Corporation to its Directors, officers or committee members during their term of office. The Directors who vote for or assent to, and any officer who participates in, the making of a loan to a Director or officer will jointly and severally be liable to the Corporation for the amount of the loan until it is repaid.

ARTICLE EIGHT: INDEMNIFICATION OF DIRECTORS AND OFFICERS

8.01 LIABILITY: A Director or committee member will not be required to furnish any bond or surety for his services as a Director or committee member. A Director will be immune from liability to the same extent as a trustee of a school district.

8.02 INDEMNIFICATION: Any person made or threatened to be made a party to any action in court or other proceeding because he is or was a Director or committee member may be indemnified by the Corporation against any and all liability and the reasonable expenses, including attorney's fees, incurred in connection with the defense or settlement of the action, except where it is adjudged that the Director or committee member is liable for gross negligence, bad faith or willful misconduct in performing his duties. The right of indemnification will not exclude any other right of the Director or committee member. INDEMNIFICATION UNDER THIS SECTION IS SUBJECT TO ANY AND ALL PROHIBITIONS, RESTRICTIONS AND LIMITATIONS IMPOSED BYLAW.

8.03 INSURANCE: The Board of Directors will have the power to purchase and maintain at the Corporation's expense insurance on behalf of the Corporation, the Board of Directors, and others.

ARTICLE NINE: AMENDMENT CONFLICT OF INTEREST

9.01 PURPOSE: The purpose of the conflict of interest policy is to protect this tax-exempt organization's (Organization) interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Organization or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

9.02 DEFINITIONS: (a) Interested Person Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.; (b) Financial Interest A person has a financial interest if the person has, directly or indirectly, through business, investment, or family: (1) An ownership or investment interest in any entity with which the Organization has a transaction or arrangement, (2) A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement, or (3) A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement.

9.03 PROCEDURES: (a) Duty to Disclose. In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated

powers considering the proposed transaction or arrangement. (b) Determining Whether a Conflict of Interest Exists. After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists. (c) Procedures for Addressing the Conflict of Interest (1) An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest. (2) The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement. (3) After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest. (4) If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement. (d) Violations of the Conflicts of Interest Policy (1) If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose. (2) If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

9.04 RECORDS OF PROCEEDINGS : The minutes of the governing board and all committees with board delegated powers shall contain: (a) The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed. (b) The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

9.05 ANNUAL STATEMENTS: Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person: (a) Has received a copy of the conflicts of interest policy, (b) Has read and understands the policy, c. Has agreed to comply with the policy, and d. Understands the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

ARTICLE TEN: MISCELLANEOUS AMENDMENT OF BYLAWS

10.01 AMENDMENT: Except as otherwise provided in the Certificate of Formation, and subject to the power of the Board to amend or repeal these Bylaws, these Bylaws may be altered, amended or repealed and new Bylaws may be adopted by a majority vote, provided that written notice setting forth in detail the proposed Bylaws revisions with explanations for the change is given at least three days previously. In the

case of an emergency, which must be explained in the notice, two hours notice of a proposed amendment may be given to all Directors, and the Bylaws may be amended upon the unanimous vote of all Directors.

ARTICLE ELEVEN: MISCELLANEOUS

11.01 FISCAL YEAR. The fiscal year of the Corporation will begin on July 1 of each year and will end on June 30 of the next year.

11.02 ANNUAL REPORT: The Treasurer shall obtain and will provide to the Board no later than 90 days after the close of the fiscal year a report containing the following information in appropriate detail. (a) The assets and liabilities of the Corporation as of the end of the fiscal year. (b) The principal changes in assets and liabilities during the fiscal year; (c) The revenues and receipts, both restricted and unrestricted to particular purposes, for the fiscal year. (d) The expenses or disbursements, for both general and restricted purposes, during the fiscal year; (e) The substantial activities and projects begun, in progress, and completed during the Fiscal year.

(f) Such other information as may be requested by the Board. The report will be accompanied by a report of an independent accountant, or in lieu of such report, the certificate of an authorized officer of the Corporation that such statements were prepared without audit from the books and records of the Corporation.

11.03 FEDERAL TAX FILING: The officers of the Corporation will be responsible for ensuring timely annual filing of IRS Form 990 within the timeframes of IRS rules.

11.04 CONSTRUCTION: Whenever the context requires, the masculine will include the feminine and neuter, and the singular will include the plural, and vice versa. If any portion of these Bylaws is declared invalid or inoperative, then so far as is reasonable the remainder of these Bylaws will be considered valid and operative and effect will be given to the intent manifested by the portion held invalid or inoperative.

11.05 STATUTORY AND OTHER AUTHORITY: These Bylaws are subject to and governed by any applicable federal or state laws and regulations, including pertinent local ordinances and the Certificate of Formation. As approved by Unanimous Written Consent of the Board of Directors dated September 1, 2018, pursuant to the BOC.

Code of Ethics

The following Code of Ethics shall apply to the Trustees and employees of Instant Impact Global Preparatory (IIGP):

The Board of Trustees shall conduct or direct the affairs of the School and exercise its powers subject to the applicable limitations of Education Law, Not-for-Profit Corporation Law, the School's charter and its bylaws. The Board may delegate aspects of the management of School activities to others, so long as the affairs of the School are managed, and its powers are exercised, under the Board's ultimate jurisdiction.

- Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except that any Trustee shall be excused from the discussion and vote on any matter involving such Trustee relating to: (a) a "self-dealing transaction" (see below); (b) a conflict of interest, (c) indemnification of that Trustee uniquely; or (d) any other matter at the discretion of the Directors.
- The Board of Directors and the employees of the School shall not engage in any "self-dealing transactions," except as approved by the Board. "Self-dealing transaction" means a transaction to which the School is a party and in which one or more of the Trustees has a material financial interest. Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board's general standard of care: a transaction that is part of a public or charitable program of the IIGP, if the transaction (a) is approved or authorized by the Board in good faith and without unjustified favoritism, and (b) results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefited by the program.
- Any Trustee having an interest in a contract, other transaction or program presented to or discussed by the Board of Trustees for authorization, approval, or ratification shall make a prompt, full and frank disclosure to the Board of his or her interest prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction, which might reasonably be construed to be adverse to the Board's interest. A person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the School, or is a Trustee or has a significant financial or influential interest in the entity contracting or dealing with the School.
- Trustees representing any not-for-profit corporation proposing to do business with the Charter School shall disclose the nature and extent of such business propositions.
- No Trustee or employee of a for-profit corporation having a business relationship with the Charter School shall serve as voting member of the Board of Trustees for the duration of such business relationship, provided, however, that this provision shall not apply to the following: (a) Individuals associated with a partnership, limited liability corporation, or professional corporation, including but not limited to doctors, accountants and attorneys; (b) Individuals associated with an educational entity (including but not limited to schools of education) some of whose faculty may be providing paid services directly or indirectly to the IIGP; (c) Individuals associated with a bank, insurance, mutual fund, investment

bank, stock brokerage, financial planning, or other financial services organization.

- In no instance shall a Trustee or employee of a for-profit educational management organization having a business relationship with the Charter School serve as a voting member of the Board of Trustees for the duration of such business relationship.
- Trustees shall avoid at all times engaging in activities that would appear to be unduly influenced by other persons who have a special interest in matters under consideration by the Board. If this occurs, a Trustee shall write a letter disclosing all known facts prior to participating in a Board discussion of these matters, and the Trustee's interest in the matter will be reflected in the Board minutes.
- Trustees shall make all appropriate financial disclosures whenever a grievance of conflict of interest is lodged against them.
- No Trustee shall use his or her position with the Charter School to acquire any gift or privilege worth \$50 or more that is not available to a similarly situated person, unless that gift is for the use of the Charter School.
- Charter School Trustees or employees may never ask a subordinate, a student, or a parent of a student to work on or give to any political campaign.

Conflict of Interest

INSIDER DEALING: Subject to any law, regulation, or contractual agreement of Mississippi or federal law, no Director, officer or committee member will be interested directly or indirectly in any contract or program involving Corporation assets, relating to the operation conducted by it or in any contract for furnishing services or supplies to it, unless (a) the contract is authorized by a majority of Directors present at a meeting in which there is a quorum and vote without the interested Director's presence, (b) the facts and nature of the Director's interest is fully disclosed to the whole Board of Directors before the meeting in which the contract will be considered and (c) the Corporation could not have obtained a more advantageous arrangement with reasonable effort under the circumstances.

INSIDER LOANS: No loans or grants will be made by the Corporation to its Trustees, officers or committee members during their term of office. The Trustees who vote for or assent to, and any officer who participates in, the making of a loan to a Trustee or officer will jointly and severally be liable to the Corporation for the amount of the loan until it is repaid.

PURPOSE: The purpose of the conflict of interest policy is to protect this tax-exempt organization's (Organization) interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Organization or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

DEFINITIONS: (a) Interested Person Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.; (b) Financial Interest A person has a financial interest if the person has, directly or indirectly, through business, investment, or family: (1) An ownership or investment interest in any entity with which the Organization has a transaction or arrangement, (2) A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement, or (3) A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement.

PROCEDURES: (a) Duty to Disclose. In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

(b) Determining Whether a Conflict of Interest Exists. After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

(c) Procedures for Addressing the Conflict of Interest (1) An interested person may make a presentation at the
Instant Impact Global Prep

governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest. (2) The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement. (3) After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest. (4) If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

(d) Violations of the Conflicts of Interest Policy (1) If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose. (2) If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

RECORDS OF PROCEEDINGS : The minutes of the governing board and all committees with board delegated powers shall contain: (a) The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed. (b) The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

ANNUAL STATEMENTS: Each trustee, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person: (a) Has received a copy of the conflicts of interest policy, (b) Has read and understands the policy, c. Has agreed to comply with the policy, and d. Understands the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

STATEMENT OF ASSURANCES

Please initial in each green box to indicate you have read and understand each assurance.

	The applicant will be an equal opportunity employer and perform to all other applicable requirements; accordingly, the applicant shall neither discriminate nor permit discrimination in its operation or employment practices against any person or group of persons on the grounds of race, color, religion, national origin, disability, or sex, in any manner prohibited by law. Further, the applicant agrees to comply with the Civil Rights Acts of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, the Americans with Disabilities Act of 1990, and the No Child Left Behind Act of 2001.
	The applicant assures the charter will not discriminate against any student on the basis of national origin, minority status, or limited proficiency in English. Consistent with federal civil rights laws, the applicant must provide limited English proficient students with appropriate services designed to teach English and the general curriculum.
	The applicant assures the charter will not limit admission based on ethnicity, national origin, religion, gender, income level, disabling condition, proficiency in the English language, or academic or athletic ability, except as otherwise provided by Miss. Code Ann. § 37-28-23.
	The applicant assures the charter will enroll the required percentage of underserved students in accordance with Miss. Code Ann. § 37-28-23(5).
	The applicant assures that all students who wish to attend the school will be enrolled, unless the number of students exceeds the capacity of a program, class, grade level, or building.
	The applicant assures the charter will not engage in any sectarian practices in its educational program, admissions, employment policies, or operations.
	The applicant assures the charter will not charge tuition.
	The applicant assures the charter will develop, submit to the authorizer, and implement a transportation plan for students attending the school.
	The applicant will abide by all civil rights and health and safety requirements applicable to non-charter public schools, except as otherwise provided by Miss. Code Ann. § 37-28-1 et seq.
	The applicant understands that, at a minimum, the charter school will be subject to the student assessment and accountability requirements applicable to non-charter public schools in the state.
	The applicant will comply with Miss. Code Ann. §37-28-15, pertaining to Mississippi College and Career-Ready Standards.
	The applicant will comply with all applicable federal laws, rules, and regulations regarding qualification of teachers and other instructional staff. See Miss. Code Ann. § 37-28-47 and § 37-3-2.
	The applicant agrees that the charter will adopt a school calendar in compliance with Miss. Code Ann. § 37-13-63(1).

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OK	The applicant will abide by criminal history record checks and fingerprinting requirements applicable to employees of other public schools for teachers and other school personnel, members of the governing board, and education service provider employees. The applicant further agrees that the criminal record information and child abuse registry checks will be on file at the proposed charter school for any new hires applying for employment. See Miss. Code Ann. §37-28-49.
OK	The applicant agrees to terminate any teacher or administrator for committing one or more of the following acts:
	<p>Engaging in unethical conduct relating to an educator-student relationship as identified by the Mississippi Charter School Authorizer Board;</p> <p>Fondling a student as described in Miss. Code Ann. § 97-5-23 or engaging in any type of sexual involvement with a student as described in Miss. Code Ann. § 97-3-95; or</p> <p>Failure to report sexual involvement of a charter school employee with a student as required by Miss. Code Ann. § 97-5-24.</p>
OK	The applicant agrees that the charter will certify its student enrollment to the Mississippi Department of Education for the purpose of state funding in the same manner as school districts.
OK	The applicant assures compliance with all state laws regarding reporting unlawful activity or violent acts, per Miss. Code Ann. § 37-9-14(2)(x), § 37-11-29, and § 45-33-23.
OK	The applicant agrees to shall maintain records of all students transferring into the charter school and withdrawing from the charter school as required by state law.
OK	The applicant agrees to adhere to generally accepted accounting principles.
OK	The applicant agrees to disclose publicly all sources of private funding and all funds received from foreign sources, including gifts from foreign governments, foreign legal entities and domestic entities affiliated with either foreign governments or foreign legal entities. The term "foreign" means a country or jurisdiction outside of any state or territory of the United States.
OK	The applicant agrees to abide by the following state statutes:
	<p>Miss. Code Ann. § 25-41-1 <i>et seq</i>, which relate to open meetings of public bodies;</p> <p>Miss. Code Ann. § 25-61-1 <i>et seq</i>, which relate to public access to public records;</p> <p>Miss. Code Ann. § 37-3-51, which requires notice by the district attorney of licensed school employees who are convicted of certain sex offenses;</p> <p>Miss. Code Ann. § 37-3-53, which requires publication of the Mississippi Report Card by the State Board of Education;</p> <p>Miss. Code Ann. § 37-11-18, which requires the automatic expulsion of a student possessing a weapon or controlled substance on educational</p>

property;

Attachment 12 - Board Documents for New Operators Final

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Miss. Code Ann. § 37-11-18.1, which requires expulsion of certain habitually disruptive students;
Miss. Code Ann. § 37-11-19, which requires suspension or expulsion of a student who damages school property;
Miss. Code Ann. § 37-11-20, which prohibits acts of intimidation intended to keep a student from attending school;
Miss. Code Ann. § 37-11-21, which prohibits parental abuse of school staff;
Miss. Code Ann. § 37-11-23, which prohibits the willful disruption of school and school meetings;
Miss. Code Ann. § 37-11-29 and 37-11-31, which relate to reporting requirements regarding unlawful or violent acts on school property;
Miss. Code Ann. § 37-11-67, which prohibits bullying or harassing behavior in public schools;
Miss. Code Ann. § 37-13-3, which prohibits doctrinal, sectarian or denominational teaching in public schools;
Miss. Code Ann. § 37-13-5 and 37-13-6, which require the flags of the United States and the State of Mississippi to be displayed near the school building;
Miss. Code Ann. § 37-13-63(1), which prescribes the minimum number of days which public schools must be kept in session during a scholastic year;
Miss. Code Ann. § 37-13-91, which is the Mississippi Compulsory School Attendance Law;
Miss. Code Ann. § 37-13-171(2) and (4), which requires any course containing sex-related education to include instruction in abstinence-only or abstinence-plus education;
Miss. Code Ann. § 37-13-173, which requires notice to parents before instruction on human sexuality is provided in public classrooms;
Miss. Code Ann. § 37-13-193, which relates to civil rights and human rights education in the public schools;
Miss. Code Ann. § 37-15-1 and 37-15-3, which relate to the maintenance and transfer of permanent student records in public schools;
Miss. Code Ann. § 37-15-6, which requires the State Department of Education to maintain a record of expulsions from the public schools;
Miss. Code Ann. § 37-15-9, which establishes minimum age requirements for kindergarten and first grade enrollment in public schools;
Miss. Code Ann. § 37-15-11, which requires a parent, legal guardian or custodian to accompany a child seeking enrollment in a public school;
Miss. Code Ann. § 37-16-1, 37-16-3, 37-16-4, and 37-16-9, which relate to the statewide assessment testing program;

Instant Impact Educational Services

Miss. Code Ann. § 37-18-1, which establishes the Superior-Performing Schools Program and Exemplary Schools Program to recognize public schools that improve;

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Provide the requested information in the green boxes.

Applicant Organization:

Instant Impact Educational Services

I, the undersigned, assure that that the applicant organization possesses legal authority to apply for and receive a charter, and I am an authorized representative of the organization. Furthermore, I do hereby certify that the information submitted in this application is accurate and true to the best of my knowledge and belief, and I do hereby certify to the assurances contained in this document.

JoAnn Rucker

Typed Name of Signatory

Signature

CEO

Position with Applicant Organization

5/17/2022

Date



Pursuing Excellence Through Options

ATTACHMENT 13

CHARTER SCHOOL PROPOSAL

Board Member Information Form NEW OPERATORS

**TO BE COMPLETED INDIVIDUALLY BY EACH PROPOSED CHARTER SCHOOL BOARD MEMBER.
ALL FORMS MUST BE SIGNED BY HAND.**

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this form are to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview and better prepare all for the interview; to encourage board members to reflect individually, as well as collectively, on their common mission, purposes, and obligations at the earliest stage of school development; and to identify any potential conflicts of interest board members may have.

Each board member should individually complete, print, and hand sign a form. Along with the completed, signed form, each board member should provide a resume, a background check, and (if applicable), appropriate academic data.

RESPOND IN EACH and EVERY GREEN BOX.
ARROWS FOR DROP-DOWN MENUS WILL SHOW WHEN YOU CLICK THE GREEN BOX.

BACKGROUND AND CONTACT INFORMATION			
1	Name of Proposed Charter:	Instant Impact Global Prep	
2	Full Name:	Joyce Cornett	
3	Street/Box Mailing Address:	[REDACTED]	
	City:	[REDACTED]	
	State:	[REDACTED]	Zip Code: [REDACTED]
4	Phone Number:	[REDACTED]	
5	Email Address:	[REDACTED]	
	Resume is attached:	YES	Choose one response.

6	<p>If NO, explain. If YES, type N/A.</p>	NA	
7	<p>Indicate if you currently serve or have ever served on the board of a school district, another charter school, a non-public school, or any non-profit corporation.</p>	NO	Choose one response.
	<p>If YES, explain. If NO, type N/A.</p>	NA	
8	<p>Indicate if you currently serve or have ever served as the leader or on the leadership team of ANY school.</p>	NO	Choose one response.
	<p>If YES, explain. If NO, type N/A.</p>	NA	
	<p>No data is attached because I have no prior school leadership experience.</p>	Choose one response.	
	<p>NOTE: Academic evidence attached should include annual achievement data. disaggregated by subgroups, for every school under current or prior supervision.</p>		
<p>Briefly explain why you wish to serve on the board of the proposed charter.</p>			

9

I want to provide a better education for the younger generation. This school will really help the community with the close of industries over the years because it emphasizes STEM fields. I also want to help motivate the children. This is an important change needed in the community. This school help build the students' self esteem and I know as a board member, I can help the school live up to its vision and mission. This is my opportunity to use my skills and what others have invested in me, to help my community.

Briefly explain your understanding of the appropriate role of a public charter school board member.

10

The board hires the executive director and provides oversight. This includes attending meetings, reading reports, monitoring finances and overall school performance.

Briefly describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

11	<p>I will be an effective board member because of my dedication and passion for education. I am committed to the school achieving the vision and mission. My education and training experience has prepared me for this role. Not only am I a college graduate but I have attended trainings in leadership, policy, and finance such as Facilitating Meetings, and Work Groups, Lead: The Voice of Leadership, Conflict, Stress, and Time Management, Interpersonal Communication, Financial Security, FMLA:Managing Protective Leave and many more. I will be able to apply my leadership skills that I've obtained over the years to provide oversight.</p>
12	<p>Describe the specific knowledge and experience that you would bring to the board.</p> <p>I have served on boards and understand the unique opportunity it provides to guide and support an organization. I have worked in finance and accounting which will help the school with budgeting. I have strong leadership and organizational skills as I have served in supervisory roles for years. I have experience in hiring, developing policy, and recruitment. I will use all of these skills to ensure the school is an asset to the community.</p>
<p>SCHOOL MISSION and PROGRAM</p>	
13	<p>Briefly explain your understanding of the school's mission and guiding beliefs.</p> <p>The school is a STEM focused school designed to prepare students for world they will have to compete in. It is an innovative school where students will gain 21st century skills, use projects to engage them in their learning so they can be college and career ready.</p>
<p>Briefly explain your understanding of the school's proposed educational program.</p>	

14	<p>The school is a K-8th grade STEM focused school designed to prepare students for the world they will have to compete in. It is an innovative school where students will gain 21st century skills, use projects to engage them in their learning so they can be college and career ready.</p>
15	<p>Briefly explain what you believe to be the characteristics of a successful school.</p> <p>A successful school has highly motivated teachers and leaders that make sure students are learning. The school also partners with the parents and communicate regularly. The students know that they are cared for and like attending school. Students are learning at a high level and are competitive statewide and nationally. Finally, staff members will have all the resources they need to do a good job. If there is evidence of all the above, we will have a successful school.</p>
16	<p>Briefly explain how you will know if the school is succeeding in its mission.</p> <p>The school is expected to meet milestones in enrollment, attendance, finance, academic performance, parent engagement and etc. If all the milestones are met and students show they can communicate, collaborate, and compete in STEM fields, socially and academically, we will know the school is successful.</p>

GOVERNANCE

Briefly describe the role that the board will play in the school's operation.

