



**LAFAYETTE
PREPARATORY**
ACADEMY

Application for Charter Renewal

Sponsored by University of Missouri- St. Louis (UMSL)

1900 Lafayette St. Louis, MO 63104
Phone 314.880.4458 • Fax 314.880.4459

TABLE OF CONTENTS

| | |
|--|----------|
| A: EDUCATION PLAN | 5 |
| A.1: Mission, Vision, and Philosophy | 8 |
| Mission | 8 |
| Vision | 9 |
| Philosophy | 9 |
| A.2: Student Population, Recruitment, and Enrollment | 10 |
| Grades Served | 10 |
| Recruitment | 11 |
| Projected Enrollment | 11 |
| A.3 School Climate and Culture | 11 |
| Standards of Student Conduct | 13 |
| Positive Support Teams and Interventions | 14 |
| Assessing Student Culture | 15 |
| Student Data, Fall 2022 | 15 |
| Parent Data, Spring 2021* | 15 |
| Staff Data, Spring 2021* | 16 |
| Plans to Improve the School Climate | 16 |
| A.4 Curriculum and Instruction | 18 |
| Summary of the curriculum and instructional practices for the coming contract term | 18 |
| Process for Curriculum Development | 18 |
| Science Curriculum and Instruction | 19 |
| Math Curriculum and Instruction | 19 |
| ELA Curriculum and Instruction | 19 |
| Specialist Classes at LPA | 20 |
| Plans to Improve Curriculum and Instruction | 20 |
| Summary of practices to identify and support students not effectively accessing the curriculum and instruction | 21 |
| A.5 Assessment | 21 |
| Content Assessment | 21 |
| English Proficiency Assessments | 22 |
| Statewide Assessments | 22 |
| Dyslexia | 23 |
| A.6 Instructional Staff | 24 |

| | |
|--|-----------|
| A.7 Professional Development | 25 |
| A.8 Academic Objectives | 26 |
| A.9 Special Student Populations | 27 |
| A.10 Optional Programs | 27 |
| B. Management and Operations | 27 |
| B.1 Governance, Management, and Operations | 27 |
| B.2 Governing Board Composition and Corporate Organization | 27 |
| Current Board Members | 28 |
| Philosophy and Approach to Governance | 28 |
| Self Assessment and Strategic Development | 29 |
| Strategic Planning and the Board | 30 |
| B.3 Management and Operation | 30 |
| Org Chart | 30 |
| Summary of Management Structure | 31 |
| Key Priorities | 31 |
| Succession Planning | 32 |
| B.4 Financial Operations and Data | 32 |
| Supporting Data | 33 |
| B.5 Contracted Services | 33 |
| B.6 Stakeholder Engagement | 33 |
| B.7 Educational Service Provider | 36 |
| B.8 Partnership Beyond the School | 36 |
| B.9 Plans for Expansion or Replication | 36 |
| B.10 Closure Plan | 36 |
| C. Facility and Budget | 36 |
| C.1 Facility | 36 |
| C.2 Budget | 37 |
| C.3 Transportation | 37 |
| D. Assessment of Progress | 37 |
| D.1 Performance Contract Assessment | 37 |
| D.2 Proposed Performance Contract | 37 |
| Appendix A: 2022 MAP Comparison | 38 |
| Appendix B: Student Support And Intervention | 40 |
| Appendix C: Curriculum | 44 |

| | |
|--|-----------|
| CURRICULUM -ELEMENTARY SCHOOL | 44 |
| CURRICULUM - MIDDLE SCHOOL | 46 |
| Appendix D: Bylaws | 50 |
| Appendix E: 10-Year Projected Budget | 58 |
| Appendix F: UMSL Performance Contract | 60 |
| Appendix G: UMSL Performance Contract SY23:SY33 | 72 |

A: EDUCATION PLAN

LPA's Mission, Vision, and Philosophy as outlined in our original charter application have guided our work since our founding in 2013. They will continue to do so in the future, with some minor adjustments. LPA believes deeply that the work of preparing students for a successful future is a years-long commitment; with the greatest potential impact occurring far beyond students' time within our school. To truly create a transformational educational experience for students, LPA has focused on the internal structures needed to develop a safe, caring community that encourages, develops, and supports students to be their best selves. LPA considers our supportive and structured culture the foundation for our successful academic program. The combining of social-emotional and academic learning as an integrated experience has been critical in paving the path towards success.

Over the past five years, we have systematically developed priorities, goals, and action plans to progress towards realizing our vision. Various stakeholders engage with the LPA leadership team regularly to share feedback on their experience as well as their hopes for the future of the organization. This has been achieved through 1-1 conversations, the Parent-Teacher Organization, the Parent Advisory Committee, Town Halls held in person and via zoom, surveys, and ad-hoc teacher and parent committees. With the insight of such feedback and analysis of outcomes achieved in our first ten years, the LPA leadership team has developed clear priorities for improvement (goals) and Key Performance Indicators used to measure our progress in achieving the goals. The Leadership Team, which is composed of ten individuals (Executive Director, Head of School, Dean of Students- Elementary, Dean of Students- Middle, Director of Federal Programs and Special Education, Director of Family Support and Operations, Office Manager, and three instructional coaches) utilizes a Data Dashboard to continually monitor progress toward goals in a weekly huddle. This focus on priorities ensures all decisions and actions drive towards our defined priorities throughout the year. Each member of the Leadership Team then facilitates this work with their respective teams and ensures strong alignment throughout the school.

Through this work, we have seen continued growth and met Key Performance Indicators, including:

- Academic Success
 - ELA MAP
 - **62% proficient/advanced (2022):** up from 42% proficient/advanced (2018)
 - **Exceeded state average in 2022** by 19 percentage points
 - **Exceeded SLPS in 2022** by 42 percentage points

- **Added a preschool program** as part of a collaborative effort to **increase the number of high quality preschool seats available to students who qualify for free or reduced lunch.**
- **Implemented new “Expert Teacher” policy** to increase leadership opportunities and compensation to encourage teachers to remain in the classroom.
- Offered **additional compensation to teachers for leadership** through committees and sponsorship. Additionally, our financial success has provided the opportunity for paid family medical leave and paid professional growth opportunities.
- Staff retention:
 - 50% of the founding staff still work in the school
 - **Exceeded 85% staff retained annually** since SY20, with a 94% staff retention rate in SY22.
- Transformational Impact, beyond the halls of LPA
 - Three classes of eighth graders effectively transitioned into high schools, including some of the top performing schools in the metropolitan area.
 - **78% of LPA graduates attend selective high schools**
 - 39% of LPA graduates attend: Collegiate School of Medicine and Bioscience, Metro or McKinley.
 - Hosted a dozen student teachers in a variety of content areas and more practicum students.
 - Partnered with Harris Stowe, UMSL, and SLU to provide learning opportunities for a variety of undergraduate students in their coursework. The scope of these experiences has looked different for each class, but has involved a combination of observation and student interaction within a variety of our classrooms.
 - Partnered with two St. Louis City LEAs to enact legislation that would allow LPA to give preferential enrollment to students who qualify for free or reduced lunch.
 - Provided PD and quality school visit opportunities to several teacher development programs: TFA, Kairos Academies, SLLIS, St. Louis Public Schools, Teacher Residency Project
 - Participate in the St. Louis Schools Collaborative to provide input on opportunities to collectively improve the St. Louis education ecosystem
 - Provide leadership in a mental health collaborative for St. Louis charter schools
- Pandemic Planning and Execution
 - 100% of our staff indicated they were “proud to work at LPA.”
 - 100% say they were “proud of how our school has responded to the COVID-19 crisis.”
 - 92% of parents indicated they were satisfied “with their child’s learning progress.”

- 94% of parents and staff indicated they were satisfied with “the school’s communication strategy.”
- Succession Planning and Execution
 - LPA’s founder transitioned away from LPA in June 2021. Strong succession planning resulted in sustained progress toward clearly defined goals as the transition occurred. The Head of School effectively transitioned to Executive Director, and the Middle School Dean of Students transitioned to Head of School. Following the transition, LPA had its strongest academic and financial outcomes to date.

While we celebrate LPA’s successes, we will always strive to improve. LPA ensures our students have access to a high quality education each and every year; and our diverse by design model supports growth for all students, and still not all students are achieving at their fullest potential. Until they do, we will continue to seek opportunities to do better. To educate children is perhaps the greatest responsibility to our society and the future. LPA embraces this responsibility with joy and determination as we aim to improve each year.

Over the next contract term, LPA will continue to strive towards excellence and increase academic achievement for all students. Though LPA does not intend to pursue expansion in the next contract term, we will aim to refine and hone our program to become a top-tier school in the state of Missouri. Please see the proposed performance contract in [Appendix G](#).

A.1: Mission, Vision, and Philosophy

Through the strategic planning process in 2014, LPA made minor adjustments to both the mission and vision for the school. Since 2014, they have remained the same. LPA is currently engaged in a three-year strategic planning process, with the original mission and vision of the school continuing to guide us toward sustained successes and continued improvement. However, the strategic planning team is considering making minor adjustments to the mission and vision statements to make them more succinct. The essence of our mission and vision will not change.

Mission

Growing Minds. Building Community

Lafayette Preparatory Academy is a community that prepares all students for academic and collegiate success, equipping them to enter the world as active, responsible, and involved citizens and leaders.

Vision

Lafayette Preparatory Academy (LPA) will achieve the status of a top-tier school, innovating and leading the way toward transforming the learning landscape. All LPA students can and will achieve ambitious academic and personal outcomes. Their successes will have long-term impact on our communities.

In order to build and strengthen our communities, LPA students will grow to be future ready. Our staff and students will build a community of problem-solvers ready to step into the workforce of the future and lead the way. Upon graduation from LPA's Middle School, students will have their choices of academically successful and challenging high schools within the region.

Philosophy

In carrying out its responsibilities, the Board of Directors is guided by the desire to use the resources of its community, staff and students to provide the highest quality education possible. In reaching decisions the Board attempts in every case to act in the best interests of LPA's students at all times.

LPA METHOD

Question. Collaborate. Create.

- *Question:* we start every process with questions; every answer opens up more questions
- *Collaborate:* pulling in other students, teachers, experts in the field and the wealth of knowledge available in cyberspace, we collaborate toward building greater ideas than one could build alone
- *Create:* the creation encouraged at LPA is not an endpoint, but a starting point for further innovation and reflection

We will be guided by ***ten core competencies*** for individuals in today's economy. These competencies reflect the conviction that academic mastery of skills is only part of what makes a student successful.

- *Intellectual*: An LPA intellectual will truly love learning, be confident and curious about the world, and seek knowledge in a variety of subjects and situations.
- *Community Citizen*: An LPA citizen is able to assess and negotiate a variety of contexts and environments and move comfortably within each at an age-appropriate level. They have a strong sense of ownership in their family and the St. Louis community.
- *Effective Communicator*: An LPA communicator can communicate effectively utilizing varied methods in a variety of contexts.
- *Problem Solver*: An LPA problem solver thinks critically and creatively about challenges ranging from personal to global challenges, develops and evaluates several possible solutions, makes decisions, and accepts the consequences of their decisions.
- *Teammate*: An LPA teammate recognizes that they are a member of many broader communities and knows the best solutions are found through collaboration.
- *Leader*: An LPA leader leads not only with words, but also with actions. They choose appropriate leadership roles, mobilize others, and act as a role model for younger students.
- *Goal-setter*: An LPA goal-setter knows how to set goals, work towards them, and advocate for themselves.
- *Optimist*: An LPA optimist understands that active citizens can make the world a better place. They know that all can and will learn, and feel empowered to overcome hardship.
- *Artist*: An LPA artist is comfortable expressing themselves creatively and understands that solutions to challenges are sometimes discovered through the vehicle of creativity.
- *Advocate*: An LPA advocate recognizes and communicates opportunities to help themselves and others.

A.2: Student Population, Recruitment, and Enrollment

This year, our tenth year, LPA has reached full enrollment capacity with two classes of students in kindergarten through 8th grade. LPA does not intend to expand during the coming contract period.

Grades Served

| Grade Level | PK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7** | 8** | Total |
|-------------------------------|-----------|----------|----------|----------|----------|----------|----------|----------|------------|------------|--------------|
| # of Sections | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 19 |
| # of Students/ Section | 1-3* | 23 | 24 | 24 | 24 | 24 | 24 | 24 | 24 | 24 | 432 |

* Number of students is determined by DESE formula for compensation for PK students

** New students will not be admitted for 7th and 8th grades, except at the discretion of the Executive Director

Recruitment

- LPA recruits new students and families mostly through word of mouth, but employs targeted strategies to recruit lower income families.
- Efforts to recruit lower income families:
 - Advertise in local Head Start programs.
 - Hang door hangers on doors in neighborhoods with a higher percentage of students who qualify for free and reduced lunch.
 - Place Open House flyers in locations near predominantly lower income families.

Projected Enrollment

- Between 400-416, with a maximum enrollment of 432.
 - LPA does not enroll students in 7th or 8th grades and therefore is unlikely to have full class sizes in the upper grades.
- No significant growth planned for the upcoming charter period.

A.3 School Climate and Culture

Maintaining a positive, welcoming community where students, staff and families feel psychologically and physically safe is one of LPA's highest priorities. Our approach centers on teaching healthy conduct for the purpose of building strong relationships that recognize individual needs and promote a restorative school community. Our approach ensures that if transgressions are made, the child and community are able to learn from and repair the harm caused. To achieve this, LPA teaches students, staff and families the skills and strategies necessary to achieve our goals.

LPA creates an intentional onboarding process for students, families, and staff that begins from the moment they begin to engage with our school. Prospective families and staff members are given the opportunity to personally connect with multiple members of the community prior to actually beginning.

Prospective students/families

- The front desk administrator responsible for managing the enrollment process individually acknowledges all inquiries related to enrollment through email or phone call.
- A tour is required prior to enrollment so that families have the opportunity to ask questions and see the school in action.

- Tours are offered during the day, in the evening, during our public open house on Saturday in March, and online to ensure families have an option that works for them.
- Current families are connected with potential families to answer questions and assist with the application process.
- Playdates over the summer sponsored by current families and staff welcome new families to meet others within the community.
- New student orientation gives staff the opportunity to meet students and help integrate them into the best class possible- both academically and socially.
- New parent orientation is led by the Deans of Students and helps parents understand the school culture and expectations, as well as provide an opportunity to build relationships with other new parents.
- Leap into Learning: kindergarten students start school two days early to learn school routines in a well-supported environment (five adults to each classroom).
- Jump start: fifth graders start school two days early for orientation to middle school.

Prospective/New Staff

- Multiple staff members interact individually with each prospective staffing candidate.
- Candidates tour the building, observing the school culture and climate.
- New staff onboarding occurs one week prior to the full staff returning. Current staff ensure new staff feel connected to the mission of the school and cared for as part of the team.
- New staff are invited to the Executive Director’s home once each semester for a home-cooked meal and to connect with each other. Feedback is collected from new staff on the strengths and areas for growth as connected to their expectations for working at LPA and the reality.
 - 100% of new staff in 2022 agree that “I am more committed to working at LPA now than I was before I began.”
 - 100% of new staff in 2022 indicate the culture and community at LPA is unique and fulfilling.

Cultivating the Culture at LPA

The culture at LPA is what people talk about before they come, while they are here, and after they leave. Our care and concern for students, families, and staff is genuine and woven into every element of the school. The culture is strategically cultivated each day in order to create a loving, joyful learning environment for students, families, and staff. We believe that our culture is the foundation for exceptional learning and we take pride in developing structures to create “the LPA way”.

Belonging cues are routinely reinforced throughout the year. In a small community like LPA, each student is known by the staff. These true, authentic relationships allow our team to address students' needs proactively or if reactively, very quickly. Our whole-team approach ensures that all students have opportunities to connect with a variety of adults and each child has a champion on the team.

Our staff have many opportunities to engage in strategic work to drive towards our vision. Teachers are given agency to instruct in ways that make sense given their class and their content. A coach provides guidance to establish their practice and ensure alignment with the overall school model.

Families are in the building routinely, everyday for drop-off and pick-up and through volunteer opportunities. Though drop-off and pick-up are small chunks of time at the beginning and end of the day, the pandemic demonstrated how significant it really is. Parents build relationships with staff and other parents and students during these interactions, which helps to generate trust and connection.

A recent survey of parents asked them to use one word to describe LPA. The top words were:

- Inclusive
- Community
- Welcoming
- Diverse
- Family
- Supportive

To learn more about Student Supports, view [Appendix B](#).

Standards of Student Conduct

Students attending LPA are expected to contribute to a positive and safe school culture. Students are expected to participate in the maintenance of an atmosphere where orderly learning, and personal belonging is possible. Students are encouraged and taught skills to:

- Exercise self-control;
- Practice emotional regulation;
- Demonstrate a growth mindset + considerate attitude;
- Empathize with the rights and feelings of others;
- Respond with the use of clear and thoughtful communication techniques;
- Be problem-solvers;

- Advocate for themselves and others;
- Take responsibility for their actions; and
- Support and participate in the learning process.

Positive Support Teams and Interventions

LPA has built a multi-tiered system to ensure all students receive the support and intervention needed to be successful. The primary structure to filter this information is the Positive Support Team (PST). The PST is led by two Deans of Students, one focusing on the elementary school (Kindergarten-4th grade), while the other focuses on the middle school (5th-8th grade). The Deans of Students, supported by the Head of School (Principal) work closely with our teachers and parents to support our students.

Each Dean facilitates a bi-weekly Positive Support Team (PST) meeting that analyzes data to determine appropriate interventions and supports for students' academic and social-emotional needs. Teachers and other staff utilize data to identify potential concerns. Data may include attendance, discipline, work completion, assessments, observations or more. These data are analyzed together in PSTs to determine a possible cause and then a course of action.

When a child needs academic intervention, the Deans work in conjunction with our instructional coaches, teachers, and teacher assistants to determine the intervention needed. Teachers are trained to provide tier 2 interventions within the classroom. The instructional coaches design and facilitate tier 3 interventions. Teaching assistants also provide tier 3 interventions, supervised by the instructional coaches. A data tracker is utilized to monitor progress, which is reviewed during PSTs to determine the success of the intervention and next steps.

When a child needs intervention focused on social-emotional or mental health needs, the Deans work in conjunction with the teaching team, Director of Federal Programs and Special Education, Director of Family Support and Operations, and the School Counselor to develop effective interventions. Interventions are focused on restorative work: building stronger relationships and helping students connect breaches in their behavior with the impact on the community. Individual behavior plans may be developed to target goals for improvement and an adult (often the Dean of Students) monitors the plan with the student and reviews their goals and successes during appropriate intervals. (Some students need short goals and may check in every class period, others may have daily goals, or weekly goals.) These behavior plans take into consideration various structures and supports that may help the student succeed, such as 'special adult interaction*', working towards a specific treat (extra recess time, lunch with a

friend, etc.), integration of brain science and trauma-informed practices, sensory supports, and more.

**Special adults are what we call staff members who may have an extra special relationship with a student. They are likely to have the strongest relationship and therefore more likely to be the best support person for a kid who is struggling.*

The PST ensures a streamlined system to connect students with the most appropriate support levers to help them be their best selves, whether academic levers or social-emotional levers.

100% of LPA Staff are trained in CPI: Crisis Prevention Intervention and Trauma-Informed Care each year. These trainings guide LPA staff to de-escalate inappropriate behavior and support students in managing their responses/behaviors before disciplinary action becomes necessary.

Parents are also partners in this process and regular communication promotes consistency for the student when home and school are on the same page.

Assessing Student Culture

LPA utilizes the Panorama Survey to measure Student Culture and School Environment for students in 3rd-8th grades. Parents, staff, and students are surveyed annually. Overall, students and families report great satisfaction with the school culture.