17

The board provides oversight and is responsible fo creating policy to make sure the school works well. The executive director will oversee the day-to-day- operation of the school.

Briefly explain how you will know if the charter is successful at the end of the first year of operation.

18

We have identified milestones we will monitor to make sure the school is successful. Each year we expect to meet our enrollment numbers. We expect students to perform well acdemically. Proper management of the finances would also indicate success.

Briefly explain how you will know if the charter is successful after operating for four years.

19	<p>A review of the data for all operations of the school will indicate if the school is successful or not. This includes test scores, staffing, finances, discipline, attendance, complaints, enrollment, and parent engagement.</p>
20	<p>Briefly explain specific actions the charter school board will take to ensure that the charter is successful.</p> <p>We have identified milestones we will monitor to make sure the school is successful. We will receive monthly reports on the status of the milestones to ensure we are moving toward the goals. We will support the school in recruiting, make sure resources are available, help to communicate the mission and vision, and hold the Executive Director accountable. We will make sure all policies are followed and stay connected with the community to make sure we are addressing the students, parents and community needs.</p>
21	<p>Briefly explain what you would do if you believed one or more other charter board members were acting unethically or not in the best interests of the school.</p> <p>I would investigate, bring it to the attention of the full board, and follow our By-Laws.</p>

DISCLOSURES			
22	Indicate whether you or your spouse knows the other board members for the proposed charter.	YES	Choose one response.
	If YES, explain. If NO, type N/A.	I know Ms. Ellen	
23	Indicate whether you, your spouse, or other family members know anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).	NO	Choose one response.
	If YES, explain. If NO, type N/A.	NA	
24	Indicate if you, your spouse, or other family members are conducting or anticipate conducting any business with the charter.	NO	Choose one response.
	If YES, indicate the precise nature of the business. If NO, type N/A.	NA	
25	Indicate if the charter intends to contract with a third party education service provider (ESP).	NO	Choose one response.
	If YES, summarize your involvement in the selection process. If NO, type N/A.	NA	
	If YES, briefly explain your understanding of the legal relationship between you as a board member and the ESP. If NO, type N/A.	NA	

25	If YES, briefly discuss your involvement in the review and/or negotiation of the management agreement. If NO, type N/A.			
	If YES, identify your role and/or the roles of your spouse and other family members in the direct or indirect ownership, employment, contractual or management interest in the ESP. If NO, type N/A.			
26	Indicate if you, your spouse, or other family members are conducting or anticipate conducting any business with the ESP.			Choose one response.
	If YES, indicate the precise nature of the business. If NO, type N/A.			
27	Indicate any POTENTIAL ethical or legal conflicts of interest that would exist or be likely to exist if you serve on the charter school board.		NA	
28	Choose the accurate response for the required documentation			
	Resume	My resume is attached.		
	Professional Biography	My professional biography is attached.		
	Proof of U.S. Citizenship	<u>My birth certificate or passport was submitted with the Letter of Intent.</u>		
	Background Check Results	A copy of my background check IS attached.		
If copy of background check is not attached, explain why and when it will be submitted. If a copy of the background check is attached, type N/A.				


CERTIFICATION

I recognize that all information submitted with this disclosure becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold the Mississippi Charter School Authorizer Board, its trustees, officers, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations.

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and, if the proposed charter school is approved, agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest. I have responded in every green box and attached all required documents.

Joyce Cornett / Board President

Name/Role with Applicant Organization


Signature

5/18/22

Date

JOYCE CORNETT



EXPERIENCE

11/28/2015 – PRESENT

POSTMASTER, UNITED STATES POSTAL SERVICE, WASHINGTON, MS

Job duties include overseeing the daily postal operations, managing time and attendance operations, supervising personnel, providing training functions, handling payroll and conducting data analysis.

8/29/2014 – 11/27/2015

SUPERVISOR, UNITED STATES POSTAL SERVICE, VICKSBURG, MS

Job duties included managing personnel(44 employees), scheduling, data analysis, route inspections, time keeping, payroll, and ordering supplies.

5/3/2014 – 8/28/2014

SUPERVISOR, UNITED STATES POSTAL SERVICE, NATCHEZ MS

Job duties included managing personnel(44 employees), scheduling, data analysis, route inspections, time keeping, payroll, and ordering supplies.

5/15/2012 – 5/3/2014

ADMINISTRATIVE SUPPORT, UNITED STATES POSTAL SERVICE

Job duties included overseeing the window operation, managing rural carriers, inputting data on the 4240's as well as making entries in TACS. I also performed a Rural Route Count, evaluating rural routes, receiving and issuing and receiving stamps, conducting retail, unit reserve and unit cash reserve counts in Natchez, Fayette and Lorman, MS. I also maintained the 4240's daily to ensure proper timekeeping.

12/3/2011 – 5/14/2012

ADMINISTRATIVE SUPPORT, UNITED STATES POSTAL SERVICE, SIBLEY, MS

Job duties included managing and overseeing postal operations in a manual office. I ordered and received stamps, managed window operations, conducted counts, maintained the PO Box section and updated 1093s.

5/16/1996 – 12/2/2011

SALES SERVICE ASSOCIATE, UNITED STATES POSTAL SERVICE, NATCHEZ, MS

Job duties included maintaining daily functions of the window, selling postal products, mailing packages, making deposits, reviewing and accepting passport applications, verifying mailings, and entering daily postage statements.

9/1/1989 – 5/15/1996

ACCOUNTING CLERK, WALMART

Job duties included running reports and balancing books daily, making deposits, processing insufficient fund checks, and notifying customers.

EDUCATION

MAY 1996

BACHELOR'S DEGREE, ALCORN STATE UNIVERSITY

I obtained a B. A. degree in Political Science. While attending college, I became a member of the Alpha Kappa Alpha sorority, National Honor Society, and the National Dean's list.

MAY 1992

HIGH SCHOOL DIPLOMA, NATCHEZ HIGH SCHOOL

I was a member of the Distributive Educational Committees of America {DECA}.

SKILLS

- Excellent communication, customer service, and organizational skills
- Strong Computer Skills
- Office Management Skills
- Strong accounting and finance skills

ACTIVITIES

Aside from my Postal duties and responsibilities. I oversee the construction of houses. This process involves interviewing and hiring qualified individuals to assist in the different phases of the construction process. Once a selection is made for the construction team, a group meeting is held to inform everyone of goals, expectations, timeframe analysis, and payroll allocations. Communication is the key to success in any project and keeping team members updated and informed will help to ensure great accomplishments and final products. The primary aim of construction project management is to ensure that a project achieves its objectives to deadline and within budget.

Joyce Cornett

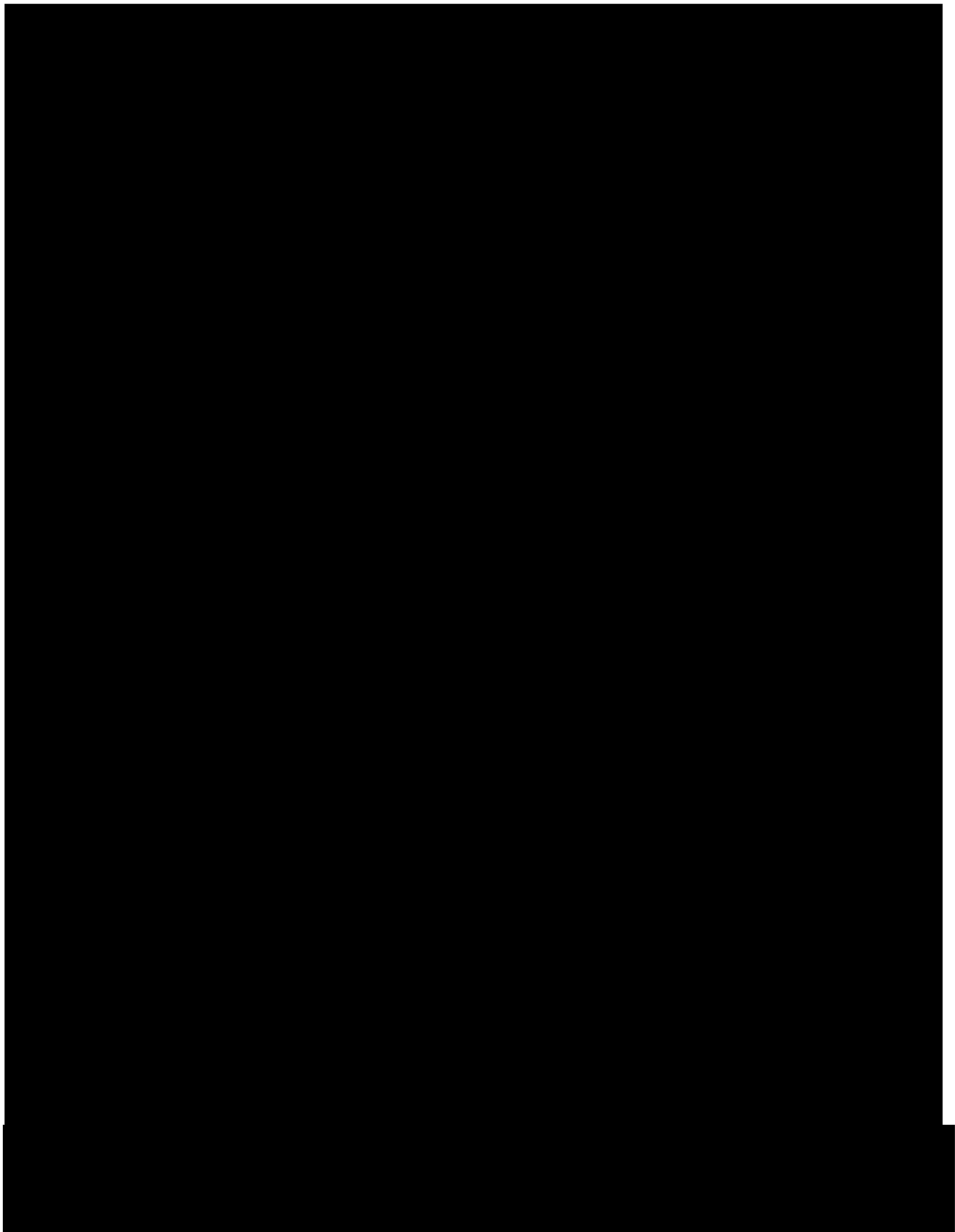
Biography

I am a native of Natchez, where I attended school, pursued my career, and started my family.

I graduated from Natchez High in 1992 and immediately went to college at Alcorn State University, majoring in political science. While earning my bachelor's degree, I continue to work in the finance and accounting office at Walmart where I was awarded the Award of Merit. Upon completion of college, I started my career working for the postal service. I have worked for the postal service for 22 years where I currently serve as postmaster for the past seven years. My primary responsibility is to oversee the daily operations of the postal facility.

Over my career, I have served in supervisory positions which entailed evaluation performance, managing personnel, developing, and enforcing policy and creating compliance reports. In addition, I oversee the construction of houses. This process involves interviewing and hiring qualified individuals to assist in the different phases of the construction process. Once a selection is made for the construction team, a group meeting is held to inform everyone of goals, expectations, timeframe analysis, and payroll allocations. My primary job is to ensure that a project achieves its objectives to deadline and within budget.

I am married and have three children. Most recently my son graduated as valedictorian from the Early College High School program. I believe every child deserves a quality education and should have options. Therefore, I am committed to improving educational opportunities for all children. I know that a sound and quality education can make a difference in the overall quality of life.



[REDACTED]

[REDACTED]



Pursuing Excellence Through Options

ATTACHMENT 13

CHARTER SCHOOL PROPOSAL

Board Member Information Form NEW OPERATORS

**TO BE COMPLETED INDIVIDUALLY BY EACH PROPOSED CHARTER SCHOOL BOARD MEMBER.
ALL FORMS MUST BE SIGNED BY HAND.**

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this form are to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview and better prepare all for the interview; to encourage board members to reflect individually, as well as collectively, on their common mission, purposes, and obligations at the earliest stage of school development; and to identify any potential conflicts of interest board members may have.

Each board member should individually complete, print, and hand sign a form. Along with the completed, signed form, each board member should provide a resume, a background check, and (if applicable), appropriate academic data.

RESPOND IN EACH and EVERY GREEN BOX.
ARROWS FOR DROP-DOWN MENUS WILL SHOW WHEN YOU CLICK THE GREEN BOX.

BACKGROUND AND CONTACT INFORMATION			
1	Name of Proposed Charter:	Instant Impact Global Prep	
2	Full Name:	Ellen Edwards	
3	Street/Box Mailing Address:	[REDACTED]	
	City:	[REDACTED]	
	State:	[REDACTED]	Zip Code: [REDACTED]
4	Phone Number:	[REDACTED]	
5	Email Address:	[REDACTED]	
	Resume is attached:	YES	Choose one response.

6	<p>If NO, explain. If YES, type N/A.</p>	NA	
7	<p>Indicate if you currently serve or have ever served on the board of a school district, another charter school, a non-public school, or any non-profit corporation.</p>	NO	Choose one response.
	<p>If YES, explain. If NO, type N/A.</p>	NA	
8	<p>Indicate if you currently serve or have ever served as the leader or on the leadership team of ANY school.</p>	NO	Choose one response.
	<p>If YES, explain. If NO, type N/A.</p>	NA	
	<p>No data is attached because I have no prior school leadership experience.</p>	Choose one response.	
	<p>NOTE: Academic evidence attached should include annual achievement data. disaggregated by subgroups, for every school under current or prior supervision.</p>		
<p>Briefly explain why you wish to serve on the board of the proposed charter.</p>			

9

I wish to serve on the board of the purposed charter to be a voice for our children and to make sure that each child will receive a quality education that will prepares them for college, careers, and life.

Briefly explain your understanding of the appropriate role of a public charter school board member.

10

It is my understanding that the board provides oversight for the development and effectiveness of the school. The board approves the budget, overall school performance and policies.

Briefly describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

11	<p>I have served on boards and participated in many organizations. That includes the P-16 Community Based Engagement Counsel, the Juvenile Justice Detention Board, and Girl Scouts, just to name a few. As part of these organizations, I have reviewed, and recommended policy, analyzed data to determine program effectiveness., and worked closely with other community organizations to achieve program goals.</p>
12	<p>Describe the specific knowledge and experience that you would bring to the board.</p>
	<p>I have first hand knowledge of education polices, state and federal compliance guidelines regarding student attendance, and network connections for legal guidance. I have participated in recruitment efforts, set program goals and monitored for success, and built community support.</p>
<p>SCHOOL MISSION and PROGRAM</p>	
13	<p>Briefly explain your understanding of the school's mission and guiding beliefs.</p>
	<p>The school's mission is to provide an educational program that develops real-world 21st century skills. The belief is that when school is engaging and relevant, student's thrive. Therefore, we will have a STEAM (STEM plus Arts) school that will make sure students are globally competetive.</p>
<p>Briefly explain your understanding of the school's proposed educational program.</p>	

14	<p>We will have a K-8 school where students start immediately applying 21st century skills as they are taught reading, math, science, and technology. At each level students will develop a 21st century skill such as collaboration and communication. The program is set up to include a lot of hands-on, interactive lessons, and projects.</p>
15	<p>Briefly explain what you believe to be the characteristics of a successful school.</p> <p>A successful school is safe, welcoming, and has great teachers who build relationships with students and parents, At that school students are learning and resources are plentiful. The student has caring, knowlegable teachers and leaders who are transparent and finacially responsible.</p>
16	<p>Briefly explain how you will know if the school is succeeding in its mission.</p> <p>As a STEM school focused on preparing students for the 21st century 21st century, I would know we are succeeding in our mission when students show they are eager to go to school and parents are eager to send them. We would know we are on the right path when we see students working together, making presentations, creating project and standing out in the community. We will also know when students perform well on state assessments. We will further know the school is a success based on student accomplishments.</p>

GOVERNANCE

Briefly describe the role that the board will play in the school's operation.

17

It is the executive director's responsibility to run the day-to-day operation of the school. As a board we will provide oversight and work closely with the executive director to make sure we are meeting the established milestones for program effectiveness.

Briefly explain how you will know if the charter is successful at the end of the first year of operation.

18

When we perform all the activities in the start-up plan, the parent and community surveys reveal positive results, and we meet all of the established milestones by the end of the first year, the school can be considered a success.

Briefly explain how you will know if the charter is successful after operating for four years.

19	<p>In four years I will know the school is successful if students are performing well on state assessments, we operate according to budget, and the enrollment doesn't fall. We are successful if we maintain our property, have high attendance and few discipline issues. We will also know we are successful if employees like working at the school.</p>
20	<p>Briefly explain specific actions the charter school board will take to ensure that the charter is successful.</p> <p>As a board we will support and conduct regular reviews of all facets of the school. We will make sure the school adheres to all of the local, state and federal policies, fulfill all of the activities in the startup plan, and make adjustments if necessary. We will look at finances, recruitment, enrollment, policies, attendance, student performance and parent engagement.</p>
21	<p>Briefly explain what you would do if you believed one or more other charter board members were acting unethically or not in the best interests of the school.</p> <p>I would share my concern with the board and explain why I believe it is a conflict. After a review of the policies and the surrounding details, the board would act accordingly.</p>

DISCLOSURES			
22	Indicate whether you or your spouse knows the other board members for the proposed charter.	Yes	Choose one response.
	If YES, explain. If NO, type N/A.	Ms. Arthbutnot 's daughter was a member of my Girl Scouts' troop.	
23	Indicate whether you, your spouse, or other family members know anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).	NO	Choose one response.
	If YES, explain. If NO, type N/A.	NA	
24	Indicate if you, your spouse, or other family members are conducting or anticipate conducting any business with the charter.	NO	Choose one response.
	If YES, indicate the precise nature of the business. If NO, type N/A.	NA	
25	Indicate if the charter intends to contract with a third party education service provider (ESP).	NO	Choose one response.
	If YES, summarize your involvement in the selection process. If NO, type N/A.	NA	
	If YES, briefly explain your understanding of the legal relationship between you as a board member and the ESP. If NO, type N/A.	NA	

25	If YES, briefly discuss your involvement in the review and/or negotiation of the management agreement. If NO, type N/A.		NA	
	If YES, identify your role and/or the roles of your spouse and other family members in the direct or indirect ownership, employment, contractual or management interest in the ESP. If NO, type N/A.		NA	
26	Indicate if you, your spouse, or other family members are conducting or anticipate conducting any business with the ESP.		NO	Choose one response.
	If YES, indicate the precise nature of the business. If NO, type N/A.		NA	
27	Indicate any POTENTIAL ethical or legal conflicts of interest that would exist or be likely to exist if you serve on the charter school board.		NA	
28	Choose the accurate response for the required documentation			
	Resume	My resume is attached.		
	Professional Biography	My professional biography is attached.		
	Proof of U.S. Citizenship	A copy of my birth certificate or passport is attached as proof of my U.S. citizenship.		
	Background Check Results	A copy of my background check IS attached.		
If copy of background check is not attached, explain why and when it will be submitted. If a copy of the background check is attached, type N/A.				

CERTIFICATION

I recognize that all information submitted with this disclosure becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold the Mississippi Charter School Authorizer Board, its trustees, officers, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations.

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and, if the proposed charter school is approved, agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest. I have responded in every green box and attached all required documents.

Elken Edwards Board Member

Name/Role with Applicant Organization

Signature

5/18/2022

Date

Ellen D. Edwards



Employment

2015 – Present Retired

1989 – 2015 School Attendance Counselor
Natchez-Adams County School District



Job Description:

- . Advocate for student's age kindergarten through 12th grade
- . Counseled students and parents
- . Home visits when necessary
- . Referred students and parents to other agencies
- . Check on homeschool students at the beginning of the school year making sure they had the necessary paperwork on file with my office.
- . intake conference with parents/students
- . Prepared paperwork for court

1986 -1989 Secretary/office manager
Senior Citizen Center



Job Description:

Responsible for making sure payroll was done
Supervised homemakers
Completed all end of month reports
Helped seniors in the arts and crafts area
Worked with the meals on wheel program, which provided meals for the elderly who was homebound as well as those in attendance at the center.