Student Data, Fall 2022

- 86% of students feel supported through their relationships with friends, family, and adults at the school.
- 79% of students believe their teachers hold high expectations for them.
- 77% indicate they can manage their emotions, thoughts, and behaviors in difficult situations effectively.
- 74% indicate they have a strong relationship with their teachers outside of the classroom.
- 71% indicate they consider the perspective of others and empathize with them.

Parent Data, Spring 2021*

- 97% of parents feel the school communicates well with people from their culture.
- 96% of parents indicate they feel their child is safe at school.
- 92% of parents feel their child's teachers are available and open to hear parent suggestions and concerns.
- 86% of parents feel a sense of belonging at LPA.

- 80% of parents agree that discipline at LPA is logical, appropriate, and equitable.

**Panorama survey is given to students in the fall and spring. Parents and staff take the survey in the spring only.*

Staff Data, Spring 2021*

- 95% of staff indicate that school leaders set a positive tone for the school.
- 90% indicate they feel trusted to do their work well.
- 85% of staff indicate school leaders are knowledgeable about what is happening in the school.
- 85% agree that relationships between staff and students are respectful.
- 74% indicate they feel supported in their professional development.

**Panorama survey is given to students in the fall and spring. Parents and staff take the survey in the spring only.*

Plans to Improve the School Climate

Over the next contract term, we will continue to strive for improvement in creating an ever-more inclusive learning environment. As our percentage of EL students (7%) has increased over the last couple of years, we have improved access to our educational program for EL students by hiring a full-time EL teacher, having materials translated, and offering translation services during parent/staff interactions. Response to these improvements has been positive, but feedback from EL families shows an opportunity for growth. EL families indicate written communication can be overwhelming; over the next contract period we will create a streamlined newsletter targeted to families with limited English proficiency.

Another area for improvement in the area of school culture relates to discipline. LPA is committed to continuing to promote a safe learning environment for all students, so we utilize a multi-tiered approach (as described above in the PST process) to encourage student behavior aligned to promoting a healthy learning and social-emotional environment. Over the next contract term, LPA aims to reduce the number of student referrals over time by increasing preventative measures to support behavioral change for students. This will also reduce the number of suspensions.

In-School Suspension Rates at LPA in 21/22 and 22/23 School Years

| Grade | 21-22 | | 22-23 | | 21-22 | | 22-23 | |
|-----------------------|---------------|--------------------------|---------------|--------------------------|-----------|--------------------------|------------|--------------------------|
| | Through 11/30 | # of Ss with Suspensions | Through 11/30 | # of Ss with Suspensions | EOY | # of Ss with Suspensions | EOY | # of Ss with Suspensions |
| Kg | 1 | 1 | 5 | 1 | 1 | 1 | TBD | TBD |
| 1 | 0 | 0 | 0 | 0 | 0 | 0 | TBD | TBD |
| 2 | 0 | 0 | 0 | 0 | 0 | 0 | TBD | TBD |
| 3 | 1 | 1 | 0 | 0 | 1 | 1 | TBD | TBD |
| 4 | 1 | 1 | 0 | 0 | 1 | 1 | TBD | TBD |
| 5 | 4 | 2 | 0 | 0 | 9 | 4 | TBD | TBD |
| 6 | 4 | 2 | 0 | 0 | 10 | 4 | TBD | TBD |
| 7 | 3 | 2 | 0 | 0 | 4 | 3 | TBD | TBD |
| 8 | 1 | 1 | 0 | 0 | 1 | 1 | TBD | TBD |
| Totals | 15 | 10 | 5 | 1 | 27 | 15 | TBD | TBD |
| ES Only Totals | 3 | 3 | 5 | 1 | 3 | 3 | TBD | TBD |
| MS Only Totals | 12 | 7 | 0 | 0 | 24 | 12 | TBD | TBD |

Out-of-School Suspension Rates at LPA in 21/22 and 22/23 School Years

| Grade | 21-22 | | 22-23 | | 21-22 | | 22-23 | |
|-----------------------|---------------|--------------------------|---------------|--------------------------|-----------|--------------------------|------------|--------------------------|
| | Through 11/30 | # of Ss with Suspensions | Through 11/30 | # of Ss with Suspensions | EOY | # of Ss with Suspensions | EOY | # of Ss with Suspensions |
| Kg | 0 | 0 | 2 | 1 | 1 | 1 | TBD | TBD |
| 1 | 1 | 1 | 0 | 0 | 2 | 1 | TBD | TBD |
| 2 | 0 | 0 | 1 | 1 | 0 | 0 | TBD | TBD |
| 3 | 4 | 3 | 0 | 0 | 9 | 5 | TBD | TBD |
| 4 | 0 | 0 | 0 | 0 | 3 | 1 | TBD | TBD |
| 5 | 9 | 6 | 0 | 0 | 18 | 8 | TBD | TBD |
| 6 | 5 | 5 | 1 | 1 | 11 | 8 | TBD | TBD |
| 7 | 3 | 2 | 0 | 0 | 5 | 4 | TBD | TBD |
| 8 | 1 | 1 | 0 | 0 | 7 | 4 | TBD | TBD |
| Totals | 23 | 18 | 4 | 3 | 56 | 32 | TBD | TBD |
| ES Only Totals | 5 | 4 | 3 | 2 | 15 | 8 | TBD | TBD |
| MS Only Totals | 18 | 14 | 1 | 1 | 41 | 24 | TBD | TBD |

Total Number of Referrals at LPA in 21/22 and 22/23 School Years

| Grade | 21-22 | | 22-23 | | 21-22 | | 22-23 | |
|-----------------------|---------------|--------------------------|---------------|--------------------------|-----------|--------------------------|------------|--------------------------|
| | Through 11/30 | # of Ss with Suspensions | Through 11/30 | # of Ss with Suspensions | EOY | # of Ss with Suspensions | EOY | # of Ss with Suspensions |
| Kg | 0 | 0 | 2 | 1 | 1 | 1 | TBD | TBD |
| 1 | 1 | 1 | 0 | 0 | 2 | 1 | TBD | TBD |
| 2 | 0 | 0 | 1 | 1 | 0 | 0 | TBD | TBD |
| 3 | 4 | 3 | 0 | 0 | 9 | 5 | TBD | TBD |
| 4 | 0 | 0 | 0 | 0 | 3 | 1 | TBD | TBD |
| 5 | 9 | 6 | 0 | 0 | 18 | 8 | TBD | TBD |
| 6 | 5 | 5 | 1 | 1 | 11 | 8 | TBD | TBD |
| 7 | 3 | 2 | 0 | 0 | 5 | 4 | TBD | TBD |
| 8 | 1 | 1 | 0 | 0 | 7 | 4 | TBD | TBD |
| Totals | 23 | 18 | 4 | 3 | 56 | 32 | TBD | TBD |
| ES Only Totals | 5 | 4 | 3 | 2 | 15 | 8 | TBD | TBD |
| MS Only Totals | 18 | 14 | 1 | 1 | 41 | 24 | TBD | TBD |

To achieve this, any student with two or more referrals in any given quarter will be discussed during PST. The team will then develop a plan for interventions or supports to address the concerns leading to the referrals. The student will be closely monitored in subsequent quarters to determine if behavior interventions lead to improved behavior or to determine if a new plan must be developed. LPA will monitor student behavior over time with the goal of having 90% of students enrolled in the program for three or more years meeting behavior expectations without interventions.

A.4 Curriculum and Instruction

To read the updated information on LPA curriculum, please read [Appendix C](#).

Summary of the curriculum and instructional practices for the coming contract term

LPA is dedicated to designing, implementing, and continuously improving a robust academic program for all students. LPA believes that students learn best when content is delivered in two key ways: direct instruction that builds a student's core understanding of concepts and project-based learning which gives students an opportunity to deepen their understanding of concepts through exploration of content independently or with their peers. This combination of instructional methods has led to increased academic achievement each year.

Process for Curriculum Development

LPA Leadership Team analyzes student data with teachers and staff to assess the effectiveness of instruction and make collaborative decisions to support changes, when needed. LPA believes it serves students best when handling new learning initiatives in a limited capacity. When implementing new curricular programming, LPA seeks the input of teachers before making changes. This work is usually conducted beginning in the Spring and into the summer months. Often, initiatives are rolled out slowly with a teacher or two piloting the change, collecting data, and evaluating success before rolling out to the entire school. Other initiatives have been taken on more comprehensively and quickly. In either case, the instructional team ensures that teachers are implementing more than one or two new initiatives in any given year. This allows LPA to strategically guide and support teachers in creating the best learning changes for students.

Since our last renewal, LPA has implemented this process and continued to build our curriculum through comprehensive analysis of our curriculum and its impact on student achievement. This begins in PLCs where teams of teachers analyze student achievement in response to curriculum and instruction, identifying strengths, gaps, and areas for improvement. PLCs have also focused on ensuring vertical alignment, ensuring curriculum and instruction effectively scaffolds learning

to prepare students for the next grade level. PLC Facilitators, Instructional Coaches, and the Curriculum Specialist then work together to research solutions to any identified problem areas, supporting teachers in revising the curriculum. The aforementioned Curriculum Specialist is a newer addition to the LPA team. Their responsibility is to ensure alignment of curriculum across grade levels, contents, and policies. This has led to some changes over the years, most notably in our Science and Math programs.

Science Curriculum and Instruction

Over the last five years, LPA has implemented the MySci Science program Kindergarten through 8th grade as the foundation for our Science program. This program is developed through a partnership with Washington University and specifically aligns to Missouri Learning Standards. Additionally, it utilizes local references to help strengthen student's draw connections to their everyday experiences.