1983 -1986 Secretary/Counselor
Alcorn State University



Job Description:

- . Performed clerical duties in the office of Financial Aid
- . Personal secretary to the Director of Financial Aid
- . Awarded financial aid to students
- . Assist students' with completing their financial aid packet

- . Responsible for the registration of all nursing students

Education

1976 - 1977 Copiah Lincoln Junior College (transfer)

1977 - 1981 Bachelor of Science/Secretarial Science
Alcorn State University



1984 -1986 Master's/ Guidance Education
Alcorn State University



National Dean's List

Certifications: Marriage and Family Therapy (Closed – Retired)
Social Work/LSW (Closed – Retired)
Certified Health Coach (Active)

Reference: Upon request

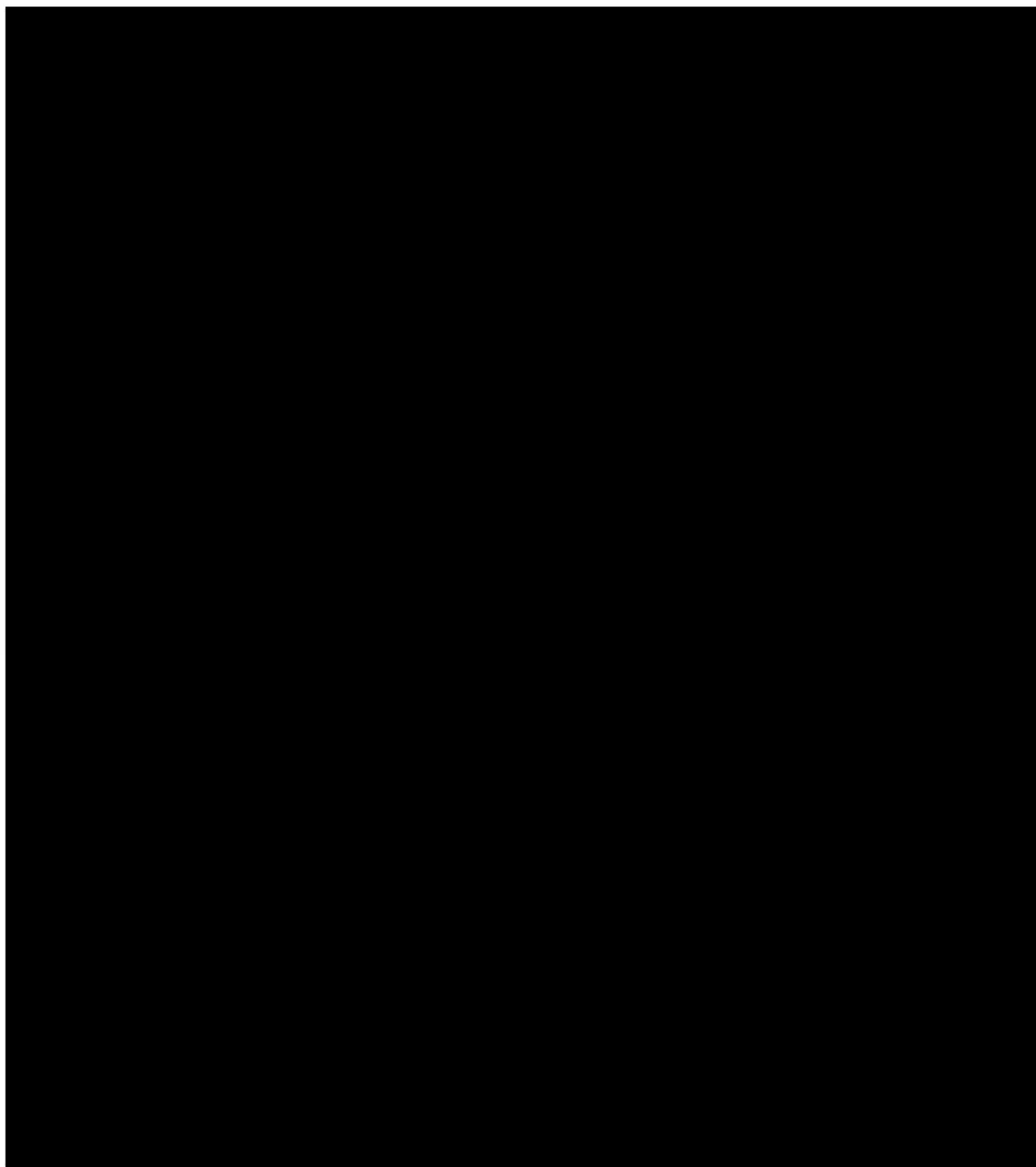
BIOGRAPHY

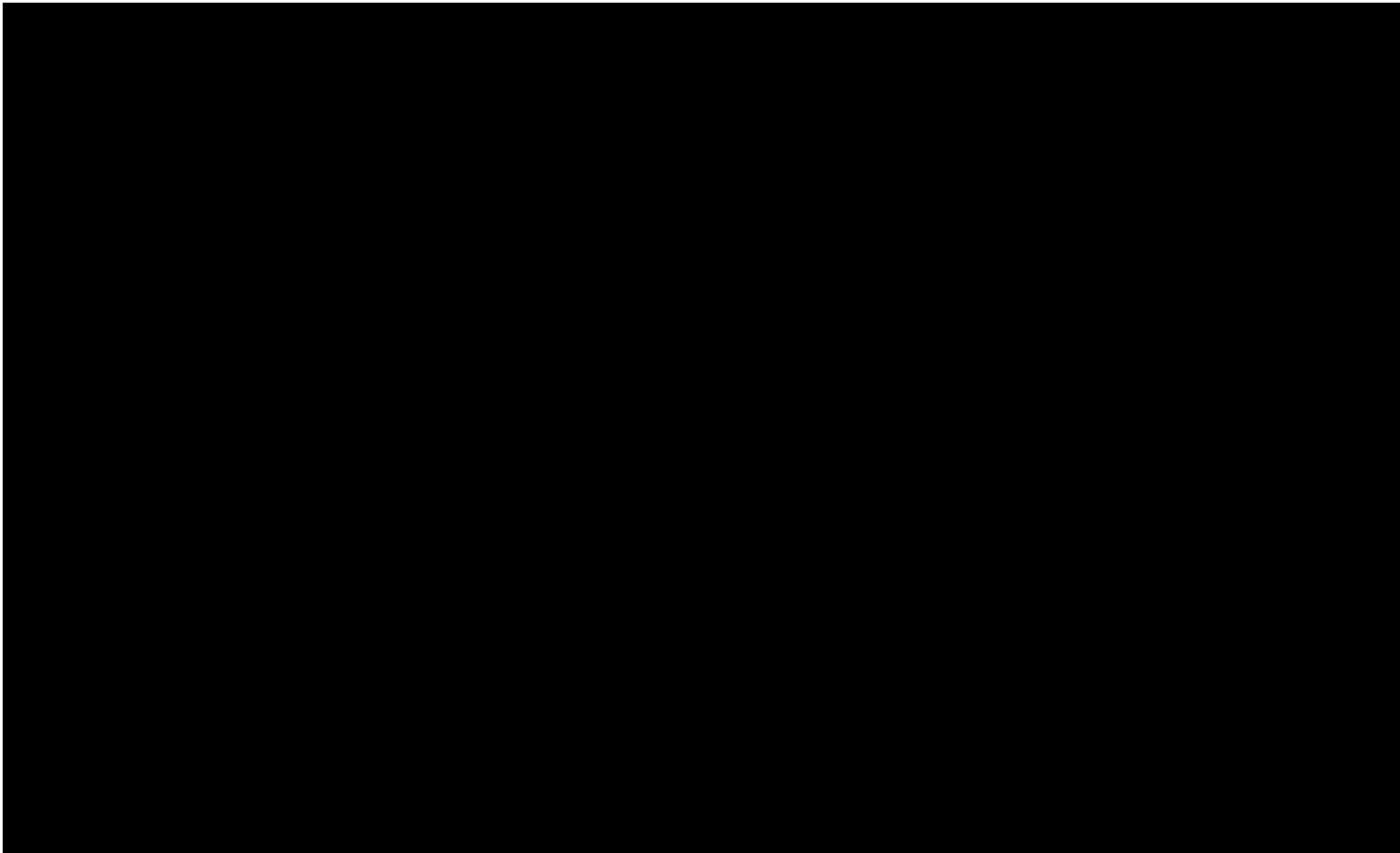
Ellen Edwards is number four out of eight children to the parents of Jack and Ruby Davis, she was born and reared up in Vidalia, Louisiana and is a graduate of the Vidalia public school system. Ms. Edwards went on to obtain her Bachelor of Science Degree in Secretarial Science, Master of Science Degree in Education from Alcorn State University. In addition, she obtained certification in Social Work as a Licensed Social Worker, certification in Marriage and Family Therapists, and most recently a certification in Health Coaching.

In addition, Ms. Edwards has served on the P-16 Community Based Engagement Counsel which helps to build strong, healthy communities rooted in a quality public education system, Juvenile Justice Detention Board, and Girl Scout Leader. Ms. Edwards has also volunteered with Meals on Wheels, Pink Ladies organization with local Hospital, committee to select teacher of the year. Ms. Edwards participated in back to school events such as donating school supplies to students and each year she has participated in Read Across America.

Ms. Edwards work career has been devoted to working with children/youth and elderly. She has been engaged with children and youth from all walks of life, kindergarten through 12th grade. Ms. Edwards has witnessed firsthand the internal turmoil of our youth. There are many stories she has heard and faces she have seen coming through our criminal justice system as she would have to file charges against the parents of the children. She has witnessed the poverty, injustice and lack of knowledge from the families she worked with throughout her career. My hope is that I brought a ray of sunshine to somebody and pushed them to not give up or give in to the pressures of the world we live in and know that they can and will succeed if they continue to run the race.

Ellen Edwards is currently retired from the Mississippi State Department of Education. She continues to be an advocate for children/youth, after all they are our future, and we must continue to invest in them.







Pursuing Excellence Through Options

ATTACHMENT 13

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RESPOND IN EACH and EVERY GREEN BOX.
ARROWS FOR DROP-DOWN MENUS WILL SHOW WHEN YOU CLICK THE GREEN BOX.

BACKGROUND AND CONTACT INFORMATION			
1	Name of Proposed Charter:	Instant Impact Global Prep	
2	Full Name:	Gloria Chatman	
3	Street/Box Mailing Address:	[REDACTED]	
	City:	[REDACTED]	
	State:	[REDACTED]	Zip Code: [REDACTED]
4	Phone Number:		
5	Email Address:	[REDACTED]	
	Resume is attached:	YES	Choose one response.

6	<p>If NO, explain. If YES, type N/A.</p>	NA	
7	<p>Indicate if you currently serve or have ever served on the board of a school district, another charter school, a non-public school, or any non-profit corporation.</p>	NO	Choose one response.
	<p>If YES, explain. If NO, type N/A.</p>	NA	
8	<p>Indicate if you currently serve or have ever served as the leader or on the leadership team of ANY school.</p>	NO	Choose one response.
	<p>If YES, explain. If NO, type N/A.</p>	NA	
	<p>No data is attached because I have no prior school leadership experience.</p>	Choose one response.	
	<p>NOTE: Academic evidence attached should include annual achievement data. disaggregated by subgroups, for every school under current or prior supervision.</p>		
<p>Briefly explain why you wish to serve on the board of the proposed charter.</p>			

9

As an advocate for education, serving as a board member for the charter school aligns with my passion and what I practice daily, giving back to the community. Currently, I lead outreach activities to promote education throughout the community. As a board member, I have the opportunity to have greater impact and make a difference.

Briefly explain your understanding of the appropriate role of a public charter school board member.

10

The board member of a public charter school governs and is the final authority. It is the board's responsibility to make sure the school functions well. That includes monitoring how money is spent and making sure the school lives up to expectations and learning is occurring,

Briefly describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

11	<p>I know I will be a good board member because I am detailed oriented. I work well with others to achieve goals. I have great leadership, communication, technological, and organizational skills to support the the school. I am a college graduate and currently work at Alcorn State University. I will network on behalf of the school to support the vision and mission.</p>
12	<p>Describe the specific knowledge and experience that you would bring to the board.</p> <p>I have a plethora of knowledge regarding technology, and the needs of the future workforce. I can use my knowlege to help the board and community understand the importance of a STEM focused school. I have experience writing grants. I have lead many fundraising projects to meet goals . I can use these skills to gude funraising efforts. I have extensive expericing in networking and developing teams for special projects. These skills can help with recruiting and marketing.</p>
<p>SCHOOL MISSION and PROGRAM</p>	
13	<p>Briefly explain your understanding of the school's mission and guiding beliefs.</p> <p>I understand that the school will prepare students in science, technology, engineering, and math (STEM). This is part of the school's mission to prepare students for the world they will work in. It is believed that when students enjoy what they are learning and can see the importance of what they are learning, they will do well academically and socially. In this manner students can truly become college and career ready.</p>
<p>Briefly explain your understanding of the school's proposed educational program.</p>	

14	<p>The school's program is design to engage students and teach them reading, math, and other subjects in a way that will help them meet state standards. I understand that the student's will complete STEM projects as a way to apply what they have learned. They will practice communication, collaboration, critical thinking, and creativity in innovative ways. When the students reach middle school, they will have the opportunity to apply the skills and complete projects in STEM focused careers(ISTEAM) or civic focused careers(ISTAND). The programming in the K-8 school will prepare the students for high school, college and a career.</p>
15	<p>Briefly explain what you believe to be the characteristics of a successful school.</p> <p>A successful school will have a clear vision and mission, qualified teachers and leaders, resources, a good curriculum that is engaging, monitoring, high expectations, open communication and a focus on all students learning.</p>
16	<p>Briefly explain how you will know if the school is succeeding in its mission.</p> <p>I would know the school is succeeding in its mission when students' grades and test results show they have learned. I will also know when studens are able to speak and express their ideas and work well together. I would know when they show leadership in the community. I would know when students and parents are able to talk about career options and parents know how to suppor them in the options. Finally, I would know by looking at attendance and parent engagement. If the students and parents understand the school mission and believe their children are being prepared for the future, then the school will be succeeding.</p>

GOVERNANCE

Briefly describe the role that the board will play in the school's operation.

17

It is my understanding that the board's main responsibility is budget, policy, and finance. The executive director will take care of daily operations and the board will oversee the executive director to make sure the school is managed well.

Briefly explain how you will know if the charter is successful at the end of the first year of operation.

18

I would know we are successful when we completed year 1 and ALL students were safe, all concerns were addressed, teachers and students demonstrated through grades and test scores that they have learned, and within the budget. I would also know if there is a demand to attend the next year and very little recruitment is needed.

Briefly explain how you will know if the charter is successful after operating for four years.

19	<p>A successful school in four years will show high academic performance, socially and emotionally well-rounded students, funds to provide resources, positive perceptions, and plenty of parent and community involvement. Success will also include an active and committed board that partners with others to support the overall community.</p>
20	<p>Briefly explain specific actions the charter school board will take to ensure that the charter is successful.</p> <p>The board will receive regular reports and data from the school, look at the data such as enrollment, discipline, attendance, purchases, hiring, maintenance, and etc. to determine success. The board will also support events and talk to the community to measure perceptions. Specifically we will help with recruiting, advocate for the school, provide a decent and attractive building, and communicate for transparency.</p>
21	<p>Briefly explain what you would do if you believed one or more other charter board members were acting unethically or not in the best interests of the school.</p> <p>I would share with the board president my concerns and why I believe that person's actions are unethical. I would make sure there is follow up and a resolution.</p>

DISCLOSURES			
22	Indicate whether you or your spouse knows the other board members for the proposed charter.	NO	Choose one response.
	If YES, explain. If NO, type N/A.	NA	
23	Indicate whether you, your spouse, or other family members know anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).	NO	Choose one response.
	If YES, explain. If NO, type N/A.	NA	
24	Indicate if you, your spouse, or other family members are conducting or anticipate conducting any business with the charter.	NO	Choose one response.
	If YES, indicate the precise nature of the business. If NO, type N/A.	NA	
25	Indicate if the charter intends to contract with a third party education service provider (ESP).	NO	Choose one response.
	If YES, summarize your involvement in the selection process. If NO, type N/A.	NA	
	If YES, briefly explain your understanding of the legal relationship between you as a board member and the ESP. If NO, type N/A.	NA	

25	If YES, briefly discuss your involvement in the review and/or negotiation of the management agreement. If NO, type N/A.		NA	
	If YES, identify your role and/or the roles of your spouse and other family members in the direct or indirect ownership, employment, contractual or management interest in the ESP. If NO, type N/A.		NA	
26	Indicate if you, your spouse, or other family members are conducting or anticipate conducting any business with the ESP.		NO	Choose one response.
	If YES, indicate the precise nature of the business. If NO, type N/A.		NA	
27	Indicate any POTENTIAL ethical or legal conflicts of interest that would exist or be likely to exist if you serve on the charter school board.		NA	
28	Choose the accurate response for the required documentation			
	Resume	My resume is attached.		
	Professional Biography	My professional biography is attached.		
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I hereby certify that the information contained in this document is true and complete to the best of my knowledge and, if the proposed charter school is approved, agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest. I have responded in every green box and attached all required documents.

Gloria Chatman-Brooks
School Board member

Name/Role with Applicant Organization

Signature

May 17, 2022
Date

Gloria J. Chatman-Brooks

[REDACTED]

[REDACTED]

[REDACTED]

EMPLOYMENT

2009 – Present

Resource Testing Coordinator

Alcorn State University School of Nursing, 15 Campus Drive, Natchez, MS 39120

- Manage the daily running of the computer lab.
- Designed and setup student computer labs.
- Provide hardware support to faculty and staff - setup/repair machines, printers, projectors, interactive whiteboards, headphones, and wireless equipment.
- Maintain ASU School of Nursing webpage.
- Provide technical workshops for end-users.
- Provide assistance to faculty and students with projects to support the integration of technology in the classroom.
- Provide technical support to the virtual hospital for student simulation training.

2000 – 2009

Library Technician

Alcorn State University School of Nursing, 15 Campus Drive, Natchez, MS 39120

- Process, catalog, sort, shelf, discharge or file library materials on a daily basis.
- Check out books and issue library cards while providing excellent customer service.
- Manage electronic database and prepare quarterly reports.
- Maintain computer lab within the library.
- Set-up all audio visual equipment for faculty and student use

1998 – 1999

Medical Insurance Claims Clerk

Rural Health Clinic, Martin Luther King Street, Natchez, MS 39120

- File insurance for doctor's office and other clerical duties.

1992 – 1998

Teacher Paraprofessional and Library Assistant

Natchez Adams School District, 10 Homochitto St., Natchez, MS 39120

- Worked under teacher's direction to maintain a clean, safe and comfortable classroom
- Provided educational materials, including daily lesson plans, and weekly homework packets.
- Maintain all technical issues in the library, check out books, tells stories to students, and maintain inventory.
- Assisted teachers in creating activities that encouraged out-of-the-box critical thinking
- Engaged one-on-one with students with behavioral problems in both classroom and extracurricular settings

1987 – 1988

Customer Service Associate

Toys R Us; Brickland Mall, Chicago, Illinois

- Resolve customer complaints, place and cancel orders, and read cash drawers

1985 – 1987

Teacher Paraprofessional

Natchez Adams School District, 10 Homochitto St., Natchez, MS 39120

- Assist teacher in classroom , read to children, teach in mini-groups, prepare lesson plans, and assist students with special needs.

EDUCATION

1998 – 2000

Copiah Lincoln Community College, Natchez Campus, Natchez, MS

A.A.S., Office System Technology

2000 – 2006

Alcorn State University, 1000 ASU Drive, Lorman, MS 39096

Bachelor of Science, Business Administration

2006 – 2008

Alcorn State University/Mississippi State University, 1000 ASU Drive, Lorman, MS 39096

Master of Science, Workforce Education Leadership

PROFESSIONAL SKILLS

Hardware Knowledge, Software Knowledge, Operating Systems, Cloud Management, Security and Networks, Attention to detail, Multi-tasking, Collaboration, Problem Solving, Creativity, Learning Skills, Communication Skills, and Lesson Planning.

PROFESSIONAL AFFILIATIONS

Alcorn State University Alumni 2010 – Present

Phi Beta Lambda, Treasurer 1999 – 2000

Mississippi PTA Member 2008- 2013

BIOGRAPHY

Gloria Chatman-Brooks, a native of Chicago, Illinois and migrated to Natchez, MS as a teenager has worked in the education sector for over 29 years. Gloria is a graduate of South Natchez Adams High School, Copiah Lincoln Community College, and Alcorn State University. She has an Associate Degree in Office Systems Technology, a Bachelor's Degree in Business Administration, a Master's Degree in Workforce Education Technology, and 30 hours toward a Master's Degree in Secondary Education with an emphasis in school counseling and guidance. Gloria has worked in the Natchez Public School System as a chapter assistant, teacher assistant, and library assistant for over 7 years. She is currently working at Alcorn State University School of Nursing as the Resource Testing Coordinator for the past 13 years and worked as a Library Technician for 9 years at Alcorn State University.

Gloria is also self-employed part-time as a computer technician, which includes setting up and installing new hardware and software systems, diagnosing and troubleshooting computer issues, removing viruses from computers, web page design, typing papers using APA format, composing obituaries, wedding programs, etc. and setting up computer labs.

Gloria and her husband Pastor Michelle Brooks, Sr. started the Much Needed Outreach Ministry to assist the surrounding community by providing a full range of charitable, human service, educational, and health education that will assist them to become all that God intends them to be. She serves as the Director for Much Needed Outreach Ministry working to secure grants for the outreach ministry. She also work with children in the capacity as vacation bible school, car washes, and fundraisers.

As an advocate for schoolchildren and students in higher education she believes you have to listen to the students, focus on the student and know the student's rights. Gloria believes in being of service to others is what brings true happiness and helping each other, understanding each other, and serving each other.

The first part of the paper discusses the importance of the research and the objectives of the study. It then presents a literature review of the existing research on the topic. The methodology section describes the research design and the data collection process. The results section presents the findings of the study, and the conclusion section summarizes the main findings and provides recommendations for future research.

The study was conducted in a laboratory setting, and the data were collected using a series of experiments. The results of the experiments were analyzed using statistical methods, and the findings were compared with the results of previous studies. The study found that the research objectives were achieved, and the results were consistent with the findings of previous research.

The study has several limitations, and there are some areas that need to be explored in future research. The study was limited to a specific population, and the results may not be generalizable to other populations. The study also used a specific methodology, and the results may be different if a different methodology was used.

In conclusion, the study found that the research objectives were achieved, and the results were consistent with the findings of previous research. The study has several limitations, and there are some areas that need to be explored in future research.





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Each board member should individually complete, print, and hand sign a form. Along with the completed, signed form, each board member should provide a resume, a background check, and (if applicable), appropriate academic data.

RESPOND IN EACH and EVERY GREEN BOX.
ARROWS FOR DROP-DOWN MENUS WILL SHOW WHEN YOU CLICK THE GREEN BOX.

BACKGROUND AND CONTACT INFORMATION			
1	Name of Proposed Charter:	Instant Impact Global Prep	
2	Full Name:	Trumeka Clark	
3	Street/Box Mailing Address:	[REDACTED]	
	City:	[REDACTED]	
	State:	[REDACTED]	Zip Code: [REDACTED]
4	Phone Number:	[REDACTED]	
5	Email Address:	[REDACTED]	
	Resume is attached:	YES	Choose one response.

6	<p>If NO, explain. If YES, type N/A.</p>	NA	
7	<p>Indicate if you currently serve or have ever served on the board of a school district, another charter school, a non-public school, or any non-profit corporation.</p>	NO	Choose one response.
	<p>If YES, explain. If NO, type N/A.</p>	NA	
8	<p>Indicate if you currently serve or have ever served as the leader or on the leadership team of ANY school.</p>	NO	Choose one response.
	<p>If YES, explain. If NO, type N/A.</p>	NA	
	<p>No data is attached because I have no prior school leadership experience.</p>		Choose one response.
	<p>NOTE: Academic evidence attached should include annual achievement data. disaggregated by subgroups, for every school under current or prior supervision.</p>		
<p>Briefly explain why you wish to serve on the board of the proposed charter.</p>			

9

As a lifelong resident of Natchez, it is now my turn to make a difference in the lives of the younger generation. Being a part of this school board is my way of positively impacting the lives of the next generation and my community.

Briefly explain your understanding of the appropriate role of a public charter school board member.

10

It is the board members responsibility to oversee policy, budget, hiring, and the overall performance of the school

Briefly describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

11	<p>I know I am capable of being a highly effective board member for Instant Impact Global Prep. In my current and past careers, I have had to make sound decisions for the overall welfare of the organization. As a board member, I am committed to giving all the required time necessary in order to make the best decisions for the school. I am a team player and I am willing to serve on committees to ensure the school is successful.</p>
12	<p>Describe the specific knowledge and experience that you would bring to the board.</p> <p>I have extensive experience establishing and monitoring adherence to policy and procedures. In my current role as a surveillance agent and my former role as an air traffic controller, knowledge of policies was key to my success. Also, as a successful business owner, I create and monitor budgets, invoices, and contract with others. I will bring that experience to the board. I will monitor the reports to make sure policies are followed and helped to create policy for the success of the school.</p>
<p>SCHOOL MISSION and PROGRAM</p>	
13	<p>Briefly explain your understanding of the school's mission and guiding beliefs.</p> <p>The school's focus is STEM. I agree and fully support the need to prepare students for the future and world they will live in. The students will learn and practice 21st century skills so they can think critically and compete globally.</p>
<p>Briefly explain your understanding of the school's proposed educational program.</p>	

14	<p>We seek to serve 450 student in the school. In the first year, we will only serve 150 K-2nd grade students. Each year the school will serve a higher grade until 8th grade. The school's program will focus on engaging students for STEM(science, technology, engineering, and math) or civic careers. As student's work on the traditional classes such as reading and math, they will practice using 21st skills to prepare them for the future.</p>
15	<p>Briefly explain what you believe to be the characteristics of a successful school.</p> <p>A school is successful when students are learning at a high level, parents are involved and partnering with the school, communication between the school, parents, and the community is strong, and finances are stable.</p>
16	<p>Briefly explain how you will know if the school is succeeding in its mission.</p> <p>IIGP's mission is for all students to be college ready, and prepared to compete globally. We want students to leave with the 21st century work skills they will need to be successful. We want the school to be safe and friendly. We want to have knowledgeable and innovative teachers. We want or students to be proud, confident students who do more than pass a test. We want students eager to attend school. We have created milestones to make sure these things happen. The results will tell us if we are successful.</p>

GOVERNANCE

Briefly describe the role that the board will play in the school's operation.

17

It is the board's job to provide oversight. The executive director will take care of the day-to-day operation of the school and provide reports to the board.

Briefly explain how you will know if the charter is successful at the end of the first year of operation.

18

Together we have established milestones for enrollment, attendance, and family engagement. I will know the school is successful if we get the number of students we aim for, students are safe, and want to come to school, we are fully staffed, and parents are content and involved. We are also successful if we can provide the resources that students need.

Briefly explain how you will know if the charter is successful after operating for four years.

19	<p>In four years, I would expect to have all the students we need and that the school is meeting the goals we set regarding attendance, family engagement, resources. There should be evidence that our students are academically competitive.</p>
20	<p>Briefly explain specific actions the charter school board will take to ensure that the charter is successful.</p> <p>We can review our milestones to make sure we are achieving our goals. The board can make sure we are knowledgeable of all components of the school. We can review the monthly status reports we receive from the executive director to see where the strengths and weaknesses are. We can show our support by assisting with community outreach, recruitment, and the communication of the mission and vision. We can make sure we have good policies.</p>
21	<p>Briefly explain what you would do if you believed one or more other charter board members were acting unethically or not in the best interests of the school.</p> <p>I would bring the matter to the attention of the board chair and review our by-laws and policy. I would then expect a determination to be made if there is a violation or not.</p>

DISCLOSURES			
22	Indicate whether you or your spouse knows the other board members for the proposed charter.	NO	Choose one response.
	If YES, explain. If NO, type N/A.	NA	
23	Indicate whether you, your spouse, or other family members know anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).	NO	Choose one response.
	If YES, explain. If NO, type N/A.	NA	
24	Indicate if you, your spouse, or other family members are conducting or anticipate conducting any business with the charter.	NO	Choose one response.
	If YES, indicate the precise nature of the business. If NO, type N/A.	NA	
25	Indicate if the charter intends to contract with a third-party education service provider (ESP).	NO	Choose one response.
	If YES, summarize your involvement in the selection process. If NO, type N/A.	NA	
	If YES, briefly explain your understanding of the legal relationship between you as a board member and the ESP. If NO, type N/A.	NA	

25	If YES, briefly discuss your involvement in the review and/or negotiation of the management agreement. If NO, type N/A.		NA	
	If YES, identify your role and/or the roles of your spouse and other family members in the direct or indirect ownership, employment, contractual or management interest in the ESP. If NO, type N/A.		NA	
26	Indicate if you, your spouse, or other family members are conducting or anticipate conducting any business with the ESP.		NO	Choose one response.
	If YES, indicate the precise nature of the business. If NO, type N/A.		NA	
27	Indicate any POTENTIAL ethical or legal conflicts of interest that would exist or be likely to exist if you serve on the charter school board.		NA	
28	Choose the accurate response for the required documentation			
	Resume	My resume is attached.		
	Professional Biography	My professional biography is attached.		
	Proof of U.S. Citizenship	A copy of my birth certificate or passport is attached as proof of my U.S. citizenship.		
	Background Check Results	A copy of my background check IS attached.		
If copy of background check is not attached, explain why and when it will be submitted. If a copy of the background check is attached, type N/A.				



CERTIFICATION

I recognize that all information submitted with this disclosure becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold the Mississippi Charter School Authorizer Board, its trustees, officers, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations.

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and, if the proposed charter school is approved, agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest. I have responded in every green box and attached all required documents.

Trumeka Clark / Board Member

Signature

5-15-22

Date

Trumeka Clark



EDUCATION

Alcorn State University, Alcorn State, MS

Masters in Athletic Coaching and Administration: GPA 4.0 (4.0 scale), August 2021

Alcorn State University, Alcorn State, MS

Masters in Clinical Mental Health Counseling: GPA 3.85 (4.0 scale), May 2018

Alcorn State University, Alcorn State, MS

BS in General Studies, Biology & Elem. Education: GPA 3.53 (4.0 scale), December 2015

Copiah Lincoln Community College, Natchez, MS

AA in Pre-Nursing; May 2003

WORK EXPERIENCE

Magnolia Bluffs Casino, Natchez, MS, November 2012-Present

Surveillance Agent: Observe all activities of guest and associates on the property via closed circuit television systems for criminal activity and/or violations of state regulations and company policies and procedures. Report suspicious activity or inappropriate behavior. Have knowledge of all Casino Table Games as well as knowing the policies and procedures. Write reports about illegal gaming activity.

Bruce Professional Counseling Services, Natchez, MS, June 2016-March 2020

Mental Health Therapist: Develop treatment plans, monitor treatment progress, and follow-up at disposition times. Provides evaluation/problem identification, crises intervention and individual and/or group therapy to assigned clients. Work with psychiatrist when client needs medications. Provides services in a variety of settings including office, client's homes, hospitals, etc. Maintains accurate and timely clinical records consistent with center standards.

Family Clinic for Health & Wellness, Natchez, MS, June 2008-November 2012

Receptionist: Typed, faxed, programmed the computer, performed vital signs, customer relations, EKGs, appointments, filing, pregnancy testing, and hearing tests, also did urinalysis testing, call in medication to pharmacies, daily bank deposits, insurance eligibility, patient referrals.

West at Home, Natchez, MS, December 2008-May 2010 Customer Service, Technical Support & Activations Agent: Assisted customers with cell phone activations, bill payments, technical support and provide support for escalated customer service issues.

United States Naval Reserve, Baton Rouge, LA, October 1998-October 2008

Corpsman: Prescribed medical treatment and personal care services to ill, injured, convalescent, and handicapped persons in the military.

Receptionist, MS State Employment Office, Natchez, MS, October 2000-November 2003

Veteran Assistant: Assisted in advising and aiding veterans or dependents in presenting disability, insurance, or pension claims for benefits under federal, state, local laws, and job referrals.

United States Navy, Norfolk, VA, September 1994-October 1998

Air Traffic Controller: Kept radio and/or radar contact with aircraft; directed the movement of aircraft en route or at an airport; instructed aircraft to climb or descend and allocated final cruising level; provided information to aircraft about weather conditions; made sure that minimum distances were maintained between planes; handled unexpected events, emergencies and unscheduled traffic; controlled movements onto and off runways; handled the ground movement of planes around the terminals; and handled the ground movement of vehicles around the airport.

CERTIFICATES

The Department of Mental Health
The State of MS
Provisionally Certified Mental Health Therapist

The Department of Mental Health
The State of MS
Provisionally Certified Community Support Specialist

HONORS AND AWARDS

Alcorn State University, Deans List, 2015-2019

National Honor Society
National Defense Service Medal

Trumeka Clark's Biography

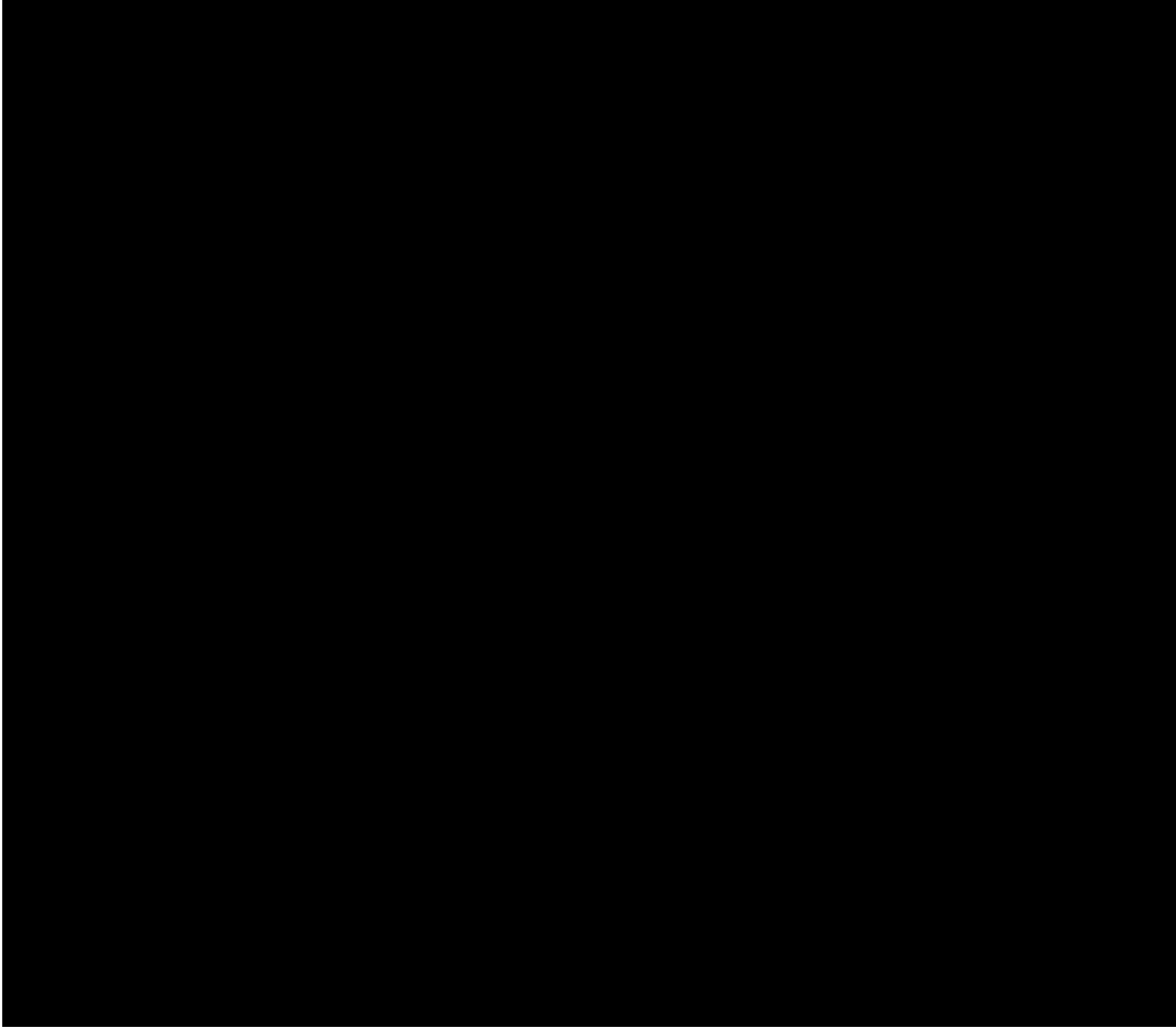
I am Trumeka Clark, my humble beginnings started in Sibley, Mississippi. My family and I soon moved to Natchez, MS when I was approximately two years old. I have four siblings two sisters, two brothers of which I am the youngest. I attended Natchez Public Schools from grades first through twelfth. Immediately after completing high school, I moved to North Pole Alaska. I lived there for a several years. I returned back to Natchez and decided I wanted to pursue a career in the United States Navy. I joined the Navy and had several different duty stations abroad Spain, Germany and Puerto Rico just to name a few. Upon completing my tour of duty, I returned home to Mississippi. I have two children and one grandchild age two.

Upon returning to Natchez, I decided to further my education. I enrolled in college and received my Associates Degree from Copiah Lincoln Community College. After completing my AA degree, I enrolled at Alcorn State University where I received my Bachelor's degree in General Studies / Biology. After my BS degree I wanted to continue to further my education and once again I enrolled in Alcorn State University and received my Masters in Clinical Mental Health Counseling and a second Master's Degree in Athletic Coaching and Administration.

Education is important to me because I grew up in public schools and in my opinion the quality of education that I received is far better than the quality of education children receives today. We need to encourage children at a very young age keeping them focused and wanting to experience more as they grow and go through different stages of childhood. I also want them to see that growing up in public schools is not a bad thing. They should take the education received and go as far as they can in life. Knowledge is power, the sky is the limit and they should aim high.

My favorite hobbies are photography, cake baking and catering, which I have now turned into professional businesses. I'm licensed in photography, cake baking and catering. The name of my photography business is Trumeka's Photography. The name of my cake and catering business is Heavenly Confections N More. My future plans are to open up a counseling center to assist and aid military veterans with mental disabilities.

Upon closing I have enjoyed sharing my life history. While exploring the field of counseling I learned that I have a passion and a desire to improve my community and the lives of children. I truly look forward to using my abilities to give back and serve. I am confident that I will contribute greatly to the School Board and enrich those around me.





Pursuing Excellence Through Options

ATTACHMENT 13

CHARTER SCHOOL PROPOSAL

Board Member Information Form NEW OPERATORS

**TO BE COMPLETED INDIVIDUALLY BY EACH PROPOSED CHARTER SCHOOL BOARD MEMBER.
ALL FORMS MUST BE SIGNED BY HAND.**

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this form are to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview and better prepare all for the interview; to encourage board members to reflect individually, as well as collectively, on their common mission, purposes, and obligations at the earliest stage of school development; and to identify any potential conflicts of interest board members may have.

Each board member should individually complete, print, and hand sign a form. Along with the completed, signed form, each board member should provide a resume, a background check, and (if applicable), appropriate academic data.

RESPOND IN EACH and EVERY GREEN BOX.
ARROWS FOR DROP-DOWN MENUS WILL SHOW WHEN YOU CLICK THE GREEN BOX.

BACKGROUND AND CONTACT INFORMATION			
1	Name of Proposed Charter:	Instant Impact Global Prep	
2	Full Name:	Edna Gloria Arbuthnot	
3	Street/Box Mailing Address:	[REDACTED]	
	City:	[REDACTED]	
	State:	[REDACTED]	Zip Code: [REDACTED]
4	Phone Number:	[REDACTED]	
5	Email Address:	[REDACTED]	
	Resume is attached:	YES	Choose one response.

6	<p>If NO, explain. If YES, type N/A.</p>	NA	
7	<p>Indicate if you currently serve or have ever served on the board of a school district, another charter school, a non-public school, or any non-profit corporation.</p>	NO	Choose one response.
	<p>If YES, explain. If NO, type N/A.</p>	NA	
8	<p>Indicate if you currently serve or have ever served as the leader or on the leadership team of ANY school.</p>	NO	Choose one response.
	<p>If YES, explain. If NO, type N/A.</p>	NA	
	<p>No data is attached because I have no prior school leadership experience.</p>		Choose one response.
	<p>NOTE: Academic evidence attached should include annual achievement data. disaggregated by subgroups, for every school under current or prior supervision.</p>		
<p>Briefly explain why you wish to serve on the board of the proposed charter.</p>			

9

I want to serve on the proposed charter school board because of its mission. I hold a degree in Workforce Development and I understand that the world is quickly changing with the advance technologies. I want to be a part of the solution in preparing our children for future. As a board member, I can provide oversight of a school designed to prepare students for the future workforce, help message the need for 21st century preparedness to my community, and dedicate my time and expertise to the success of the school.

Briefly explain your understanding of the appropriate role of a public charter school board member.

10

It is the board's responsibility to ensure that the school operates properly and effectively. The board works closely with the executive director to monitor the budget, develop policy, organization performance, student outcomes and stakeholder's engagement.