Math Curriculum and Instruction

LPA's Math program has been aligned to the Singapore Math instructional approach since day one. Until SY21, LPA utilized the Singapore Math curriculum in grades Kindergarten through 5th, and the Open Up curriculum in grades 6-8. While this program was effective, analysis demonstrated that students entering LPA's program after the foundational early childhood years often exhibited significant gaps in their understanding of numeracy. Additionally, teachers new to teaching the Singapore Method required an extensive, multi-year training process to develop the skills necessary to become effective at delivering the program, so LPA changed math curriculums. Beginning in SY22, LPA implemented a new Math program in Kindergarten: Developing Roots. In 1st through 5th grade, LPA changed to the iThink Mathematics program. These programs provide better teacher resources so teachers new to the Singapore method of instruction have better source materials to help them build effective instructional techniques in alignment to the Singapore instructional method. Over the next contract period, we will continue to analyze our teachers' abilities to effectively implement this approach, measure student outcomes, and assess the effectiveness of the curriculum to ensure we are providing excellent math instruction leading to improved student outcomes.

ELA Curriculum and Instruction

LPA's ELA program has yielded consistent results with high levels of on- or above- grade level achievement.

- **62%** of students proficient/advanced on 2022 MAP
- **46.6%** of student group students proficient/advanced on 2022 MAP
- **14%** of students below basic on 2022 MAP
 - **0%** of 8th grade students below basic on 2022 MAP
- **63%** of students meeting or exceeding their growth goals on iReady assessment

- **39%** of students growing more than one year as measured by iReady
- **10%** of students measuring below grade level on iReady assessment

Given these data, in the next contract term LPA will continue with current ELA plan, aiming to reach 70% of students proficient/advanced on the MAP within 10 years.

Specialist Classes at LPA

LPA believes that students achieve more when they have access to a well-rounded education. LPA will continue to prioritize offering students the opportunity to learn from a variety of practitioners. Currently, students take Art, Music, Physical Education, and Technology. In the coming contract, 5th-8th graders will also take Performing Arts. LPA will evaluate the possibility of adding a foreign language for middle school students in the coming term, but does not anticipate other significant changes to the program. Specialists also provide important opportunities for core content teachers to plan and collaborate with others to implement their program.

Plans to Improve Curriculum and Instruction

LPA believes that there is always room to improve and though our program has yielded success and demonstrated growth over time, we hope to increase the access and frequency of the project-based learning (PBL) method over the next contract term through strategic professional development of our staff. Surveys indicate that teachers desire an opportunity to learn from PBL experts to move their practice to the next level. Following the purchase of the building in 2025, we intend to designate additional funds towards external service providers in this instructional area. Our primary target at this time for providing this service is The Buck Institute which is well-known and considered the definitive experts on this method of instruction.

Additionally, LPA will continue to develop an effective intervention program that provides targeted tier 2 and tier 3 interventions. This work will include creating a better tool to measure math outcomes at the beginning, middle, and end of the year that align with LPA's "non negotiable" learning outcomes for each grade level. Additionally, we will seek to create a fact fluency program that quickly measures student understanding of this core concept.

LPA will also seek to improve academic outcomes for students in other core content through continued, incremental change based upon available data. Over the next contract period we will evaluate our strengths and areas for growth within our program and develop action steps to address gaps identified through data analysis. We have learned over the last 10 years that in order to meet student needs, it is imperative that we continuously evaluate learning and develop goals towards improvement each year.

Summary of practices to identify and support students not effectively accessing the curriculum and instruction

LPA utilizes a multi-tiered system of support that begins with ensuring high quality instruction for all students facilitated by strong teachers. Therefore, all teachers work with an instructional coach to develop their practice. Coaches work with teachers on planning, content implementation, data collection and analysis. Teachers are supported in developing differentiated instruction. Students access small group learning with their content teachers as well as trained teacher assistants.

PSTs ([described above](#)) are the driving force for analyzing student data to determine appropriate actions.

Teachers also utilize a weekly Professional Learning Community (PLC) to analyze data and instructional practices after school, making adjustments to their learning plans alongside supportive colleagues and members of the leadership team. The PLC sets goals aligned to the overall school priorities and develops a plan to reach them.

A.5 Assessment

Content Assessment

LPA administers a variety of assessments to all students to determine whether additional content instruction and/or retention are needed, as required by law. Student assessment is also utilized to inform day-to-day instruction, to inform intervention plans for individual students, to identify areas in need of professional development, to assess the curriculum, and to determine the overall effectiveness of our program. Assessment results are analyzed in the aggregate and disaggregated by student groups. Results are analyzed for proficiency as well as growth, by grade level, by teacher, and for the whole school.

During the current contract period, LPA has adjusted our nationally-normed standardized assessment in Reading and Math from NWEA to iReady. Teacher survey data showed that teachers found the NWEA assessment to lack important classroom-level and individual student-level data that would aid in their instructional practices. This led a committee of teachers and administrators to review alternative assessment options that would provide a standardized view of student achievement in comparison with peers at the district level, but would also provide more actionable data to facilitate stronger instructional practices. In the coming contract term, the following assessments will be administered:

Reading

- iReady 3x/year (2nd-8th grade)
- Fountas and Pinnell (Kindergarten-4th grade)

- Teacher-created and/or compiled* assessments

* *Compiled assessments are assessments that may contain questions from other curricular resources, but are not used in their entirety.*

Math

- iReady 3x/year (Kindergarten-8th grade)
- Developing Roots (Kindergarten)
- think!Mathematics (1st-5th)
- Open Up Resources (6th-8th), Algebra 1
- Teacher created and/or compiled assessments.

Science

- MySci
- Teacher created and/or compiled assessments
- NWEA (grades 5-8)

Social Studies

- Teacher created and/or compiled assessments.

Writing

- LPA writing rubrics based on the 6+1 Traits of Good Writing (K-4)
- Lucy Calkins writing rubrics (Grades 5-8)

English Proficiency Assessments

The district annually assesses the English reading, writing and oral language skills of district students with Limited English Proficiency (LEP). The district utilizes two assessment instruments for English Learners (ELs). The WIDA Screener is a one-time English language proficiency assessment given to incoming students that have documented that another language is spoken in the home. The purpose of the WIDA Screener is to help educators make decisions about whether a student is a candidate for English language support services.

Student progress is assessed annually using the ACCESS for ELLs 2.0. This assessment is aligned with the WIDA English Language Development Standards. It assesses each of the four language domains of Listening, Speaking, Reading, and Writing.

Statewide Assessments

The Missouri Assessment Program was created to monitor the progress of students in meeting state standards as set forth by the Missouri State Board of Education. All Missouri public school districts and charter schools must administer the MAP to their students. Federal law requires

students be assessed in the areas of reading or language arts, mathematics and science. The MAP test is also given to meet the federal requirements. Under both state and federal law, all students, including students with disabilities, are required to take some version of the MAP test.

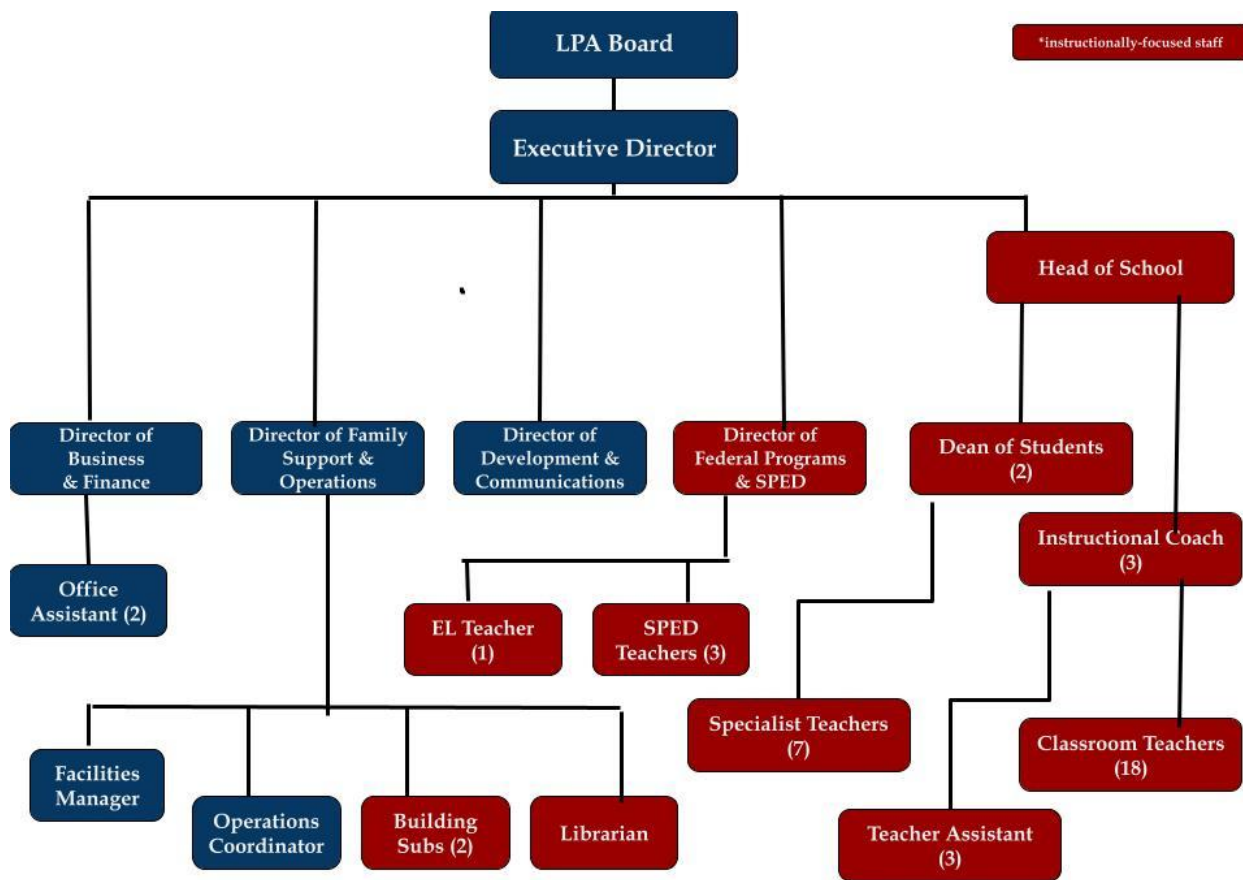
In accordance with state and federal law, LPA staff facilitate the completion of the Missouri Assessment Program (MAP) in order to monitor the progress of all students in meeting the standards adopted by the Missouri State Board of Education.