Briefly describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

11	<p>I am committed to serving and will continue to study best practices for charter school board members. My educational experience has equipped me with foundational knowledge regarding human resource, recruitment, policies and procedures, networking, and building partnerships, which supports my capacity to serve as a strong board member. My volunteer activities have afforded me the opportunity to apply this knowledge. I am also committed to attending future trainings to further build my capacity as a board member.</p>
12	<p>Describe the specific knowledge and experience that you would bring to the board.</p> <p>I have 1.) provided trainings on policy 2.) developed workforce training strategies 3.) networked with various organizations to secure donations and meet program goals 4.) use innovative strategies to improve program services.</p>
<p>SCHOOL MISSION and PROGRAM</p>	
13	<p>Briefly explain your understanding of the school's mission and guiding beliefs.</p> <p>It is my understanding that the school's mission is to prepare students for college and career readiness by focusing on building their marketable skills of communication, collaboration, critical thinking and creativity. The goal is to equip them with the skills necessary to compete globally. Therefore, the school will focus on STEM careers and building community.</p>
<p>Briefly explain your understanding of the school's proposed educational program.</p>	

14	<p>We plan to serve 450 students, grades K-8. The students will be highly engaged and build projects related to real life. The students will chose later to follow a STEAM path or a STAND path.</p>
15	<p>Briefly explain what you believe to be the characteristics of a successful school.</p> <p>I believe a successful school is a school where students receive quality teaching and are prepared to be productive citizens, parents are involved, it partners with the community, and the resources needed are available.</p>
16	<p>Briefly explain how you will know if the school is succeeding in its mission.</p> <p>The school is succeding its mission if students' outcomes show they are learning. We will know if students are learning if they can collaborate and communicate well. We should see students displaying these skills all the time. We will know if we are partnering with others to promote STEM and civic careers.</p>

GOVERNANCE

Briefly describe the role that the board will play in the school's operation.

17

The board will only provide oversight. We will do this by developing policy, monitoring finances, maintaining knowledge of school operations via reports from the executive director. The board is ultimately accountable for the success and effectiveness of the school.

Briefly explain how you will know if the charter is successful at the end of the first year of operation.

18

I will know if we are succeeding by measuring the milestones and to see if we reach our goals. Specifically, we will measure enrollment, student outcomes, attendance (staff and students), employee turnover, satisfaction surveys, facility maintenance, parent attendance to events, finances, and if local and state deadlines are met.

Briefly explain how you will know if the charter is successful after operating for four years.

19	<p>After four years, the school will be considered successful if it has a high rating in student performance, attendance is 97% or higher, enrollment numbers are met, finances are strong, 90-100% of our parents are involved, and low discipline issues.</p>
20	<p>Briefly explain specific actions the charter school board will take to ensure that the charter is successful.</p> <p>Initially, we will make sure all policies are in place. We will make sure we make timely decisions to ensure recruitment of students, teachers, and staff are done by the deadlines in our start-up plan. We will make sure the facility is secured and resources are provided. We will expect and review ongoing and monthly reports to see if we are meeting established milestones. We will help communicate the mission and vision of the school to the larger community. We will make sure the proper resources are provided.</p>
21	<p>Briefly explain what you would do if you believed one or more other charter board members were acting unethically or not in the best interests of the school.</p> <p>If I believe one or more of the board members were acting unethically and not in the best interests of the school, I would present my concern to the board so we can address the issue. I would also want us to make sure we are following policy and acting in the best interest of the school and the families we serve.</p>

DISCLOSURES			
22	Indicate whether you or your spouse knows the other board members for the proposed charter.	Yes	Choose one response.
	If YES, explain. If NO, type N/A.	Ms. Clark and I attended college during the same time. I know Ms. Ellen Edwards from serving as my daughter's Girl Scouts' leader.	
23	Indicate whether you, your spouse, or other family members know anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).	NO	Choose one response.
	If YES, explain. If NO, type N/A.	NA	
24	Indicate if you, your spouse, or other family members are conducting or anticipate conducting any business with the charter.	NO	Choose one response.
	If YES, indicate the precise nature of the business. If NO, type N/A.	NA	
25	Indicate if the charter intends to contract with a third party education service provider (ESP).	NO	Choose one response.
	If YES, summarize your involvement in the selection process. If NO, type N/A.	NA	
	If YES, briefly explain your understanding of the legal relationship between you as a board member and the ESP. If NO, type N/A.	NA	

25	If YES, briefly discuss your involvement in the review and/or negotiation of the management agreement. If NO, type N/A.		NA	
	If YES, identify your role and/or the roles of your spouse and other family members in the direct or indirect ownership, employment, contractual or management interest in the ESP. If NO, type N/A.		NA	
26	Indicate if you, your spouse, or other family members are conducting or anticipate conducting any business with the ESP.		NO	Choose one response.
	If YES, indicate the precise nature of the business. If NO, type N/A.		NA	
27	Indicate any POTENTIAL ethical or legal conflicts of interest that would exist or be likely to exist if you serve on the charter school board.		NA	
28	Choose the accurate response for the required documentation			
	Resume	My resume is attached.		
	Professional Biography	My professional biography is attached.		
	Proof of U.S. Citizenship	A copy of my birth certificate or passport is attached as proof of my U.S. citizenship.		
	Background Check Results	A copy of my background check IS attached.		
If copy of background check is not attached, explain why and when it will be submitted. If a copy of the background check is attached, type N/A.				

NA

CERTIFICATION

I recognize that all information submitted with this disclosure becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold the Mississippi Charter School Authorizer Board, its trustees, officers, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations.

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and, if the proposed charter school is approved, agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest. I have responded in every green box and attached all required documents.

Edna L. Board Member Global Prep Charter School

Name/Role with Applicant Organization

[Redacted Signature]

Signature

5/17/22

Date

Edna Davis Arbuthnot
(601) 807-0040 (cell)

EDUCATION

Masters in Workforce Leadership Advanced Technology December, 2020

Masters in Clinical Mental Health Counseling May, 2018

Bachelor of Arts: Social Work, December, 2011

Alcorn State University, Alcorn MS

SKILLS

Highly dependable

Computer Skills: Microsoft word and PowerPoint

Skilled in Social work and counseling

Excellent attention to detail

Good Communication Skills

WORK EXPERIENCE

Wal-Mart Supercenter, Natchez, MS. 1988- Present

Cake Decorator: Process online and in-store pastry orders, decorate wedding cakes, groom cakes and specialty cakes for proms, graduations and all occasions.

Natchez Rehabilitation and Healthcare Center August - May 2018

Internship: assisted residents with various needs, attended meetings in reference to resident's welfare, assisted with MDS and also assisted social worker.

Adams County Youth Court January-May 2011

Internship: Assisted with CASA and Department of Human Services.

Attended court in cases dealing with abused and neglected children.

Natchez Adams School 2003-2007

Substitute Teacher: Handled all subjects from pre-school to high school.

HONORS AND AWARDS

High Distinction 2018

National Honor Society 2012-2015

President Scholar, 2010

Dean Scholar, 2008-2009

ACTIVITIES

Member of Alcorn State University Social Work Club. 2009-2011

CASA Volunteer, January-May 2011

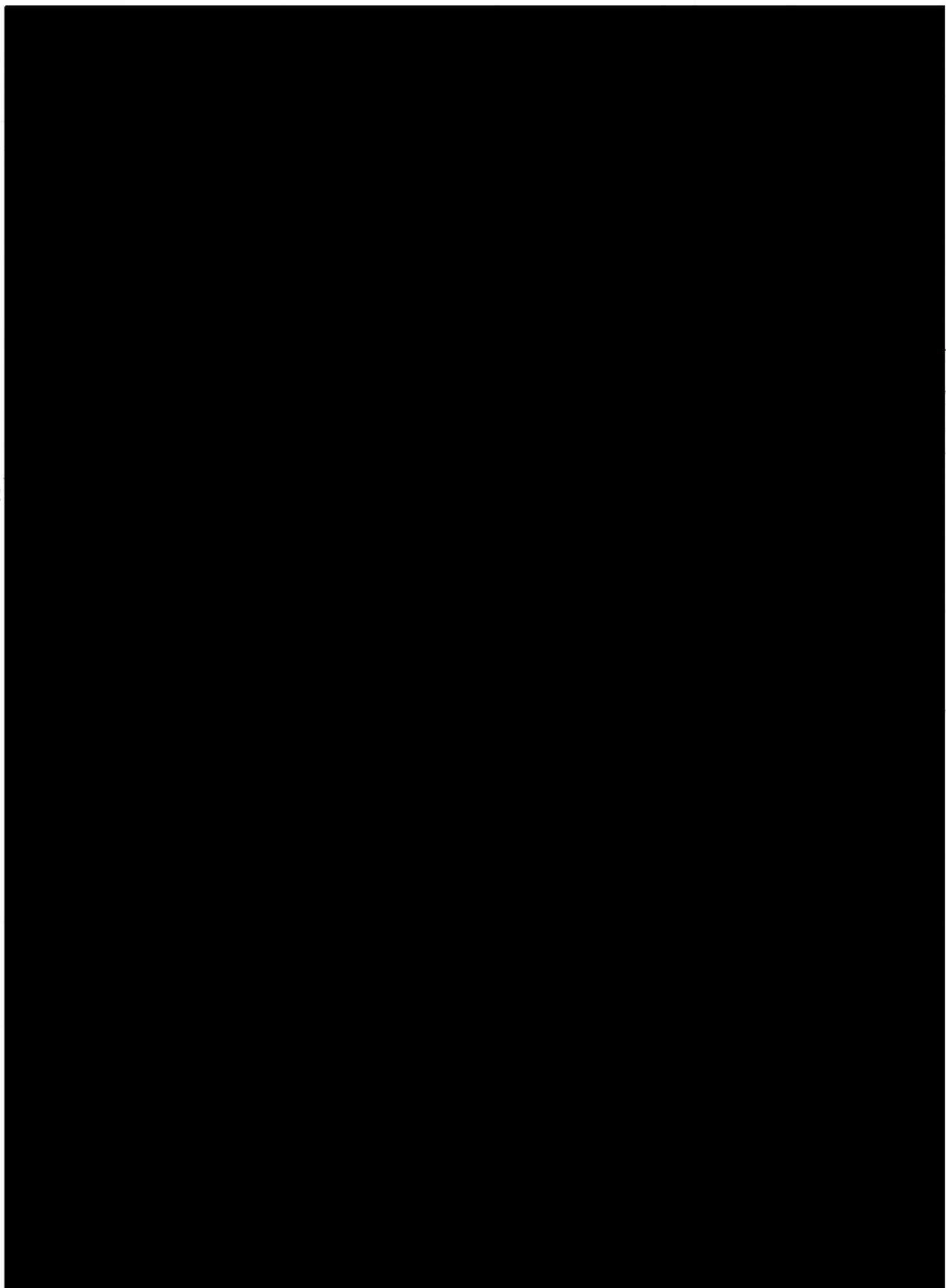
Participant at the CSWE Conference in Meridian, MS in October 2011, and the CSWE Conference in Portland, Oregon October 2010.

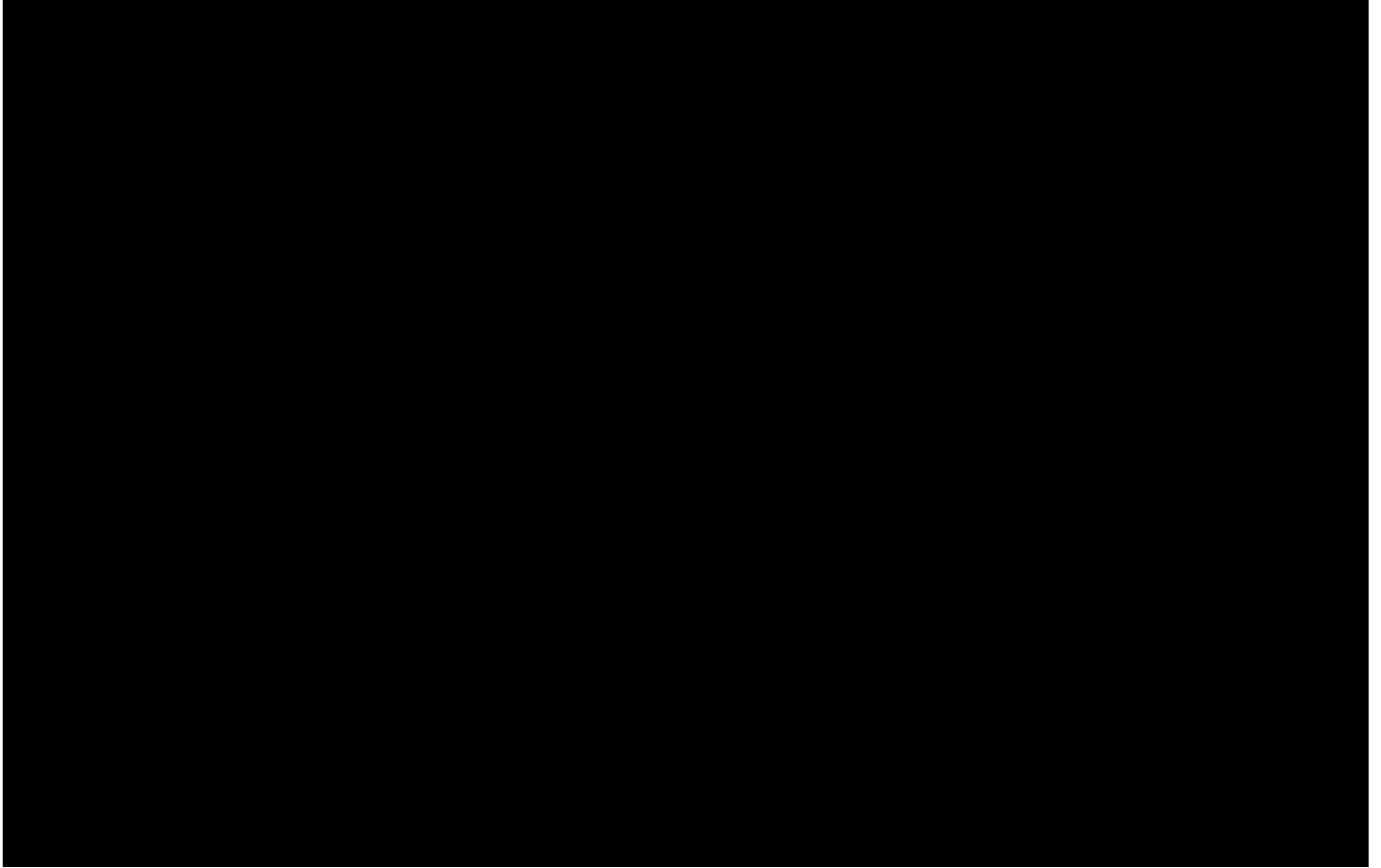
PROFESSIONAL SUMMARY

Being a Mental Health counselor is so much more than a job for me: it's my passion. I've trained and studied extensively to pursue this passion and feel like I have so much to offer your agency. Beyond my enthusiasm and dedication, I also have a solid background in working with children and the Elderly. I did my intern at Adams County Youth Court under the direction of Angela James in 2011. I have also worked with the Elderly at the Natchez Rehabilitation Center under the direction of Britannia Butler. I worked as a Substitute teacher for 3 years before I returned to college to attain a Masters in Clinical Mental Health Counseling.

Biography

I am Edna Davis (Gloria) Arbuthnot. I was born in Coldwater, Mississippi. I attended Coldwater High School. I am the middle child of seven siblings, I have five sisters and two brothers one of which is deceased. My religious preference is Baptist, and I am a member of Zion Hill Missionary Baptist Church pastored by reverend Joe Pickett. I am now a resident of Natchez Mississippi and have been for over 35 years. I am married with 2 children, a daughter and a son. I have 2 precious grandchildren, a sassy 7-year-old girl and a sweet 17-month-old boy. I have a B.S. degree in Social Work, a Master of Science in Clinical Mental Health Counseling and a second Master's in Workforce Education from Alcorn State University. I have a passion for counseling and social work because I enjoy helping individuals reach their goals. Every year Wal-Mart partners with the special Olympics and Relay for life. I volunteer in the activities and help to secure donations. Similarly, I feel I can make a difference in my community and in the lives of children by serving on school board. As with the school's mission, I want to see the youth of Natchez become financially stable, successful, and acquire life skills to be responsible adults in society.





Staffing Chart Template

Use the appropriate table below to outline your staffing plan for the school. Adjust or add functions and titles and add or delete rows as needed. Please add the name of your nonprofit organization to the footer of this document so that it appears on all pages.

Elementary School Staffing Model and Rollout

Title	Year 1 2023-24	Year 2 2024- 25	Year 3 2025- 26	Year 4 2026- 27	Year 5 2027- 28	Full Enrollment 2029-30
Executive Director/Principal (ED/Pr)	1	1	1	1	1	1
Principal (6-8)				.25	1	1
Add'l School Leadership Position 1: Director of Academics (DoA)	1	1	1	1	1	1
Add'l School Leadership Position 2: CFO	1	1	1	1	1	1
Add'l School Leadership Position 3: Operations Officer (DoO)	1	1	1	1	1	1
Add'l School Leadership Position 4: Director of Student Supports (DoSS)		1	1	1	1	1
Classroom Teachers (Core Subjects)	6	8	10	12	14	18
Classroom Teachers (Specials)	1	1	3	3	4	5
Special Ed Teachers	1	1	2	3	4	5
Substitute Teachers	.27	.36	.44	.53	.62	1
Student Support Position 1: Counselor	1	1	2	3	3	3
Specialized School Staff 1: Parent Coordinator	1	1	1	1	1	2
Specialized School Staff 2: Nurse	.5	.75	1	1	1	1
Specialized School Staff 3: Data Coordinator	1	1	1	1	1	1
Specialized School Staff 4: Instructional Technologist			1	1	1	1
Teacher Aides and Assistants	3	4	5	6	7	9
School Operations Support Staff	3	3	4	5	7	7
Total FTEs	21.77	26.11	35.44	41.78	49.62	59

High School Staffing Model and Rollout

Title	Year 1 20__	Year 2 20__	Year 3 20__	Year 4 20__	Year 5 20__	Full Enrollmen t 20__
Principal						
Assistant Principal(s)						
Dean(s)						
Add'l School Leadership Position 1 [specify]						
Add'l School Leadership Position 2 [specify]						

Add'l School Leadership Position 3 [specify]						
Classroom Teachers (Core Subjects)						
Classroom Teachers (Specials)						
Student Support Position 1 [specify: e.g., Social Worker]						
Student Support Position 2 [specify]						
Specialized School Staff 1 [specify]						
Specialized School Staff 2 [specify]						
Teacher Aides and Assistants						
School Operations Support Staff						
Total FTEs						

Attachment 17

Executive Director Evaluation and Process

The following process will be used to evaluation the Executive Director annually. The areas to be evaluated follow the process.

Process

COMPONENT 1: Board Collection of Evidence

The Board, in the two months prior to evaluation, will request evidence of the Executive Director's activities as it aligns to the rubric based on the content areas listed below. Board members will then rate the Executive Director on the rubric using the evidence.

COMPONENT 2: Executive Director will complete a Self-assessment

The Executive Director will assess their own performance using the Executive Director Evaluation Rubric, using the same evidence submitted to the Board of Directors.

COMPONENT 4: Board Assessment

During an Executive Session of the Board of Directors, the Chair will lead the evaluation of the Executive Director. All members will come to a consensus on all ratings. In the event a consensus cannot be met, this will be marked for further discussions and requests for more evidence during the Executive Director's meeting with the Board Chair.

COMPONENT 5: Meeting between the Executive Director and Board Chair

The BOD member's ratings, prior year performance goals, and any artifacts or other evidence the Executive Director and BOD Chair believe are critical to understanding and assessing performance will be presented by both at this meeting. The Executive Director and BOD Chair will agree on the data, evidence, and documentation necessary to complete the evaluation process and confirm the Executive Director's level of performance. In the event the Executive Director and Board Chair do not come to consensus, the Executive Director will be able to make a presentation to the full Board when they do not agree with those components of the evaluation.

COMPONENT 6: Board's ratings of the Executive Director

The Executive Director and the Board will discuss the Executive Director's progress toward achieving goals established for the prior year and the level of performance on Framework Components and Metrics.

COMPONENT 7: Goals for Next School Year

By the next Board meeting the Executive Director will present their goals for the upcoming year. The Board will vote on the goals.

COMPONENT 8: Implement Interventions or Support

If needed, interventions will be implemented. If either the Board or Executive Director identify areas in need of support, this will be developed as well using Board member or outside consultants and/or trainings.

A rubric, with outcomes, will be development using the following content areas:

Governance and Board Relations

- Review Lone Star Board Governance Framework on Annual Basis
- Conducting scheduled meetings with agenda, supporting documents and background information provided
- Number of Professional Learning Sessions/ Board retreats annually
- Strategic Plan/Goal Setting
- Conducting Budget Workshops
- Once established, committee meetings held as scheduled
- Adherence to Board Policy

Community Relations

- Parent Education Classes
- Outreach Activities
- Participation in local organization and visible at events (Chamber, United Way, FoodBank, Ministries Alliance, Boys and Girls Club, etc.)
- Number of Business Partners Secured
- Two-Way Communication Tactics
- Cultural Proficiency Engagement and Communication
- Available to meet with parents and patrons

Staff Management

- Conducting Teacher and Staff Evaluations Annually
- Timeliness of Filling Vacancies
- Compliance- Certification, I9, Benefits, etc.
- Recruitment and Retention Efforts and Impact (Attrition numbers, exit surveys, contacts with higher education partners, job, fairs, marketing, etc.)
- System in place to handle personnel matters that is consistent, fair, and equitable
- Culture and Climate Survey Results

Finance and Operations

- Fiscal Systems that allow for timely and accurate execution of compliance reporting, purchasing, drawdowns, and payments
- Has a system in place for the monitoring and reporting of all budgetary and financial information to the board. Information provided is adequate and timely, and outlines potential ramifications of any changes.
- Resources are distributed consistently based upon school goals/needs and seek to meet both immediate and long-range objectives.
- Promotes appropriate financial controls, including third-party audits and reconciliations of accounts.
- Facilities management plan in place includes current status of buildings and the need to improve facilities in the future, with a projected plan to secure/allocate funding.
- Operations, safety, and maintenance protocols established followed

Instructional Leadership

- Develops 21st Century Instructional Framework
- Creates Professional Learning Community
- Progress Monitoring on weekly basis
- Walkthrough and Feedback regularly scheduled and conducted
- Develops professional development sessions based on data and needs assessments

Academic Performance

- Data Analysis Protocols and State of School Assessment reports at least annually
- Uses data to inform instruction and curriculum modifications
- Proficiency data is tracked and interventions are implemented where needed
- Increase numbers of students proficient on STARR(ELA, Math)
- Adoption of Continuous School Improvement Plan annually

- Annual Professional Development Plan completed
- Timely adoption of curriculum and resources
- Focus on Attendance is evident. Early interventions and supports are provided for students with attendance issues Average daily attendance rates are being maintained at a high level.

These competencies will be rated on the following scale:

0 - Not Demonstrated: Executive Director did not demonstrate competence on or make adequate growth toward achieving standard(s) of performance.

1 - Developing: Executive Director demonstrated adequate growth toward achieving standard(s) during the period of performance, but did not demonstrate competence on standard(s) of performance.

2 - Proficient: Executive Director demonstrated basic competence on standard(s) of performance.

3 - Accomplished: Executive Director exceeded basic competence on standard(s) of performance most of the time.

4 - Distinguished: Executive Director consistently and significantly exceeded basic competence on standard(s) of performance.

Attachment 18: Facilities

We do not have an agreement with any facility at this point; however, the Board of Trustees is investigating a number of sites for a potential school building. From a prior review, it was pointed out that there was no agreement or timeline for negotiating a lease. We are pleased to have Ms. Joyce Cornett (Board Chair) join us in our hunt for a building. She has extensive experience in real estate and construction as well as finance, as discussed throughout the application.

Adams-Natchez District has recently built a new school and will be moving a school, potentially Frazier Elementary. She is in discussions with the district about renting this for space for IIGP. In the coming months she will investigate other sites as well. The timeline will be as follows:

June – September: Will identify a satisfactory space (if IIGP is moved forward in the process)

September – November: If chosen to move forward, negotiate and sign the lease

December – June: Renovations, updates, certifications, etc.

June – July: Move in

Identifying a space is the most difficult part of the process and we will start on this prior to being chartered, although no owner will sign (nor would we want to sign) a lease prior to getting a charter. With the addition of Ms. Cornett we will be ready to sign a lease within a month of being chartered.

Attachment 19: Detailed Start-Up Plan

Below is a Gantt Chart outlining the pre-opening plan for the school. This chart is organized based on groups of tasks. Following the chart is a more detailed description of each of the tasks. The timeline is for the period of July 2022 through August 202, with the understanding that the school will not be approved for a charter until September and CSP funding will not start until November 2022. Responsible parties are as follows: ED = Executive Director/Principal; CFO = Chief Financial Officer; COO = Chief Operating Officer; DoA = Director of Academics; DoSS = Director of Student Supports; DC = Data Coordinator; SE = Secretary; SPED = SPED Teacher; CR = Counselor; PC = Parent Coordinator; BOT = Board of Trustees.

Tasks	July – Aug. 2022	Sept – Oct. 2022	Nov. – Dec. 2022	Jan. - Feb. 2023	March – April 2023	May – June 2023	July – August 2023	Responsible Party
Hire Staff								
Develop Hiring Contracts								BOT, ED
ED, CFO, COO								BOT, ED
Dir of Academics, Dir. of Student Supports, Parent Coordinator								hires CFO
Data Coordinator (start date July 1)								ED
Secretary (start date July 1)								ED, CFO/DOO
All Teachers; TAs (start date July 19)								ED
Recruitment/Enrollment								DoA, DoSS,
Family Outreach/recruitment								ED
Lottery								DoA, DoSS, BOT, PC
Mail out Acceptance								ED, BOT
Collect Paperwork for Admittance								PC, SE
								PC. SE

[illegible]

Integrate ELL & SPED differentiation into lesson plans								DoSS, SPED, Teachers
Finances, Policies and Procedures, Compliance, HR								
Begin fund raising & grant writing								ED, BOT
Hire external CPA								BOT, CFO
Set up bank accounts								CFO, BOT
Set up financial system								CFO
Begin writing financial policies & procedures								CFO, BOT
Develop internal controls								CFO
Develop accounting for CSP grant								CFO
Obtain bids for payroll & accounting software								CFO, BOD approval
Finalize Policies & Procedures								BOT Final Approval
Develop Inventory System								CFO, ED
Set up payroll & HR system								CFO
Entire new hires on system								CFO
Monthly Board Packets								BOT, ED, CFO
Report on CSP funds								CFO, Bot approved
Develop 22-23 Budget								CFO, ED, BOT
Final Budget/Board Vote								BOT
Develop Consolidated Budget								CFO, ED
Submit Consolidated Application								ED

Continue with data entry								□	DC
Approval of SIS									ED, DC, BoT
Set up SIS									DC
Organize initial assessments for students									DoA, DoSS
Professional Development & School Opening									
Develop PD schedule for families									ED, PC
Begin PD for families									DoSS, PC
Finalize PD schedule for existing BOT									ED, BOT Chair
Training for Board members									ED, Consultants, BOT
Finalize presenters & PD for teachers & staff									ED, DoA, DoSS
Teacher/Staff training									ED, DoA, DoSS
School Opens!								!!!	Everyone

Explanation of Pre-Opening Tasks. The following is a more in-depth description of the above items. We understand in every case there must be a contingency. Also, those cells that have a □, means that the initial work will be done during the time noted but there were always be times when this will need to be updated.

Staff Hiring: The Board of Trustees will finalize employment contracts and will appoint the proposed Executive Director as soon as the charter is awarded in 2021. She will start work on November 1, 2021. During the prior months, she will hire the Chief Financial Officer and Chief Operating Officer by the end of October for a November 2021 start date. They will both work part- time for the entire planning year. The Director of Academics and Parent Coordinator will both be hired by January 2022 and work full time going forward. Marketing for new hires for all other positions will be ongoing from November 2021 and be completed by June 2022, including onboarding.

Recruitment and Enrollment: Outreach to parents, students, and the community will begin immediately after chartering and will continue up until the lottery closes on April 1. Recruitment will be done by the Executive Director with support from the Board and the Parent Coordinator (once hired). The lottery will be overseen by an independent contractor and will be the responsibility of the ED and Board of Trustees. If there are not enough students to fill all 225 seats, outreach and marketing to the community will continue beyond April for an August 2022 seat. All students selected for a seat will receive an acceptance package which will include information about orientation and important school dates as well as all the required paperwork necessary for enrollment. This paperwork will include: student registration form, emergency contact form, Free and Reduced Lunch Form, Student Release forms for test data, Media Release Forms, Medical Forms, Records Release form from previous schools, School Calendar and other necessary paperwork. Students will be enrolled on the school's SIS. This will be the responsibility of the Data Coordinator who will be hired by July. IIGP will adhere to all local, city, state and federal regulations concerning all enrollment issues and will file all reports as required. The Parent Coordinator will be responsible for collecting and maintaining this information and students' files.

Facilities: Facilities is one of the most important aspects of the charter school. The CFO and COO will work with the ED and Board on this, but it is ultimately their responsibility. The first action upon hiring, is meeting with the BOT to determine where they are in their building search. The CFO and COO will take over from the Board at this time and will assess the plusses and minuses of each location including infrastructure, renovation costs, location, potential terms of lease, and cost. The Board will make a decision about the site by the end of November at the latest. The CFO will then negotiate a lease with the owner concerning renovations, terms, and responsibilities. The Board will approve the final lease. Lease must be signed by the end of December 2021.

Renovation will start as soon as a lease is signed and can continue until the end of June 2022, which as a contingency, we will go through the summer if need be by laying out what order renovations are to be completed to ensure that school can start in August. The COO will oversee all the work and will make sure that by July the school has the necessary certificates (safety, ADA, fire, etc.), all services are ready (gas, electricity, phones, technology, wiring, etc.), and custodian bids have been received and a company has been hired by August 1, 2022.

Curriculum/Instruction: Will be the responsibility of the Director of Academics. All grades (K – 2) will be completely mapped out. This will start immediately upon hiring of the DoA and will be finished by the end of June 2022. This includes writing, review, and modifications. July and August 2021 will be spent developing relationships with city and state officials in all areas of education, particularly SPED, ELL, and gifted students. This will be the responsibility of the DoA, DoSS, and ED. Once teachers are hired, the DoA will begin working with teachers in July 2022 on developing lesson plans. The SPED teacher will be responsible for working with teachers to integrate differentiation for their special groups into the lesson plans. The DoA will work with teachers on integrating differentiation for gifted students. This work will be completed by end of July 2022.

Finance, Policies & Procedures, Compliance: Once chartered, the ED will create a development plan to generate other funding for the school. Bids will be solicited from CPAs and CPA firms to work at the school, including the audit. The Board will approve a firm/individual by the end of July. The CFO will set up all bank accounts with approval from the Board. Working with the ED and Board, the CFO will make recommendations on different accounting software. The Board will make a decision by the end of December and the CPA will set up the system completely by January/February 2022. The CFO will also begin a draft version of internal controls and the Policy & Procedures manuals by the end of October, including training the ED and Board on the internal controls. Regardless of software, the system for tracking CSP funds will start immediately in November 2021. This will be switched to the system chosen by the Board (if there is a change) but in the meantime, no monies will be distributed or assigned inappropriately.

The Board will monitor all work through the monthly Board Packets. Once hired the CFO is responsible for this. The CFO and Board Treasurer will be responsible for preparing the end of the year CSP financial report. This will be approved by the Board.

In March 2022, the CFO, with support of the Senior Administrators, will present a draft budget for the 2022-2023 School Year to the Board for initial approval. Once the changes, if any, from the Board are made, the Draft Budget will be available for public review during the month of April. In May the CFO will present the suggestions to the Board. The Board will approve the final annual budget in May. The Budget will be available on the school's website and submitted to the Authorizer.

The budget for the Consolidated Application budget will be the responsibility of the CFO with discussions regarding program operation with the ED, DoSS, and DoA. During the planning year, the ED will work with parents developing the necessary Title documents and programs. This budget will be approved by the Board by July. The ED will complete the program parts of the Consolidated Application for submission in August. The Board will send out bids for an External Audit to complete the audit and the firm will be hired by June 2022. The external audit will begin in July 2022 and continue through September 2022.

Furniture, Equipment, Education Supplies. Following the development of internal financial controls and inventory process, supplies will be ordered as needed and allowed by the budget throughout the planning year. All orders will be approved by the ED as part of the internal control process. Supplies over a given amount will also be approved by the Board, depending on the draft Financial Policies and Procedures. The ED, DoA, and COO will order all furniture needed to open the school by May 2022. The ED will finalize all textbook and classroom supplies, aligning to the curriculum. Additional materials will be ordered in July for teachers that have pre-approved curriculum support requests.

Services & Compliance: Immediately following chartering, the Board will vote on membership and officers. This will be followed by approving all necessary policies and procedures throughout the next few months. These policies and procedures include, but are not limited to: Internal Financial Controls Policies and Procedures, Discipline, Personnel, Grievance, Medications Administration Plan, Health Services Plan, Technology Plan, School Safety Plan, FERPA, FOIL, Open Meetings Law, Code of Ethics, among others. This will be the responsibility of the Board of Directors.

Starting in August 2022, the Director of Support Services will be responsible for beginning the process of identifying transportation, finalizing it by August 2022 once students have been enrolled. At the same time the Director of Support Services, Director of Academics, and ED will begin scheduling classes, finalizing classes by July once students have been enrolled and the school is aware of the number of SPED students by grade. School food will be set up in August 2022. The COO will also set up purchasing of CPR and training of staff on its use by the end of July 2022.

The ED and Director of Academics will finalize all evaluations by the end of July 2022. The Board will approve all of these. The ED will write and submit the Annual report, with Board approval, during the summer of 2022. Data entry will continue

as students enroll and data is updated, this is the responsibility of the Data Coordinator. The Board will approve, and Data Coordinator will set up the student information system for the school by the end of August. In preparation for the start of school, the ED and Director of Academics will have all assessments for students organized and ready for the first day of school.

Professional Development & School Opening: The Board training will be finalized by the end of September 2021. While the existing Board is being trained, training for new Board members will be developed. Once hired, the Parent Coordinator, working with the ED, will develop a family training schedule to be completed by the end of April 2022. Trainings will start in July 2022 after students are enrolled. Teacher trainings will be finalized by the end of April. Training will start in July and continue throughout the year.

School starts on August 8, 2022! Everyone is on board and everyone is responsible for helping students become acclimated to the environment at IIGP.



ATTACHMENT 20
Financial Plan Workbook
NEW OPERATORS

MISSISSIPPI CHARTER APPLICATION BUDGET TEMPLATES

Place Name of Proposed Charter School in Green Box Below:

Instant Impact Global Preparatory (IIGP)

Name of Applicant Contact: Dr. JoAnn Rucker

Contact Email: Instantimpact12@gmail.com

Contact Phone Number: 972-400-0846

First Year of Operation: 2023-2024

Instant Impact Global Preparatory (IIGP)

ENROLLMENT and STUDENT POPULATION

ENROLLMENT	Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten	50	50	50	50	50
1st grade	50	50	50	50	50
2nd Grade	50	50	50	50	50
3rd Grade		50	50	50	50
4th Grade			50	50	50
5th Grade				50	50
6th Grade					50
7th Grade					
8th Grade					
9th Grade					
10th Grade					
11th Grade					
12th Grade					
Total Elementary Enrollment	150	200	250	300	300
Total Middle School Enrollment	0	0	0	0	50
Total High School Enrollment	0	0	0	0	0
Total Enrollment	150	200	250	300	350
Change in Net Enrollment from Prior Year	0	50	50	50	50

STUDENT POPULATION

Average Daily Attendance (ADA) %	90.00%	90.00%	92.00%	92.00%	93.00%
Average Daily Attendance (ADA) Count	135.00	180.00	230.00	276.00	325.50
Special Education Student %	14.50%	14.50%	14.50%	14.50%	14.50%
Special Education Student Count	21.75	29.00	36.25	43.50	50.75
English Language Learner %	1.00%	2.00%	3.00%	4.00%	4.00%
English Language Learner Count	1.50	4.00	7.50	12.00	14.00
Students Qualifying for Free Lunch %	87.00%	87.00%	87.00%	87.00%	87.00%

Students Qualifying for Free Lunch Count	130.50	174.00	217.50	261.00	304.50
Students Qualifying for Reduced Lunch %	10.00%	10.00%	10.00%	10.00%	10.00%
Students Qualifying for Reduced Lunch Count	15.00	20.00	25.00	30.00	35.00
Students Qualifying for Free or Reduced Lunch %	97.00%	97.00%	97.00%	97.00%	97.00%
Students Qualifying for Free or Reduced Lunch Count	145.50	194.00	242.50	291.00	339.50
Alternative Education %	0.00%	0.00%	0.00%	0.00%	0.00%
Alternative Education Count	0.00	0.00	0.00	0.00	0.00
Gifted Education %	0.00%	5.00%	5.00%	5.00%	5.00%
Gifted Education Count	0.00	10.00	12.50	15.00	17.50
Career and Technical Education %	0.00%	0.00%	0.00%	0.00%	0.00%
Students Qualifying for Free or Reduced Lunch Count	0.00	0.00	0.00	0.00	0.00
Student Transportation %	95.00%	95.00%	95.00%	95.00%	95.00%
Student Transportation Count	142.50	190.00	237.50	285.00	332.50

Instant Impact Global Preparatory (IIGP)

PERSONNEL AND BENEFITS

ADMINISTRATIVE STAFF	STARTING SALARY	NUMBER OF FTEs					ASSUMPTIONS
		Year 1	Year 2	Year 3	Year 4	Year 5	
Executive Management	\$ 85,000	1.00	1.00	1.00	1.00	1.00	Executive Director/Principal
Instructional Management	\$ 65,000	1.00	2.00	2.00	2.25	3.00	Yr 1: Dir of Academics; Yr 2: Dir of Student Supports; 0.25 MS Principal; Yr 5: MS Principal
Deans, Directors, and Coordinators	\$ 55,000	1.00	1.00	2.00	2.00	2.00	Yr 1: Data Coord. Yr 3: Instructional technologist
CFO/Director of Finance	\$ 75,000	1.00	1.00	1.00	1.00	1.00	Yr 1: CFO
Operations/Business Manager	\$ 70,000	1.00	1.00	1.00	1.00	1.00	Yr 1: Chief Operations Officer
Administrative Staff	\$ 35,000	1.00	1.00	1.00	1.00	1.00	Yr 1: Office Manager
Other Administrative Staff	\$ 25,000	1.00	1.00	2.00	2.00	3.00	Office Ass'ts as school grows
Total Administrative Salaries		\$ 410,000	\$ 475,000	\$ 555,000	\$ 571,250	\$ 645,000	
% Change from PRIOR YEAR		0.00%	2.00%	2.00%	2.00%	2.00%	
ADMINISTRATIVE STAFF SALARY TOTALS		\$ 410,000	\$ 483,200	\$ 572,864	\$ 600,571	\$ 686,333	
Instructional Staff	STARTING SALARY	NUMBER OF FTEs					ASSUMPTIONS
		Year 1	Year 2	Year 3	Year 4	Year 5	
Teachers - Regular	\$ 50,000	6.00	8.00	10.00	12.00	14.00	2 Tchr each grade
Teachers - SPED	\$ 50,000	1.00	1.00	2.00	3.00	4.00	Yr 1<22, Yrs 2, 3, & 4<44, Yr 5<66
Teaching Assistant	\$ 24,000	3.00	4.00	5.00	6.00	7.00	One TA for each grade
Specialty Teachers	\$ 50,000	1.00	1.00	3.00	3.00	4.00	Yr 1: Art/Music/PE (p-t), Yr3: Art/Music/PE (f-t); Yr 5: technology
Aides							
Therapists and Counselors	\$ 50,000	1.00	1.00	2.00	3.00	3.00	Add counselors with growth of school
Substitute Teachers	\$ 50,000	0.27	0.36	0.44	0.53	0.62	(\$25 hours X 80 hrs yr X # of teacher)/\$45,000
Librarian							
Other Instructional Staff							
Total Instructional Staff Salaries		\$ 535,333	\$ 663,778	\$ 992,222	\$ 1,220,667	\$ 1,449,111	
% Change from PRIOR YEAR		0.00%	2.00%	2.00%	2.00%	2.00%	
INSTRUCTIONAL STAFF SALARY TOTALS		\$ 535,333	\$ 674,484	\$ 1,016,419	\$ 1,265,191	\$ 1,478,093	
Non-Instructional Staff	STARTING SALARY	NUMBER OF FTEs					ASSUMPTIONS
		Year 1	Year 2	Year 3	Year 4	Year 5	
Nurse	\$ 50,000	0.50	0.75	1.00	1.00	1.00	Time increases with growth of school
Custodian	\$ 30,000	1.00	1.00	1.00	2.00	2.00	Time increases with growth of school
Security	\$ 30,000					1.00	Yr 5: MS opening
Other Non-Instructional Staff	\$ 30,000	1.00	1.00	1.00	1.00	1.00	Parent Coordinators
Total Non-Instructional Staff Salaries		\$ 85,000	\$ 97,500	\$ 110,000	\$ 140,000	\$ 170,000	
% Change from PRIOR YEAR		0.00%	2.00%	2.00%	2.00%	2.00%	
NON-INSTRUCTIONAL STAFF SALARY TOTALS		\$ 85,000	\$ 99,200	\$ 113,684	\$ 145,958	\$ 178,877	
Payroll Taxes and Benefits	% of Salaries	NUMBER OF FTEs					ASSUMPTIONS
		Year 1	Year 2	Year 3	Year 4	Year 5	
Social Security	6.20%	\$ 63,881	\$ 77,927	\$ 105,584	\$ 124,727	\$ 145,285	Regular deductions
Medicare	1.45%	\$ 14,940	\$ 18,225	\$ 24,693	\$ 29,170	\$ 33,978	
State Unemployment	1.20%	\$ 12,364	\$ 15,083	\$ 20,436	\$ 24,141	\$ 28,120	
Worker's Compensation Insurance	0.05%	\$ 515	\$ 628	\$ 851	\$ 1,006	\$ 1,172	
Custom Other Tax	0.00%	\$ -	\$ -	\$ -	\$ -	\$ -	