Dyslexia

LPA follows the policies and procedures outlined in Bryce's Law (Section 161.825 RSMo). The decision process established by LPA for identification, intervention, and placement concerning dyslexia is in accordance with federal and state guidelines. LPA utilizes the iReady diagnostic as well as LPA's screening tool which aligns with Dyslexia Task Force recommendations. All components were created using norm-referenced instruments.

Each student in grades 1-3 is screened within the first 30 days of the first day of enrollment for that school year. Kindergarten students' initial screening will occur no later than January 31st. A student in grades 4-8 who is experiencing consistent difficulty in district assessments or state assessments is also screened. A student may also be referred for screening by a classroom teacher or parent.

A.6 Instructional Staff



During the current contract period, LPA's teaching staff has grown to include two core content teachers per grade. We have also increased the number of specialist teachers from three to seven. This decision helps to increase our students' access to a full educational experience through PE, Art, Music, Technology, and Drama. It also ensures core content teachers have adequate planning and collaboration time. Another significant change we have made is to increase our instructional coaches from one full time coach to three full time coaches. Teachers are the primary avenue for reaching student outcomes. Our teachers' work with their coach helps them develop their practice and deliver more effective instruction. This staffing structure was prioritized to ensure teachers were receiving strong support and guidance for implementing a successful learning program with students.

In late October, LPA staff had the opportunity to provide feedback on many topics. One of the primary topics was on their work with their Coach. On a scale of 1-5, with 5 being "Strongly Agree", LPA teachers indicated:

- *The Coach's approach has been a good fit for me.* **4.8**
- *My work with my coach has met my professional development needs.* **4.6**

- *My work with my coach is meeting my expectations. 4.7*
- *I have felt supported to critically reflect on my practice. 4.8*
- *The time I spend with my coach is valuable. 4.7*

Though LPA has seen increasing success over the past five years, we aim to continue to make progress. One of our greatest areas of need, particularly after the last three “pandemic school years” is in math instruction. Math achievement is still lower than either ELA or Science and the gap between affluent students and those from low-income backgrounds is greater. (19.2% proficient or advanced vs. 48%.) Therefore, in the upcoming contract term, LPA will expand the instructional staff to include a third middle school math teacher. The addition of the third math teacher will provide additional math support for students who enter our program after the foundational K-2 years. Data indicate many students new-to-LPA in 3rd grade exhibit numeracy gaps that LPA students master in K-2nd. The new teacher would be tasked with closing those gaps.

Current Middle School Math Structure:

- 5th & 6th Grade Math Teacher
- 7th & 8th & Algebra Math Teacher

New Middle School Math Structure:

- 5th Grade Math Teacher + ½ time 3rd-5th grade Math interventionist
- 6th and 7th Grade Math Teacher
- 8th & Algebra Math Teacher + ½ time 6th-8th grade Math interventionist

A.7 Professional Development

LPA’s commitment to continued professional development is the foundation of our students’ academic successes. LPA has robust practices, systems, and supports in place to provide differentiated development to all LPA staff members. In our short history, we have implemented targeted and sustained school-wide professional development to ensure cohesiveness in staff implementation of programs. We differentiate professional development for teachers in the same way we ask them to differentiate for students. Our program is focused on the needs of the students, individual staff members, and the school as a whole.

At the end of October, staff were given a survey on a variety of topics pertaining to their growth, their overall satisfaction, their work with the coach, their Dean of Students, and their PLC. Staff reported:

- **92%** were Extremely Satisfied or Satisfied with LPA as a place to work.
- **92%** Strongly Agreed/Agreed that their PLC was “focused on the right things this year.”
- **100%** of staff Strongly Agreed/Agreed that they were supported to work on the things that mattered most to them.
- **96%** of staff Strongly Agreed/Agreed that they were able to identify some areas of learning to continue to grow their practice.

- **100%** of staff Strongly Agreed/Agreed that they have felt supported to critically reflect on their practice.
- **100%** Strongly Agreed/Agreed that their coach has been a good fit for them.

Our staff is deeply committed to professional improvement, and we have built a comprehensive structure to support continued improvement.

- Prior to the beginning of the school year, new teachers attend up to 5 weeks of Professional Learning Institute (PLI), which will focus on onboarding new teachers into LPA's systems and expectations, developing mentor relationships, and engaging in PD related to the priorities set forth in the professional development plan.
- Staff meets weekly for professional development through Professional Learning Communities.
- Staff work with an LPA leader to develop their practice through observation, co-teaching, planning, and general coaching as it relates to each individual's personal growth goals.
- Staff and leadership visit other talented teachers and schools to observe and learn in an actual teaching setting, not only in a workshop.

In addition to schoolwide and individual professional development, LPA has built a system to ensure that programs and services for improving academic achievement are coordinated and integrated to maximize student success. We do the following to ensure this coordination and integration.

- Joint Planning Time
- Shared Instructional Objectives
- Professional Learning Communities
- Positive Support Team Meetings
- Shared Lesson Plans
- Shared Data/Analysis

The faculty at LPA values each child's differences academically, socially and culturally. We are dedicated to our own professional development to ensure we provide a learning environment that is developmentally appropriate and supportive of all types of learners. High expectations and life-long learning are promoted for both students and staff alike.

All employees are encouraged to continue their independent growth and development. To that end, funding has been set aside to support staff development. Applications for development are accepted on a rolling basis. Development can include workshops, continuing education, or other opportunities both online or in person. Funds will be distributed as reimbursement with a per staff member limit of \$1,000/year. Applications may be denied for a variety of reasons, including the exhaustion of funds designated for this purpose.

A.8 Academic Objectives

LPA has systematically improved academic achievement over the last 10 years by analyzing multiple data and setting ambitious, but achievable goals each year. LPA will set achievement

and growth goals, with increases of 1-4% points each year until the expected standard is achieved. To see the academic performance goals created in partnership with UMSL, please view the updated Performance Contract in Appendix G.

In addition to the performance contract, LPA will continue to set internal goals that work towards more ambitious outcomes than are required by UMSL for renewal. Each Spring, the Head of School will provide an updated report as to the results of our internal assessments (iReady and NWEA). During the June Leadership Team retreat, the [Data Dashboard](#) will be reviewed and goals for the upcoming year will be set. These goals will be aligned with our Performance Contract and seek to ensure we are systematically increasing performance each year.

A.9 Special Student Populations

No changes to consider for the upcoming contract period.

A.10 Optional Programs

No changes to consider for the upcoming contract period.

B. Management and Operations

B.1 Governance, Management, and Operations

Current articles of incorporation can be found in [Appendix D](#).

B.2 Governing Board Composition and Corporate Organization

All meetings of the governing Board of Directors of Lafayette Preparatory Academy comply with the Open Meetings Act (Sunshine Law) Chapter 610, RSMo. An agenda for each scheduled, special or proposed closed meeting of the Board is prepared by the Board President or Secretary, in consultation with the Executive Director and is included in any public notice of such meetings. Notices for meetings are posted on the school community calendar in the entrance to the school. Agendas and minutes of Board meetings are available to the public for inspection at the Executive Director's office, at reasonable hours. The minutes include the date, time, place, members present, and a record of any votes taken. The Board meets 10 times a year. Meetings are held monthly, with one summer month having no meeting and the November and December meetings combined.

Current Board Members

| Name | Office Title/S & Committee Assignments | Expertise | Years Served |
|--------------------------|---|-------------------------|---------------------|
| Paul M. Brown | Board Member | Attorney Real Estate | 9 |
| Tina Grimes | Board Member Member: Development Committee | Development | 6 |
| Michael Miller | Board Treasurer Chair: Finance Committee | Finance | 5 |
| Michelle A. Neals | Board Secretary | Community Engagement | 9 |
| Joseph Olwig | Board President Member: Governance Committee | Education | 1 |

Philosophy and Approach to Governance

The LPA Board believes the Executive Director is responsible for charting the course of the school within the parameters of the school's mission and vision and that the Board is responsible for evaluating whether the school has been successful within the parameters of the school's mission and vision. The Board evaluates the success of the Executive Director based upon the success of her ability to meet the mission and vision of the school primarily through fiscally sound practices and academic achievement.

- **Fiscally Sound Practices:** *Over the last 5 years, LPA's Executive Director has presented a budget that has yielded a 50+% surplus, leading up to the purchase of our own facility. This has been monitored by the LPA Board's Finance Committee. The Board Treasurer reviews with the Executive Director and accountant the monthly financial statements, asking questions to understand possible trends, and making recommendations for future considerations. This information is then presented to the full Board each month. LPA's Board has partnered with the school team, as well as UMMSL, to institute a series of checks and balances that prevent possible fraud and highlight successes and failures of the financial plan.*
- **Academic Achievement:** *In addition to financial successes, the Executive Director has facilitated a strong academic program over the last 5 years. The Board requests routine updates as to the status of our academic program, utilizing a set of guiding questions to understand overall school achievement and growth. These questions focus on the school-wide successes, but also targeted student groups as we work to serve all students in a top-notch academic environment.*

The Board believes that if the Executive Director is not aligned with the school's mission and vision or if she fails to create and operate a successful school, the Board's responsibility is to replace the Executive Director with someone who is aligned and who is capable of creating and operating a successful school. Thus far, LPA has been fortunate to have two exceptional leaders serve as Executive Director who have guided the school through ten years of success that included two moves, grade-level expansion, the COVID-19 crisis, and the transition of executive leadership. The Board believes fundamentally that a successful school is guided first and foremost by successful school leadership.

Self Assessment and Strategic Development

The Board attributes their effectiveness to their deep belief in the school's mission and vision, the longevity of service on the Board, and their strict adherence to its original and sustained philosophy and approach to governance, described in the previous section.