Health Insurance	7.00%	\$ 72,123	\$ 87,982	\$ 119,208	\$ 140,820	\$ 164,031	
Dental Insurance	0.00%	\$ -	\$ -	\$ -	\$ -	\$ -	
Vision Insurance	0.00%	\$ -	\$ -	\$ -	\$ -	\$ -	
Life Insurance	0.00%	\$ -	\$ -	\$ -	\$ -	\$ -	
Retirement Contribution	2.00%	\$ 20,607	\$ 25,138	\$ 34,059	\$ 40,234	\$ 46,866	
Custom Fringe Other	0.00%	\$ -	\$ -	\$ -	\$ -	\$ -	
Total Payroll Taxes and Benefits	17.90%	\$ 184,430	\$ 224,982	\$ 304,831	\$ 360,098	\$ 419,451	
SALARY AND BENEFITS SUMMARY		Year 1	Year 2	Year 3	Year 4	Year 5	
Total Administrative Staff Salaries		\$ 410,000	\$ 483,200	\$ 572,864	\$ 600,571	\$ 686,333	
Total Administrative Staff Benefits		\$ 73,390	\$ 86,493	\$ 102,543	\$ 107,502	\$ 122,854	
Total Instructional Staff Salaries		\$ 535,333	\$ 674,484	\$ 1,016,419	\$ 1,265,191	\$ 1,478,093	
Total Instructional Staff Benefits		\$ 95,825	\$ 120,733	\$ 181,939	\$ 226,469	\$ 264,579	
Total Non-Instructional Staff Salaries		\$ 85,000	\$ 99,200	\$ 113,684	\$ 145,958	\$ 178,877	
Total Non-Instructional Staff Benefits		\$ 15,215	\$ 17,757	\$ 20,349	\$ 26,126	\$ 32,019	
TOTAL SALARIES AND BENEFITS		\$ 1,214,763	\$ 1,481,867	\$ 2,007,798	\$ 2,371,818	\$ 2,762,754	

Instant Impact Global Preparatory (IIGP)

REVENUE AND EXPENSE ASSUMPTIONS

REVENUE

STATE REVENUE		Year 1	Year 2	Year 3	Year 4	Year 5	ASSUMPTIONS
Mississippi Adequate Education Program (MAEP) Base Student Allocation - Per Pupil Amount	\$ 3,568	% CHANGE from PER PUPIL AMOUNT IN COLUMN E					ADA X (((5846.32-(5846.32 X .09)) - \$1,564.13)
	\$ 3,568	0.00%	1.00%	2.00%	1.00%	2.00%	
Special Education			\$ 102,280	\$ 128,616	\$ 160,470	\$ 189,515	Yr 1 = \$75,869
Alternative Education							
Gifted Education							Do not have the necessary # of students
Career and Technical Education							
Student Transportation		\$ 19,808	\$ 26,410	\$ 33,013	\$ 39,615	\$ 46,218	ADA X \$135

FEDERAL REVENUE

		Year 1	Year 2	Year 3	Year 4	Year 5	ASSUMPTIONS
	AMOUNT	% CHANGE from AMOUNT IN COLUMN E					
Free Breakfast PER PUPIL	\$ 1.89	0.00%	1.00%	2.00%	3.00%	4.00%	1% increase each year
Reduced Breakfast PER PUPIL	\$ 1.59	0.00%	1.00%	2.00%	3.00%	4.00%	
Paid Breakfast PER PUPIL	\$ 0.32	0.00%	1.00%	2.00%	3.00%	4.00%	
Free Lunch PER PUPIL	\$ 3.51	0.00%	1.00%	2.00%	3.00%	4.00%	
Reduced Lunch PER PUPIL	\$ 3.11	0.00%	1.00%	2.00%	3.00%	4.00%	
Paid Lunch PER PUPIL	\$ 0.33	0.00%	1.00%	2.00%	3.00%	4.00%	
Free Snack PER PUPIL	\$ 0.96	0.00%	1.00%	2.00%	3.00%	4.00%	
Reduced Snack PER PUPIL	\$ 0.48	0.00%	1.00%	2.00%	3.00%	4.00%	
Paid Snack PER PUPIL	\$ 0.08	0.00%	1.00%	2.00%	3.00%	4.00%	
Title I ANNUAL PER PUPIL	\$ 500	0.00%	1.00%	2.00%	3.00%	4.00%	
Title II ANNUAL PER PUPIL	\$ 75	0.00%	1.00%	2.00%	3.00%	4.00%	
IDEA TOTAL ANNUAL AMOUNT	\$ 600	0.00%	1.00%	2.00%	3.00%	4.00%	
Federal Grant Award Managed by MCSAB - Charter School Program (CSP)	\$ 250,000	0.00%	-100.00%	-100.00%	-100.00%	-100.00%	Maximum CSP (2 yr) subgrant award of \$500,000 - subject to an approved USDE no-cost extension and successful subgrant application.

LOCAL & OTHER REVENUE

		Year 1	Year 2	Year 3	Year 4	Year 5	ASSUMPTIONS
	AMOUNT	% CHANGE from AMOUNT IN COLUMN E					
Revenue from Resident District(s)	\$ 797,485	0.00%	33.00%	67.00%	100.00%	133.00%	School grows by 50 students every year, \$4,430.47
Contributions and Donations		0.00%					
Fundraising		0.00%					
E-Rate Reimbursement	\$ 40,000	0.00%	-75.00%	-75.00%	-75.00%	-50.00%	Conservative estimate
Earnings on Investments		0.00%					
Interest Income		0.00%					
Food Service (Income from Meals)		0.00%					
Textbooks		0.00%					

Custom Local & Other Funding #1		0.00%					
Custom Local & Other Funding #2		0.00%					
Custom Local & Other Funding #3		0.00%					

EXPENSES

CONTRACTED SERVICES		Year 1	Year 2	Year 3	Year 4	Year 5	ASSUMPTIONS
	AMOUNT	% CHANGE from AMOUNT IN COLUMN E					
Accounting / Audit	\$ 10,000	0.00%	5.00%	10.00%	15.00%	20.00%	Increases with # of staff and services
Legal	\$ 10,000	0.00%	1.00%	2.00%	3.00%	4.00%	For lease and compliance issues
Management Company Fee		0.00%					NA
Nurse Services		0.00%					On staff
School Lunch / Food Service	\$ 103,740	0.00%	33.00%	67.00%	100.00%	133.00%	\$4.00 per day per student
Payroll Services	\$ 5,000	0.00%	10.00%	24.00%	40.00%	65.00%	Based on (# staff X \$9 mn + \$200 mn) x 12 mnths
Special Education Services		0.00%					
Student Support Services (federal Title programs)		0.00%					
Custom Contracted Services #1		0.00%					
Custom Contracted Services #2		0.00%					
Custom Contracted Services #3		0.00%					

SCHOOL OPERATIONS		Year 1	Year 2	Year 3	Year 4	Year 5	ASSUMPTIONS
	AMOUNT	% CHANGE from AMOUNT IN COLUMN E					
Board Expenses	\$ 6,000	0.00%	1.00%	2.00%	3.00%	4.00%	\$500/mnth for PD & supplies; 1% increase each year
Classroom / Teaching Supplies and Materials	\$ 15,000	0.00%	33.00%	67.00%	100.00%	133.00%	Based on %tage increase & 100% replacement
Special Education Supplies and Materials	\$ 2,500	0.00%	33.00%	67.00%	100.00%	133.00%	Based on %tage increase & 100% replacement
Textbooks / Workbooks	\$ 6,500	0.00%	33.00%	67.00%	100.00%	133.00%	Based on %tage increase & 100% replacement
Supplies and Other Materials	\$ 10,000	0.00%	33.00%	67.00%	100.00%	133.00%	Based on %tage increase & 100% replacement
Telephone	\$ 36,000	0.00%	5.00%	10.00%	15.00%	20.00%	\$3,000/mnth, includes internet, wifi, intercom, telephone
Technology	\$ 35,000	0.00%	33.00%	67.00%	100.00%	133.00%	Includes all software: Dojo, SIS, Accounting, Educational programs
Other Equipment	\$ 30,000	0.00%	-75.00%	-75.00%	-75.00%	-75.00%	Entire security system: wiring, cameras, alarmed doors, security station
Student Testing and Assessment	\$ 4,500	0.00%	33.00%	67.00%	100.00%	133.00%	\$30 X # of students
Field Trips	\$ 3,000	0.00%	33.00%	67.00%	100.00%	133.00%	\$500 per class
Student Transportation	\$ 25,800	0.00%	33.00%	67.00%	100.00%	133.00%	95% need transportation; \$172 per student
Student Recruitment / Marketing	\$ 10,000	0.00%	1.00%	2.00%	3.00%	4.00%	
Other Student Services		0.00%					
Office Expenses	\$ 6,000	0.00%	33.00%	67.00%	100.00%	100.00%	\$500 a month
Staff Development	\$ 25,000	0.00%	1.00%	2.00%	3.00%	4.00%	
Staff Recruitment	\$ 10,000	0.00%	1.00%	2.00%	3.00%	4.00%	
Staff Travel		0.00%					
Fundraising Expenses		0.00%					
Custom Operations #1		0.00%					
Custom Operations #2		0.00%					
Custom Operations #3		0.00%					

FACILITY OPERATIONS & MAINTENANCE		Year 1	Year 2	Year 3	Year 4	Year 5	ASSUMPTIONS
	AMOUNT	% CHANGE from AMOUNT IN COLUMN E					
Building and Land Rent / Lease	\$ 56,250	0.00%	33.00%	67.00%	100.00%	133.00%	Starting at 11,250 sq feet growing to 26,250 sq feet
Furniture	\$ 42,000	0.00%	-67.00%	-67.00%	-67.00%	-67.00%	\$7,000 per classroom
Equipment		0.00%					

Security Services		0.00%					Included in staffing
Utilities	\$ 36,000	0.00%	5.00%	5.00%	5.00%	5.00%	\$2,000 a month
Janitorial Services		0.00%					Included in staffing
Repairs and Maintenance	\$ 60,000	0.00%	1.00%	2.00%	3.00%	4.00%	
Insurance	\$ 36,000	0.00%	1.00%	2.00%	3.00%	4.00%	
Custom Facility Operations #1		0.00%					
Custom Facility Operations #2		0.00%					
Custom Facility Operations #3		0.00%					
	AMOUNT	% CHANGE from AMOUNT IN COLUMN E					
Reserves / Contingency	\$ 100,000	0.00%	15.00%	45.00%	85.00%	125.00%	One month of entire payroll

Instant Impact Global Preparatory (IIGP)

PROJECTED FIVE YEAR BUDGET - First Five Years of Charter Operations

REVENUE

SUMMARY	Year 1	Year 2	Year 3	Year 4	Year 5	NOTES
Total Revenue	\$ 1,839,796	\$ 2,189,071	\$ 2,770,879	\$ 3,321,088.22	\$ 3,912,607	
Total Expenses	\$ 1,795,053	\$ 2,110,222	\$ 2,731,942	\$ 3,189,068	\$ 3,671,780	
Net Operating Income	\$ 44,743	\$ 78,849	\$ 38,937	\$ 132,020	\$ 240,827	1
Revenue Per Pupil	\$ 12,265	\$ 10,945	\$ 11,084	\$ 11,070	\$ 11,179	
Expenses Per Pupil	\$ 11,967	\$ 10,551	\$ 10,928	\$ 10,630	\$ 10,491	
STATE REVENUE	Year 1	Year 2	Year 3	Year 4	Year 5	NOTES
Mississippi Adequate Education Program (MAEP) Base Student Allocation	\$ 481,680	\$ 648,662	\$ 837,053	\$ 994,616	\$ 1,184,612	
Special Education	\$ -	\$ 102,280	\$ 128,616	\$ 160,470	\$ 189,515	
Alternative Education	\$ -	\$ -	\$ -	\$ -	\$ -	
Gifted Education	\$ -	\$ -	\$ -	\$ -	\$ -	
Career and Technical Education	\$ -	\$ -	\$ -	\$ -	\$ -	
Student Transportation	\$ 19,808	\$ 26,410	\$ 33,013	\$ 39,615	\$ 46,218	
TOTAL STATE REVENUE	\$ 501,488	\$ 777,352	\$ 998,681	\$ 1,194,701	\$ 1,420,344	
FEDERAL REVENUE	Year 1	Year 2	Year 3	Year 4	Year 5	NOTES
Free Breakfast Reimbursement	\$ 44,396.10	\$ 59,786.75	\$ 75,473.37	\$ 91,455.97	\$ 107,734.54	
Reduced Breakfast Reimbursement	\$ 4,293.00	\$ 5,781.24	\$ 7,298.10	\$ 8,843.58	\$ 10,417.68	
Paid Breakfast Reimbursement	\$ 259.20	\$ 349.06	\$ 440.64	\$ 533.95	\$ 628.99	
Free Lunch Reimbursement	\$ 82,449.90	\$ 111,032.53	\$ 140,164.83	\$ 169,846.79	\$ 200,078.42	
Reduced Lunch Reimbursement	\$ 8,397.00	\$ 11,307.96	\$ 14,274.90	\$ 17,297.82	\$ 20,376.72	
Paid Lunch Reimbursement	\$ 267.30	\$ 359.96	\$ 454.41	\$ 550.64	\$ 648.65	
Free Snack Reimbursement	\$ 22,550.40	\$ 33,858.43	\$ 42,742.08	\$ 51,793.34	\$ 61,012.22	
Reduced Rate Snack Reimbursement	\$ 1,296.00	\$ 1,745.28	\$ 2,203.20	\$ 2,669.76	\$ 3,144.96	
Paid Snack Reimbursement	\$ 64.80	\$ 87.26	\$ 110.16	\$ 133.49	\$ 157.25	
Title I	\$ 75,000	\$ 101,000	\$ 127,500	\$ 154,500	\$ 182,000	
Title II	\$ 11,250	\$ 15,150	\$ 19,125	\$ 23,175	\$ 27,300	
IDEA (Special Education)	\$ 600	\$ 606	\$ 612	\$ 618	\$ 624	
Charter School Program (CSP)	\$ 250,000	\$ -	\$ -	\$ -	\$ -	Maximum CSP (2 yr) subgrant award \$500,000 - subject to an approved USDE no-cost extension and successful subgrant application.
TOTAL FEDERAL REVENUE	\$ 500,824	\$ 341,064	\$ 430,399	\$ 521,418	\$ 614,123	
LOCAL & OTHER REVENUE	Year 1	Year 2	Year 3	Year 4	Year 5	NOTES
Revenue from Resident District(s)	\$ 797,485	\$ 1,060,655	\$ 1,331,799	\$ 1,594,969	\$ 1,858,139	
Contributions and Donations	\$ -	\$ -	\$ -	\$ -	\$ -	
Fundraising	\$ -	\$ -	\$ -	\$ -	\$ -	
E-Rate Reimbursement	\$ 40,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 20,000	

Earnings on Investments	\$ -	\$ -	\$ -	\$ -	\$ -	
Interest Income	\$ -	\$ -	\$ -	\$ -	\$ -	
Food Service (Income from Meals)	\$ -	\$ -	\$ -	\$ -	\$ -	
Textbooks	\$ -	\$ -	\$ -	\$ -	\$ -	
Custom Local & Other Funding #1	\$ -	\$ -	\$ -	\$ -	\$ -	
Custom Local & Other Funding #2	\$ -	\$ -	\$ -	\$ -	\$ -	
Custom Local & Other Funding #3	\$ -	\$ -	\$ -	\$ -	\$ -	
TOTAL LOCAL & OTHER REVENUE	\$ 837,485	\$ 1,070,655	\$ 1,341,799	\$ 1,604,969	\$ 1,878,139	

EXPENSES

SALARIES AND BENEFITS	Year 1	Year 2	Year 3	Year 4	Year 5	NOTES
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Salaries and Benefits	\$1,214,763	\$1,481,867	\$2,007,798	\$2,371,818	\$2,762,754	
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CONTRACTED SERVICES	Year 1	Year 2	Year 3	Year 4	Year 5	NOTES
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Accounting / Audit	\$ 10,000	\$ 10,500	\$ 11,000	\$ 11,500	\$ 12,000	
Legal	\$ 10,000	\$ 10,100	\$ 10,200	\$ 10,300	\$ 10,400	
Management Company Fee	\$ -	\$ -	\$ -	\$ -	\$ -	
Nurse Services	\$ -	\$ -	\$ -	\$ -	\$ -	
School Lunch / Food Service	\$ 103,740	\$ 137,974	\$ 173,246	\$ 207,480	\$ 241,714	
Payroll Services	\$ 5,000	\$ 5,500	\$ 6,200	\$ 7,000	\$ 8,250	
Special Education Services	\$ -	\$ -	\$ -	\$ -	\$ -	
Student Support Services (support provided for federal Title programs)	\$ -	\$ -	\$ -	\$ -	\$ -	
Custom Contracted Services #1	\$ -	\$ -	\$ -	\$ -	\$ -	
Custom Contracted Services #2	\$ -	\$ -	\$ -	\$ -	\$ -	
Custom Contracted Services #3	\$ -	\$ -	\$ -	\$ -	\$ -	
TOTAL CONTRACTED SERVICES	\$ 128,740	\$ 164,074	\$ 200,646	\$ 236,280	\$ 272,364	

SCHOOL OPERATIONS	Year 1	Year 2	Year 3	Year 4	Year 5	NOTES
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Board Expenses	\$ 6,000	\$ 6,060	\$ 6,120	\$ 6,180	\$ 6,240	
Classroom / Teaching Supplies and Materials	\$ 15,000	\$ 19,950	\$ 25,050	\$ 30,000	\$ 34,950	
Special Education Supplies and Materials	\$ 2,500	\$ 3,325	\$ 4,175	\$ 5,000	\$ 5,825	
Textbooks / Workbooks	\$ 2,500	\$ 8,645	\$ 10,855	\$ 13,000	\$ 15,145	
Supplies and Other Materials	\$ 10,000	\$ 13,300	\$ 16,700	\$ 20,000	\$ 23,300	
Telephone	\$ 36,000	\$ 37,800	\$ 39,600	\$ 41,400	\$ 43,200	
Technology	\$ 35,000	\$ 46,550	\$ 58,450	\$ 70,000	\$ 81,550	
Other Equipment	\$ 30,000	\$ 7,500	\$ 7,500	\$ 7,500	\$ 7,500	
Student Testing and Assessment	\$ 4,500	\$ 5,985	\$ 7,515	\$ 9,000	\$ 10,485	
Field Trips	\$ 3,000	\$ 3,990	\$ 5,010	\$ 6,000	\$ 6,990	
Student Transportation	\$ 25,800	\$ 34,314	\$ 43,086	\$ 51,600	\$ 60,114	
Student Recruitment / Marketing	\$ 10,000	\$ 10,100	\$ 10,200	\$ 10,200	\$ 10,400	
Other Student Services	\$ -	\$ -	\$ -	\$ -	\$ -	
Office Expenses	\$ 6,000	\$ 7,980	\$ 10,020	\$ 12,000	\$ 12,000	
Staff Development	\$ 25,000	\$ 25,250	\$ 25,500	\$ 25,750	\$ 26,000	
Staff Recruitment	\$ 10,000	\$ 10,100	\$ 10,200	\$ 10,300	\$ 10,400	
Staff Travel	\$ -	\$ -	\$ -	\$ -	\$ -	
Fundraising Expenses	\$ -	\$ -	\$ -	\$ -	\$ -	
Custom Operations #1	\$ -	\$ -	\$ -	\$ -	\$ -	
Custom Operations #2	\$ -	\$ -	\$ -	\$ -	\$ -	
Custom Operations #3	\$ -	\$ -	\$ -	\$ -	\$ -	