To effectively govern the school, the Board engages in ongoing professional development for all Board members. Though this has not been a strength of the Board through the last contract period, the Board remains committed to embracing the LPA growth mindset and plans to grow and develop over the next contract term.

The Board's skills are: (1) commitment to the school, its mission, and vision; (2) employment in a wide range of occupations and, thus, they bring a wide variety of perspectives and professional skills to the Board; (3) Board members live in a variety of neighborhoods that likewise bring a variety of perspectives to the Board. The Board operates effectively because each Board member recognizes and adheres to their responsibilities as a Board member as outlined in the preceding section; they respect the other Board members and the Executive Director; and they have no agenda with respect to the school other than wanting the school to be successful within the parameters of the school's mission and vision.

The Board has been most effective at hiring talented, passionate, mission-aligned leaders for LPA and then providing support and guidance to aid in their work to reach our collective mission as an organization.

The LPA Board has supported the Executive Director through the successful founding of the school over the last 10 years. Now, the Board looks to improve the structures and systems within the Board in order to meet the school's needs in the coming contract term. This will include expanding the Board to bring in new members and increase Board functionality. It will also include the establishment of stronger structures and procedures for key Board operation

buckets, like completing board training, recruiting and onboarding new board members, and evaluating the Executive Director. A new Board President was recently elected and with that election, we anticipate making some shifts to formalize these systems.

In the coming term the Board will improve by:

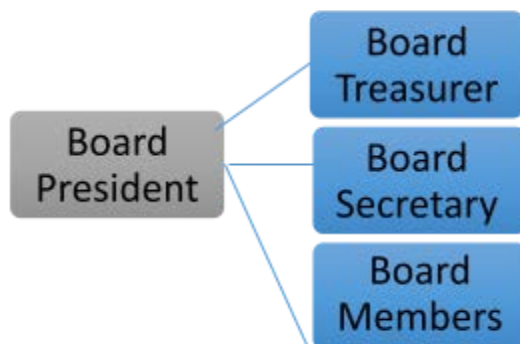
- Developing a stronger process for formally reviewing the Executive Director
- Developing a plan to conduct Board training in a timely and effective manner
- Developing a plan for recruiting, onboarding, and retaining new Board members

Strategic Planning and the Board

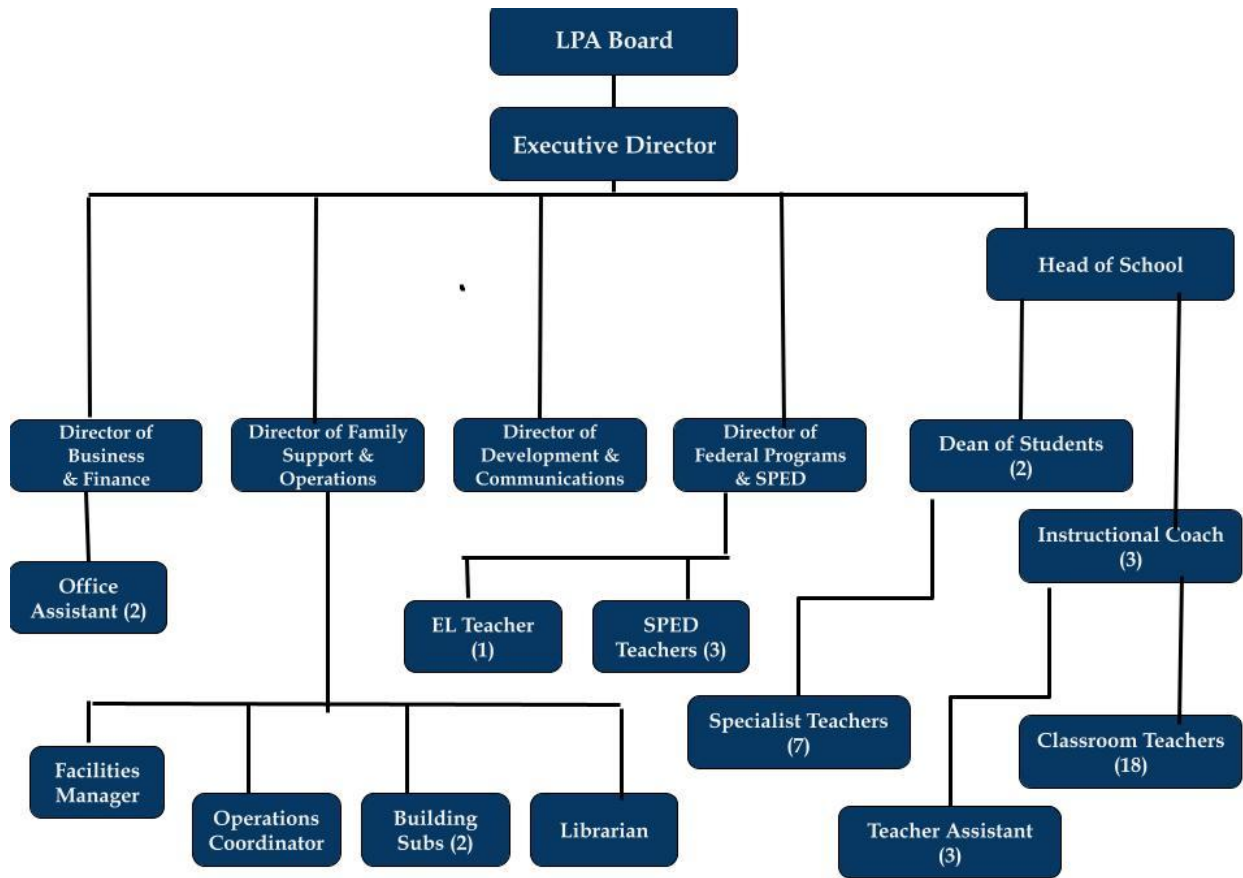
The Board’s process for developing a new strategic plan for the coming year is to engage a consultant to lead the process; to commit to reviewing and discussing the plan developed by the strategic planning committee, which includes the Board; to modify the proposal developed by the strategic planning committee, if appropriate; and to adopt a strategic plan for implementation by the school’s leadership. The consultant has already been retained and has interviewed the Board as part of the process for developing a new strategic plan. Though typically, the Board engages in a formal strategic planning process every 3 years, this was delayed by 2 years due to the pandemic and the transition of Executive Directors. It is the Board’s intention to continue to move forward with developing a comprehensive 3-year plan moving forward and without delay.

B.3 Management and Operation

Org Chart



Summary of Management Structure



The President of the Board is directly responsible for managing the Board members. The Board then manages the Executive Director, primarily through the Governance Committee. The Executive Director manages all members of the District-Level Leadership Team, including the Head of School and four directors. The Head of School is directly responsible for all things related to the program, both academic and social-emotional. The Head of School manages the Deans of Students and Instructional Coaches who in turn manage the teachers.

Key Priorities

The goal of our structure is to maximize support for our priorities and our people, while also maximizing efficiency. Each member of the Leadership Team manages a team of people directly while also being responsible for a number of work streams. The chart below provides a high level overview of the priorities each member of the leadership team is responsible for managing.

| Executive Director | Head of School | Director of Business and Finance | Director of Federal Programs and Special Education | Director of Family Support and Operations | Director of Development and Communications |
|--|--|---|---|--|---|
| Board | Curriculum, Instruction and Assessment, including staff support and management | Office Staff | SPED Process, Staff, Paperwork | Before School and After School Programming and Staff | Fundraising |
| UMSL | | Finances: Budget Review, Audit, Procurement, bookkeeping, State reporting | 504 Process, Staff, Paperwork | | Newsletters: Families, Staff, Community, Alumni |
| External Partnerships | School Culture and Environment | Co-Manage Enrollment Process | EL Process, Staff, Paperwork | Human Resources including: <i>New Staff Paperwork and Onboarding and Staff Files</i> | Website |
| Vision and Strategic Planning | | | State and Federal Compliance, including Title I, II, IV | | MOSIS and Core Data |
| Finance | Hiring and Staff Retention | Food Services | Health Services | Family Resources | |
| Legal | Co-Manage Enrollment Process | Federal Programs support | Pre-K Partnership | | |
| Policy and Compliance | Parent Involvement | Human Resources: payroll, insurance | | SISK Implementation | |
| Leadership Team: <i>Instruction, Culture, Operations, Facility, Parental Involvement, State and Federal Compliance, Parental Involvement</i> | | Record Keeping | | | |

Succession Planning

In 2021, LPA successfully navigated the biggest leadership transition to date with the founding school leader transitioning off of the team. This transition was largely successful due to the development of an internal bench of talent to promote from within the organization. During the next contract period, LPA will create a more formalized process for succession planning to build a leadership bench for each role.

Currently, it is LPA’s practice to have at least one person assigned to each of our key priorities as a “reviewer”. This helps them learn the fundamentals of the task from the person responsible for its success. For example, the Director of Federal Programs and Special Education is a reviewer for the MOSIS/Core Data projects, which is directly managed by the Director of Family Support and Operations.

B.4 Financial Operations and Data

We will not make significant changes to our financial operations from the current contract period to the next. We maintain a strong financial position and ensure conservative budgeting with the ultimate goal of purchasing our lease-to-own facility in 2025.

We have hired an internal accountant since our last contract period, which ensures a more intimate understanding of our financial choices and the impact to the program.

Supporting Data

- **Enrollment** For each of the last five years, LPA has held an extensive waitlist for a majority of grade-levels, indicating strong market value and security.
- Maintained a **financial surplus between 26-53% over the last five years**, steadily growing the reserve in order to purchase the facility in three years.
 - 21-22: 53.43%
 - 20-21: 49.74%
 - 19-20: 44.19%
 - 18-19: 38.15%
 - 17-18: 26.24%
- **High Attendance Rates:** exceeded 90/90 for the duration of the current contract period.
- Supported regular salary increases for all staff, with no need to provide less than 3% at any time.

B.5 Contracted Services

We will not make significant changes to our contracted services from the current contract period to the next..

B.6 Stakeholder Engagement

LPA routinely offers and seeks opportunities for various stakeholders to engage in the decision-making process. Structures have been established that ensure multiple voices have the opportunity to discuss important school decisions through both formal and informal avenues.

Partnerships, especially between parents and staff, are key to the success of the school. They have informed important structures such as those created for drop-off, pick-up, conferences, communication, and everyday interactions. Below are some specific groups and mechanisms that LPA has established to provide opportunities for stakeholder engagement.

- **Public Town Halls-** LPA leadership share information with staff and families related to important topics and offer an opportunity for questions and feedback. These began in 2020 with the Pandemic and have continued. Most are open to everybody, though some

have more targeted audiences. Ex: 5th grade parents were invited to a Town Hall on 5th grade camp.

- **Surveys-** Information is gathered, and then shared with key stakeholders (including parents, staff, and students) on specific topics as well as the general health of the organization.
- **Strategic Planning Process-** LPA’s leadership team engages in a complete strategic planning process each summer to develop priorities, goals, and metrics to drive the work for the upcoming year. Priorities are developed based upon current data including: academic data (iReady, NWEA, MAP, student intervention data, retention), climate and culture (Panorama, suspension rates, referrals, additional surveys), and financial data (current budget, projected revenue and expenses). Student Surveys, interviews, and small group discussions create multiple opportunities for weigh-in. The yearly strategic planning process takes into consideration the Board’s 3-year strategic plan as well as the Performance Contract from UMSL and regulations and expectations outlined by DESE.
- **Hiring Process-** All staff are given the opportunity to serve on the Hiring Committee, and each candidate interacts with at least four staff members through the process. Leadership Team hires include parents in the hiring process, as well.
- **Other Committees** (Events, Programs, Recruitment, etc): Staff and parents have the opportunity to serve on a variety of staff-facilitated committees that engage with the work of running the school and working towards yearly goals as outlined by the strategic plan.
- **PTO:** The Parent Teacher Organization creates a strong partnership between parents and staff in service to the school. Several committees organize the day-to-day work of the PTO, including the Belonging and Access Committee, Social Justice and Equity Committee, Teacher Appreciation Committee, and more.
- **PAC:** The Parent Advisory Committee meets monthly with the Executive Director and Head of School to offer insights into the everyday experience of parents and students at LPA. Key initiatives are discussed each month as well as potential concerns or celebrations.

Lafayette Preparatory Academy believes in capitalizing on the rich resources surrounding our LEA, for the purpose of increasing student performance. Therefore, we have established the following partnerships for the following purposes.

| Partner | Purpose of Partnership |
|-------------------------------|--|
| Litzinger Road Ecology Center | Study of life sciences, different habitats and landscapes; encourage an understanding of the natural world and our role in it; develop an understanding of the scientific method |

| | |
|---|--|
| St. Louis Symphony | Support students' appreciation of the arts; integrate music and music theory into the core content areas |
| EyeCare Charity of Mid-America | Ensure all students in need of glasses have them |
| Center for Hearing and Speech | Provide vision and hearing screenings |
| Success Academy | Provide instruction and mentorships for student leadership, careers and financial literacy |
| Navigate STL | Support parent advocacy for charter schools and school choice |
| New Music Circle | Provide unique interactive musical experiences |
| Missouri Charter Public Schools Association | Partner in a variety of initiatives related to student learning and professional development |
| University of Missouri St. Louis | Partner in curriculum development, professional development, student support services, teacher and leader evaluation for the purposes of improving student outcomes |
| Kevin Schlereth | Coach Instructional Coaches in Singapore Math instruction |
| Amber Candela | Coach teachers in Inquiry-Based and Problem-Based math instruction |
| Miriam Learning Center | Partner to provide support for students with special needs and disabilities: speech and language, OT, PT |
| Emerson Academy | Partner to provide support for students with special needs and disabilities |
| Character Plus | Professional development in the areas of character education and restorative practices |
| Camp Manitowa | Student camp for developing teamwork, collaboration, and risk assessment |
| Teach For America | Partner for identifying teacher talent, professional development and shared resources |
| UIC | Partner to develop facilities that support project-based learning and innovative thinking; teach students architectural concepts |
| Diverse Coalition of Charter Schools | Promoting a diverse school environment Provide professional development to staff specifically related to serving diverse school population |
| Department of Conservation | Study of life sciences, different habitats and landscapes; encourage an understanding of the natural world and our role in it; develop an understanding of the scientific method |
| Mission STL | Provides support to low-income families: housing, food, job training, affordable Christmas Provides discounted after school programming |
| STL City League | Athletic program support |

B.7 Educational Service Provider

LPA does not utilize an Educational Service Provider.

B.8 Partnership Beyond the School

LPA believes that all students benefit when educators work together. LPA regularly hosts educators in the building. We have partnered with Harris Stowe University, St. Louis University, Lindenwood University, Missouri Baptist University, University of Missouri- Columbia, University of Missouri- St. Louis, and Western-Governors College to host practicum students, student teachers, and classes that require field work or supervision. Our philosophy welcomes educators to the building to learn and collaborate. We also partner with Teach For America, a not-for-profit organization that supports teacher development to host teachers and leaders in the building. Teach For America provides free professional development for our teachers and leaders and LPA provides site visit opportunities where other educators may observe, ask questions, and learn from our successes (and opportunities for growth).

In the current contract term, we have had educators present at state-wide and local conferences on the topics of Dyslexia Screening and Intervention, Teacher Development and Coaching, CPI: Non Violent Crisis Prevention Intervention, and Data-Led Decision Making.

In the upcoming contract term, we will continue to seek opportunities to support the educational landscape in St. Louis and beyond.

B.9 Plans for Expansion or Replication

LPA does not plan to expand or replicate during the next contract period.

B.10 Closure Plan

In the event LPA was to close, we would follow the UMSL closure plan. It can be found [here](#).

C. Facility and Budget

C.1 Facility

LPA moved into our current facility in 2016. We expanded to include a middle school and gymnasium in 2019. At this time we do not have any plans to further expand our facility. However, in order to make our facility a reality, we partnered with a local development company: UIC. We intend to purchase our facility from UIC in the 2025-2026 school year. In order to do so, we have been saving money each year to aid with this purchase. We also intend

to run a Capital Campaign beginning in 2024, though our budget has been established to support this purchase without this additional funding.

C.2 Budget

See our 10-year projected budget in [Appendix E](#).

C.3 Transportation

LPA does not offer transportation, nor do we intend to offer transportation in the new contract period.

D.Assessment of Progress

D.1 Performance Contract Assessment

See the current performance contract in [Appendix F](#).

D.2 Proposed Performance Contract

See the proposed performance contract in [Appendix G](#).

Appendix A: 2022 MAP Comparison

We compared LPA's MAP results with 23 other districts including:

- **Charters in the City:**
 - *City Garden, Confluence Academies, Eagle, Gateway Science Academy, Hawthorn, Kairos, KIPP, LaSalle, Lift for Life, Northside Community School, Premier, St. Louis Language Immersion Schools, The Biome, The Soulard School*
- **St. Louis Public Schools**
- **Districts in the County:**
 - *Clayton, Hazelwood, Ladue, Lindbergh, Maplewood Richmond Heights (MRH), Parkway, Rockwood, Webster Groves*
 - There may be other districts that we can and should review, but we specifically tried to review districts who have traditionally outperformed us on the MAP test.

Because we want to ensure we are meeting the needs of all of our students, particularly those who are most often underserved in schools, we specifically compared our results with other Districts' results in 3 student groups as well: Black students, students who qualify for free or reduced lunch, and students who qualify for Special Education.

Additionally, though we are proud of the work we are doing at LPA, we do not disparage any of the other hard-working educators in their own schools working alongside us to serve students in the City.

ELA:

- **All Students/overall average of students who scored proficient or advanced**
 - **Best in the City!** At least 11% higher than the next highest district in the City.
 - **Also outperformed:** All the county districts except Ladue, Clayton, and Webster Groves
- **Black Students**
 - **Best in the City!** At least 13% higher than the next highest district in the City.
 - **Best in the County!** At least 5% higher than the next highest district in the County.
- **Students who Qualify for Free or Reduced Lunch (FRL)**
 - **Best in the City!** At least 5% higher than the next highest district in the City.
 - **Also outperformed:** All the county districts except Clayton and Maplewood Richmond Heights
- **Students who Qualify for Special Education (SPED)**
 - **Best in the City!** At least 5% higher than the next highest district in the City.
 - **Also outperformed:** All the county districts except Ladue.

Math:

- **All Students/overall average of students who scored proficient or advanced**
 - **Best in the City!** At least 9% higher than the next highest district in the City.
 - **There is more work to be done to compete with the county:** Clayton, Ladue, Webster

Groves, Rockwood, Parkway exceeded our avg by at least 6%.

- **Black Students**
 - **Best in the City!** At least 9% higher than the next highest district in the City.
 - **Also outperformed:** *All the county districts except Clayton and Ladue.*
- **Students who Qualify for Free or Reduced Lunch (FRL)**
 - **Outperformed all but 1 District in the City:** Gateway Science Academy outperformed LPA by 5%
 - **Also outperformed:** *All the county districts except Clayton, Ladue, and Maplewood Richmond Heights*
- **Students who Qualify for Special Education (SPED)**
 - **Best in the City!** At least 18% higher than the next highest district in the City.
 - **Also outperformed:** *There is more work to be done to compete with the county: Clayton, Webster Groves, Maplewood Richmond Heights, Rockwood, Ladue, and Parkway exceeded our avg by at least 2%.*

Science:

- **All Students/overall average of students who scored proficient or advanced**
 - **Best in the City!** At least 12% higher than the next highest district in the City.
 - **Also outperformed:** *All the county districts except Clayton (4%) and Ladue (2%).*
- **Black Students**
 - **Best in the City!** At least 23% higher than the next highest district in the City.
 - **Best in the County!** At least 17% higher than the next highest district in the County.
- **Students who Qualify for Free or Reduced Lunch (FRL)**
 - *We did not have enough data for this number to be reported for Science.*
- **Students who Qualify for Special Education (SPED)**
 - *We did not have enough data for this number to be reported for Science.*

Appendix B: Student Support And Intervention

Student support begins with understanding individual student needs. These needs are identified through data analysis and referral to the Positive Support Team (PST), which is comprised of the Dean of Students and the student's teachers. When necessary, the counselor, special education staff, other teachers, and the Head of School are also included in the process. At bi-weekly Positive Support Team (PST) meetings, students in need of support and intervention are identified, plans are developed, and plans are then executed and monitored for effectiveness. Parents are contacted, when necessary, to provide input for the PST meeting for their child.