TOTAL SCHOOL OPERATIONS		\$ 221,300	\$ 240,849	\$ 279,981	\$ 317,930	\$ 354,099	
FACILITY OPERATIONS & MAINTENANCE		Year 1	Year 2	Year 3	Year 4	Year 5	NOTES
Building and Land Rent / Lease	\$	56,250	\$ 74,813	\$ 93,938	\$ 112,500	\$ 131,063	
Furniture	\$	42,000	\$ 13,860	\$ 13,860	\$ 13,860	\$ 13,860	
Equipment	\$	-	\$ -	\$ -	\$ -	\$ -	
Security Services	\$	-	\$ -	\$ -	\$ -	\$ -	
Utilities	\$	36,000	\$ 37,800	\$ 37,800	\$ 37,800	\$ 37,800	
Janitorial Services	\$	-	\$ -	\$ -	\$ -	\$ -	
Repairs and Maintenance	\$	60,000	\$ 60,600	\$ 61,200	\$ 61,800	\$ 62,400	
Insurance	\$	36,000	\$ 36,360	\$ 36,720	\$ 37,080	\$ 37,440	
Custom Facility Operations #1	\$	-	\$ -	\$ -	\$ -	\$ -	
Custom Facility Operations #2	\$	-	\$ -	\$ -	\$ -	\$ -	
Custom Facility Operations #3	\$	-	\$ -	\$ -	\$ -	\$ -	
TOTAL FACILITY OPS & MAINTENANCE	\$	230,250	\$ 223,433	\$ 243,518	\$ 263,040	\$ 282,563	
Reserves / Contingency	\$	100,000	\$ 115,000	\$ 145,000	\$ 185,000	\$ 225,000	

START-UP BUDGET - FROM CHARTER APPROVAL UNTIL STUDENTS ARE SERVED

REVENUE

SUMMARY	TOTAL AMOUNT	SOURCE	DETAILS / NOTES
Charter School Program (CSP) Grant	\$ 250,000	Federal Funds	Maximum CSP (2 yr) subgrant award \$500,000 - subject to an approved USDE no-cost extension and successful subgrant application.
OTHER GRANT 1			
OTHER GRANT 2			
OTHER GRANT 3			
CONTRIBUTION / DONATION 1			
CONTRIBUTION / DONATION 2			
CONTRIBUTION / DONATION 3			
FUNDRAISING ACTIVITY 1			
FUNDRAISING ACTIVITY 2			
FUNDRAISING ACTIVITY 3			
TOTAL REVENUE	\$ 250,000		

EXPENSES

STAFF	TOTAL AMOUNT	DETAILS / NOTES
Administrative Staff	\$ 99,814	ED/Pr from 11/1/2022-7/31/2023; CFO .5 1/1/2023-7/31/2023, benefits & taxes included
Instructional Staff	\$ 64,090	r of Academics 1/1/2023-7/31/2023, benefits & taxes included; teachers 10 days each for t
Non-Instructional Staff	\$ 20,633	Parent Coordinator 1/1/2023-7/31/2023 benefits & taxes included
TOTAL STAFF EXPENSES	\$ 184,537	
CONTRACTED SERVICES TO PREPARE FOR SCHOOL OPENING	TOTAL AMOUNT	DETAILS / NOTES
Accounting / Audit	\$ 3,000	Work with CFO to prep for audit
Legal	\$ 3,000	Negotiate Lease
Management Company Fee		
Custom Contracted Services #1		
Custom Contracted Services #2		
Custom Contracted Services #3		
TOTAL CONTRACTED SERVICES	\$ 6,000	

OPERATIONS TO PREPARE FOR SCHOOL OPENING		TOTAL AMOUNT	DETAILS / NOTES
Board Expenses			
Classroom / Teaching Supplies and Materials			
Special Education Supplies and Materials			
Textbooks / Workbooks			
Supplies and Other Materials			
Telephone			staff will use their own cell phones with caller ID locked
Technology	\$ 2,400		Computers for staff
Other Equipment			
Student Recruitment / Marketing	\$ 5,000		Recruitment ads, meetings, website development, marketing materials
Office Expenses	\$ 900		General office supplies
Staff Development			
Staff Recruitment	\$ 5,000		Recruitment ads, meetings, website development, marketing materials
Staff Travel			
Fundraising Expenses			
TOTAL SCHOOL OPERATIONS	\$ 13,300		
FACILITY OPERATIONS & MAINTENANCE		TOTAL AMOUNT	DETAILS / NOTES
Building and Land Rent / Lease	\$ 22,500		Deposit and 2 months rent
Inspections and Permits	\$ 2,000		
Furniture	\$ 5,000		Down payment on initial furniture order
Equipment			
Security Services			
Utilities	\$ 1,500		
Janitorial Services			
Repairs and Maintenance	\$ 5,163		
Insurance	\$ 10,000		Initial insurance premium
TOTAL FACILITY OPs & MAINTENANCE	\$ 46,163		
BALANCE	\$ -		

TOTAL SCHOOL OPERATIONS		\$ 2,100	\$ 1,000	\$ 3,900	\$ 2,000	\$ 2,000	\$ 1,150	\$ 1,150	\$ -	\$ -
FACILITY OPERATIONS & MAINTENANCE										
Building and Land Rent / Lease										\$ 22,500
Inspections and Permits			\$ 500	\$ 500			\$ 1,000			
Furniture						\$ 5,000				
Equipment										
Security Services										
Utilities								\$ 750	\$ 750	
Janitorial Services										
Repairs and Maintenance							\$ 5,163			
Insurance								\$ 10,000		
TOTAL FACILITY OPs & MAINTENANCE	\$ -	\$ -	\$ 500	\$ 500	\$ -	\$ 5,000	\$ 6,163	\$ 10,750	\$ 23,250	
CARRY OVER to NEXT MONTH	\$ 241,022	\$ 230,145	\$ 201,348	\$ 174,450	\$ 148,053	\$ 116,006	\$ 82,795	\$ 47,648	\$ (0)	

Attachment 21: Budget Narrative

The planning period for Instant Impact Global Preparatory (IIGP) will run from November 2022 through July 2023. The first operating year will be from July 1, 2023 through June 30, 2024. Below is an explanation of the budget by spreadsheet tab followed by the three requested prompts.

Enrollment: IIGP will start August 2022 with grades K – 2, with 50 students in each grade, resulting in three classes in each grade. Every year 50 students in kindergarten will be added until 2029-2030 when the school when reach census with grades K-8. In Year 5 when the middle school opens, there will be four classes aligning with the content areas (English/, math, social studies, science) which will be supported by art/music, Spanish, technology, and PE. In the first year of 6th grade, the class will be formatted on the elementary school level, but once a 7th grade is added, there will be the four content classes and students will move from class to class.

Average daily attendance starts in year 1 with 90% and increases to 93% for budgeting purposes. The special education rate for Natchez-Adams is 14.5%, we have assumed it will be 14.5% for IIGP. The ELL population in Natchez-Adams is less than 5%, we assumed 1%, increasing to 4%. Free and reduced lunch is calculated at 97%, the district is now 100%. We have assumed no alternative education students, 5% gifted students after year 1, and no career and technical education students. We have estimated 95% of the students will need transportation for revenue budgeting, which we believe is a very high assumption, but in the expense budget we planned for 100% of the students needing transportation.

Personnel with Assumptions: The decision was made in the beginning to offer staff higher end salaries to recruit the most experience individuals in the community. For all classes of employees we estimate that salary increases will be from 0% - 4% and so we have estimated an overall increase of 2%.

Administrative Staff – An Executive Director/Principal will be hired with CSP funds for the planning period and will continue for all operating years. The salary is calculated at \$85,000. The ED/Pr will be responsible for all compliance, budgeting, fund raising, community involvement, among other responsibilities, and will answer to the Board of Trustees. A Director of Academics (DoA) will be hired in January 2023 of the planning year, continuing through all operating years. This individual will be responsible for all curriculum and education of students, as well as supervising all classroom teachers, teacher assistants and scheduling of students. A Director of Student Services will be hired in during the second year in July 2024 who will also continue across all years. The DoSS will be responsible for overseeing the SPED teachers and counselors. (S)he will oversee all social emotional programs as well as ensuring all SPED and ELL students are receiving appropriate services. During year 4, a Middle School Principal will be brought on board in the spring to learn the culture and fully develop the Middle School program. All three of these individuals are estimated to make \$65,000 and will report to the ED/Pr.

The Deans, Directors, and Coordinators will be hired at \$55,000. The Data Coordinator will be hired in year 1. The Instructional Technologist will be hired in year 3 and will answer to the Director of Academics.

Both the Chief Financial Officer (CFO) and the Operations/Business Manager (COO at IIGP) will be brought on .5 FTE in January 2023 of the planning period and then continuing full time in Year 1 of operation and continuing. These two individuals are key to the planning period. The CFO will develop all the financial controls, policies, general ledger, inventory system, payroll, benefits, etc. to make sure that the school remains financially viable over the years and that all money and materials are accounted for appropriately. The COO will be responsible for identifying, negotiating, and finalizing the lease for the school building. (S)he will be responsible for developing the school space over the years as the school grows; ensures all permits, licensing, certificate of occupancy, fire inspections, approvals required by local and state authorities are obtained; oversee any renovations; develop and oversee installation of the security system; set up all technology including telephone systems; reviewing custodial contracts; as well as any other task needed to ensure the successful opening and running of the school. CFO is budgeted at \$75,000; the COO at \$70,000 and both will report to the ED. Both of course will work very closely with the Board because all of their work requires Board approval.

The Administrative Staff (School Secretary) will be hired in July 2023 and will complete all the necessary administrative tasks the school needs. (S)he will be hired at \$35,000 and will answer to the CFO but work closely with the Board and ED/Pr to make sure their compliance/administrative tasks are completed. The Office Assistant will also be hired in July at a salary of \$25,000.

Instructional Staff – All teachers are estimated to be hired at \$50,000 which is an individual with 7 years of experience with a AAAA Certification.¹ This will allow us to offer higher salaries to say a teacher who has been working for 4 years with a AAAA Certification. Based on ability, we could offer up to \$50,000 which makes working at IIGP competitive. As stated above we are looking for experienced teachers. All teachers will begin work on August 1, 2023, and will start teaching on August 7 for the first day of school. Teachers will be paid on a 1099 for the 10 days of PD prior to August.

We are hiring 2 teachers per grade level, resulting in 12 teachers (2 teachers by 6 grades) by year 4. In year 5 when the middle school is opened, we will hire 2 additional teachers and keep this one year of middle school on an elementary schedule. In the second year of the middle school (year 6) we will hire two more content area teachers (English, math, social studies, science) bringing the total to 16 appropriately certified teachers. There is one SPED teacher for years 1 and 2, a second SPED teacher is added in Year 3, a third in Year 4 and a middle school SPED teacher is added in year 5. Based on the instructions in the Finance WorkPlan Guide Book, we calculated the number of weighted teacher units based on our 14.5 estimated SPED enrollment

¹ [salary schedule for fy23 house bill 530.pdf \(mdek12.org\)](#)

and these align with that. The Specialty Teachers will be part time art/music and PE in years 1 and 2. In year 3 we will add a Computer teacher and year 5 another teacher for Middle School. Specialty teachers will teach at all grade levels. There is one teaching assistant for each grade level across the years starting at \$24,000. The therapist/counselors will be offered \$50,000 as well and there will be 1 in years 1 and 2, an additional counselor added in year 3 and a middle school counselor added in year 5. Substitute teachers are estimated at \$25 an hour and we have calculated that each teacher will be out of the class for 10 days during the year.

Non-Instructional Staff – The nurse is being offered \$50,000 and will start at .5 FTE, growing to 1.0 FTE by year 3. One custodian will be paid \$30,000 and a second person will be added in year 4. While the security measures will be put into place before school starts, an actual security guard will be added in year 5 with the middle school. Our elementary school Parent Coordinator will be hired in January 2023 to help with the outreach, lottery applications, enrollment of students. A second parent coordinator is hired in Year 5 for the middle school.

Payroll Taxes and Benefits – These are the standard deductions as required and amount to 17.9%.

Assumptions: Below are the revenue and expense assumptions.

State Revenue – The State revenue MAEP was calculated from the guidance provided by MDE for Natchez-Adams district at \$3.568 (the total minus the 9%). The % change was taken from the Workbook Guidance document which stated that it would be 1% - 2% every year. Special education was estimated by calculating the weighted teacher units (year 1 = 1.43; year 2 = 1.89; year 3 = 2.33; year 4 = 2.85; and year 5 = 3.3). These calculations include the 17.9% in taxes and benefits.

Federal Revenue – These amounts are pre-loaded and we are showing a modest 1% increase each year.

Local & Other Revenue – The District revenue was calculated at \$4,430.47 per student as per instructions from MDEK12. We understand that this money does not start flowing until January 1, 2024 when the school will receive just under \$500,000. We will use the CSP funds (\$250,000) to offset this money, as well as having a contingency of \$130,000. We understand that this will be an extremely tight 6 months and will be discussed below in the contingency prompt. We are budgeting for a \$40,000 E-Rate reimbursement due to the amount of wiring and technology which must be set up for the school. Our CFO and/or COO will have experience in E-Rate reimbursable activities and equipment. One item not included in the budget which will take place, is fund raising. Both the ED and Director of Academics will begin raising money once the school is chartered. No money has been included in the revenue.

Contracted Services – Accounting and legal costs will include the audit and developing a lease. School food is calculated at \$4 per student at 100% attendance and includes the summer program starting in year 2. Payroll services are overestimated at \$5,000 a year with a 1% increase each year. Paylocity is one of the mid-range expensive payroll providers and the figure is calculated at \$9 per staff person + \$200/month for 12 months.

School Operations – Board expenses are estimated at \$6,000 (\$500 month) and includes PD. Classroom and teaching supplies are estimated at \$1,500 a month for 10 months and growing with the rate of the number of students. SPED Supplies is estimated at \$250 for 10 months, textbooks/Workbooks are both estimated at \$650 a month for 10 months and growing over the years with the increased enrollment. Supplies and other materials is estimated at \$1,000 a month for 10 months and grows with the increase of students. The telephone costs are estimated at \$36,000 and include not only telephone but internet, intercom, wifi with a bandwidth that allows for all students and teachers to be on the internet at the same time. This grows with the number of staff and additional students. Technology is estimated at \$35,000 and will include chrome books for an entire grade (students will NOT be assigned their own chrome books at this time but will be available for 50 students to be using them at one time), as well as laptops for teachers. The other equipment will include all the wiring, cameras, security station set up, alarmed doors, etc., needed for a good security management. Student testing is estimated at \$30 per student for iStation as well as other supports for internal assessment. Field trips are calculated at \$500 per class each year. Transportation is over estimated on 100% of the students living over a mile away from the school and includes late busses, summer school, and IEP mandates. Student and Staff Recruitment are both estimated to be \$10,000. The web design will be included as well as all marketing and social media costs. Staff development is calculated at \$25,000 for the 18 days of PD at \$800 with a run over of \$10,600 for training for administrators and embedded PD.

Facilities Operations and Management – The building will be the largest cost. We are estimating 11,250 sf growing to 26,250 sf by year 5 at \$5 a square foot. Furniture for six classrooms is estimated at \$7,000 per classroom and there is money in the budget for replacement costs in years 3 and 5. Utilities are estimated to be \$2,000 a month based on the costs other schools have paid. Repairs and Maintenance is estimated at \$60,000. Negotiations with the landlord will include any major renovations this is money for the hundreds of small things schools encounter such as moving a sheet rock wall, installing locks, painting, etc. Insurance is calculated at \$36,000 from a premium from Gallagher for the Mississippi/Louisiana area.

Reserves/Contingency – we are budgeting for a month of expenses each year although year 1 does fall short, but we have the funds for every year from Year 2 on. The amount was calculated by taking the full staff salary each year and dividing by 12.

5 Year Budget: The five-year budget itself is self-explanatory since all data is pulled from other sheets. The important aspect of the budget are as follows.

The budget is balanced for all five years. The revenue per pupil goes from \$12,265 in year 1 to \$11,179 in year 5 which aligns with the District. Expenses per pupil start at \$11,967 in year 1 and reduced to \$10,491 by year 5. We were able to increase our starting salaries which will ensure experienced teachers and we have enough administration to cover those areas of the school that need the most attention (education, finances, facilities, social emotional support).

We fully plan on raising money but none of this money was included in the budget estimates.

Start-Up Budget: This is the \$250,000 from CSP to be used from November 2022 through July 2023. Again, we have not added any contributions or fund raising as part of our design. We know that the important part of any start-up budget is the people and not the things. We expect the five people coming on during the start-up phase to be fully committed to the school and not volunteering their time. Therefore, our CSP budget is heavy with staff monies and facilities. The other items can wait until the state budget starts.

Staff – We are hiring the ED/Pr full time in November and the CFO and COO part-time in January 2023. The Director of Academics will join the crew in January 2023 and will be tasked with finalizing the curriculum. The Parent Coordinator will also start in January to help with outreach, recruitment, lottery, and enrollment. These amounts include all taxes and benefits.

Contracted Services – Both accounting and legal are slated to provide services since we will be setting up all our accounting and internal controls and we will be negotiating a lease.

Operations – We will purchase laptops for the 5 staff. \$5,000 each is committed to the recruitment of staff and students and \$900 for general supplies.

Facility Operations & Maintenance – The largest cost here is the building and maintenance itself. We budgeted for 11,250 sf of space at \$5 for deposit and rent. Inspections and permits are at \$2,000. We know the furniture order is going to be close, but we have \$5,000 budgeted for the down payment on our order. We will pay the rest when the state funds start flowing. Utilities is scheduled at \$1,500. We have \$5,163 for help in setting up the building. Finally, we included an initial payment of \$10,000 for our insurance premium.

Cash Flow: The cash flow aligns with when the money is actually needed. There is some leeway in the amounts carried over to the next month due to when bills are due. It aligns with the work the school plans to conduct, and it is balanced.

Below are the responses to the prompts asked in the instructions.

a. **Anticipated Funding Sources.** The funding sources included in the budget only include the federal, state, and local funding sources (including CSP). We fully plan to raise money once we are chartered but chose not to include this in our Budget, so none of the budget depends on variable income. We will also begin to meet with banks to begin to start establishing our credit rating and credit approval.

b. **Contingency Approach for Revenues.** We know that we will not receive the District funding until January 2024, which is estimated to be just under \$500,000 so we have already established how we are going to handle this. We will use the majority of the CSP money upfront to purchase all supplies, insurance, marketing, security equipment, all educational supplies such as classroom materials/textbooks/workbooks, etc. which is a total of \$245,000 based on the current budget. This leaves \$55,000 to shift to the facility operations & maintenance. That leaves us with another \$200,000 to account for.

Specific items that can be cut in the event monies are withheld, teachers are budgeted at very high salaries according to the teacher salary schedule in Mississippi and if even 30% of these individuals are less experienced, that would be a savings of \$41,960. Further all staff is being hired by August 1, so that is actually 50 paychecks and not 52, savings of \$46,722 including benefits. We can start the retirement contribution in August 2024 which is a savings of \$20,607. The accounting/audit will not be paid until the end of June 2024 which is a savings of \$10,000. The Board can contribute to their own costs and they will have just been trained so that PD can be moved to after January 2024. In the event of real budgeting issues, since they just completed training, this could be put off until the 2024-2025 school year. We can decrease our marketing and recruitment during the first half of the year (\$10,000) and will instruct the Director of Academics for any materials to only purchase materials for the first part of the year including text books, work books and other items, this CSP money can then be used for other activities. We can definitely put off the purchasing of the 50 computers a savings of \$12,500. These items total just over \$150,000. We can negotiate with nursing services and custodial companies to see if we can obtain contracted services at a lower rate than hiring individuals. And we will just have to live in the building the way it is when purchased, forgoing the \$60,000 until January. These savings are at least \$216,789 so we can drop the contingency monies to \$0 for year 1.

Overall, we have a budget that is flexible enough to account for the lag in funding that we know we will be faced with in year 1. Once chartered, the ED/Pr will begin meeting with banks to set up borrowing opportunities in the event this is needed at any time over the life of the school. Further, some landlords, particularly those who have had buildings empty for an extended period of time, will make special deals with charter schools because they understand at the end of the day, it's guaranteed revenue and that budgets for charter schools in their first year are very tight.

c. **Revenue Projections.** We understand that this budget does not work unless we recruit the necessary students. We are viewing recruitment as a proactive process where we will know early on if there is a lack of enrollment. The ED/Pr has a schedule in the application of how many students must be enrolled every month and this must be reported to the Board. In the event she falls behind in her enrollment goals, interventions will be established. If the enrollment falls significantly below the proposed numbers, we will have to redo the budget and class offerings. We do not believe this will happen. We have a strong recruitment plan, we have already offered the community a summer program that was fully enrolled (not as IIGP but through Instant Impact Education Services). In the event we can not get students to enroll, we will work closely with the authorizer on possible solutions.