No two students' plans are the same, so LPA has established a toolbox of interventions available to help support each student's individual growth. In the following explanation of terms, some of the student supports and interventions employed at LPA are defined. There are many more supports available.

Please note that some supports will not be available due to the adjustments made in response to the COVID-19 pandemic.

Explanation of Terms

Academic Growth Plans

Academic Growth Plans (including Reading Success Plans) are put in place to accelerate student growth. When creating Academic Growth Plans, teachers and the PST will look at existing data from classroom performance, classroom assessments, and district assessments and create targeted academic goals for the student. Academic Growth Plans may include modified classroom assignments, modified assessments, Academic Intervention Groups (explained below), and/or homework intervention. Academic Growth Plans will be reviewed with teachers, parents, and administration as needed throughout the year to monitor student growth.

Academic Intervention Groups

Academic Intervention Groups provide small group instruction in Reading and Math. Small groups work on specific skills with LPA's Instructional Coaches or Teaching Assistants. Academic growth is reviewed regularly to best determine intervention needs.

Animal Support

LPA utilizes animals to support student learning and social emotional health. Animal companions can help calm students, improve focus and inspire creativity.

Behavior Contract/ Plan or Behavior Intervention Plan

A behavior plan is developed by students, parents and staff to provide support for a student to address misbehavior and assist them in better decision-making. These plans may include setting, monitoring and celebrating progress toward behavior goals.

Break Spots/Buddy Rooms

Break spots and buddy rooms are spaces students can go for a brief time to take a break and use strategies to manage and control their emotions. It serves as a method to keep oneself in control

and focused on learning, and teaches students the importance of self-regulation.

Check-in, Check-out

Check-in Check-out is a process where a student checks in with a staff member at predetermined intervals during the school day to receive support. They often check back with that staff member at the end of the day to discuss progress toward goals. This process is documented by the staff member and shared with the parent, as needed.

Coaching and Modeling

Students meet as individuals or small groups with a supportive adult to practice responding to various situations, particularly ones that cause tension or stress.

Conference/ Dean of Students Support

The Dean of Students will provide the student with social and emotional support in dealing with and/or addressing an issue.

Counseling

Students can be referred to counseling by their guardian(s), school staff and/or by a self referral. Referrals are made for students needing counseling support related to the educational environment. Once a referral is made, the counselor contacts the student's guardian to determine if school counseling is the appropriate avenue to provide support for the student. At that point, the counselor will either discuss other appropriate resources for the student or gain consent to begin counseling, if school counseling is determined to be the appropriate course of action. Once consent is given, the counselor will assess the student to determine what support(s) should be given. These supports can include individual counseling, in-classroom support, support groups, behavior plans, or outside referrals.

Dyslexia Screening and Intervention

Please refer to the Dyslexia section.

English Learners Screening and Intervention

Please refer to the English Learner section.

Guidance Lessons

Counselors plan lessons to support students' mental health throughout the school year. Such lessons include identifying positive relationships, being educated on mental health awareness by discussing topics such as grief and loss, assisting in building skills to prevent bullying, and educating children on suicide awareness. Counselors ensure that groups are developmentally appropriate.

Friendship Groups

These groups offer social support to students and build resiliency in navigating friendships. Students can be referred for a Friendship Group by their guardian(s) or school staff. If it is determined this is the appropriate course of action, the referring school staff and counselor will discuss which members will be included in the group. Guardian consent is needed for participation. Groups typically last 6-12 weeks, depending on the group's goals, and assist

students in being mindful of social awareness to develop healthy peer attachment.

Motor Groups

Motor groups are designed to help improve attention and learning in the classroom by providing students with an opportunity to participate in a variety of activities designed to help meet the student's sensory needs. Motor groups may take place in the classroom or an alternate setting. If it is found that motor groups are not benefiting the child, this support will be discontinued. Motor group work can also happen prior to arrival at school. A parent may request information from the Special Education Director about how to provide such support at home.

Problem Solving Conference:

In a problem solving conversation, the teacher and/or Dean of Students builds an alliance with the student to solve a problem. The teacher opens up discussion with the child, listens, and makes the problem a mutual issue. The teacher and child then together identify the cause of the problem and a solution.

Referral to an Outside Agency

Referral to an outside agency is a recommendation from an administrator or counselor for a student and/or family to receive counseling and/or social service support from an agency outside of the school setting, i.e., Family Solutions for Kids, Lutheran Family Services, DePaul SSM Behavioral Health Services, etc.

Reflection Activity

A reflection activity is an assignment provided by a staff member for a student designed to have them reflect on their behavior and to think of methods to help them not repeat the behavior.

Restorative Circle

A restorative circle is a dialogue between students who have been involved in a conflict, facilitated by the Dean of Student or other staff member, with the goal of building community and responding to the harm done to the classroom or peer relationship.

Reteach Expectations

Reteaching expectations is teaching building-wide behavioral expectations which have been taught earlier in the school year to reinforce the importance of positive decision-making.

Sensory Supports

Sensory supports are strategies to help students who struggle with regulation or other problems in sensory processing to get to a "just right" state for being in school, safe and learning ready. Sensory supports designed to meet a variety of sensory needs are available for each classroom at LPA. Sensory supports will be assigned to individual students whenever possible. Any shared sensory supports will be assigned for a specified amount of time and sanitized utilizing school wide sanitation guidelines before being assigned to another student.

Special Education Referral and Services

See Special Education section

Social Skills Instruction

Social skills instruction happens when a staff member teaches a student appropriate and expected social behavior.

Support Groups

Children can be referred to support groups by their guardian(s), school staff, or by a self referral. Various groups are offered throughout the school year. Examples would be groups that process grief/loss, Bounceback (lessons that provide support for children who have encountered traumatic events), and a Calming group that assists the student in navigating anxiety in the classroom.

Visual Aids/Prompts/Schedule

Students may receive visual reminders in lieu of verbal reminders.

Appendix C: Curriculum

CURRICULUM -ELEMENTARY SCHOOL

Literacy and Communication Arts

LPA utilizes a balanced-literacy approach to teach reading and writing. Teachers incorporate whole group, small-group and individualized learning opportunities including guided reading, reader’s workshop, and writer’s workshop. Throughout their reading and writing classes, students build comprehension skills and communication skills. Phonemic awareness and phonics instruction form the building blocks for our great readers. As students progress through the Elementary program, they build upon foundational literacy skills through book clubs, novel studies, grammar and vocabulary lessons, literature circles and writing using the 6+1 Traits of writing. Programs such as Benchmark Phonics, Making Meaning, Being a Writer, Heggerty and Handwriting without Tears provide the base of LPA’s literacy curriculum. LPA students are encouraged to explore literature and writing through the lens of multiple perspectives to most deeply comprehend the material and develop skills to be extended into many different contexts. Each child is assessed through Fountas & Pinnell and iReady to determine their areas of strength and growth.

Mathematics

The highly rigorous think!Mathematics program based on singapore math is the core of LPA’s elementary mathematics curriculum in grades 1-5. Math concepts and skills are developed through 3 stages of learning: concrete, pictorial, and abstract. By building each skill with this framework, students explore mathematical concepts tangibly (concrete) and build out to the abstract (traditional algorithms). Each lesson begins with a math task to encourage dialogue among students and supports a “low floor/high ceiling” approach to differentiation. think!Mathematics supports fact fluency development alongside conceptual understanding and utilizes journal prompts as a tool for math communication. After completing the Developing Roots program in Kindergarten, students will have a strong number sense and the skills needed to begin to understand complex tasks such as multiplication and division. By the end of our Elementary program, students will be able to work with advanced whole number concepts, compute degrees of angles and complex area and perimeter problems, and work with fractions and decimals. Each child is assessed through iReady to determine their areas of strength and growth.

Science

LPA utilizes the MySci Science program in Kindergarten through 8th grade. The program is project-oriented and developed out of a Washington University in St. Louis partnership, utilizing

the Missouri Learning Standards. The MySci curriculum develops scientific thinkers by engaging students in science, technology, engineering and math (STEM) through interactive learning experiences and creative curriculum. Each grade starts with a unit on Scientific Inquiry- where students learn what it means to be a scientist and use scientific tools in each grade level. From there, students explore matter and its interactions, motion, forces and interactions, energy, waves, molecules and organisms, ecosystems, earth and space, earth and human activity, and engineering design.

Social Studies

Our Social Studies curriculum is designed “in-house”. Because LPA is a school with community as its cornerstone, our Social Studies curriculum focuses on community and utilizes the National Themes of Social Studies. Kindergarten students begin by learning about their classroom, families, and school as communities. In First grade, students learn about St. Louis as a community past and present. Second graders learn about the regions of The United States. In Third Grade, our students study world communities, while Fourth Graders anchor their learning into a study of Civics, with a focus on local government. These themes build on each other, as students explore many different communities from the many perspectives of the people living within and affected by those communities. The program develops students’ abilities to think critically, challenge the idea that there is only one way to view histories, and explore history and culture through a variety of lenses.

Art

Students take Art two to three times each week, learning many techniques celebrated throughout history and around the world, making connections between art and other disciplines. Because LPA intentionally develops critical thinking and innovation in students, LPA embraces the development of creativity as an essential and critical component of developing each student’s abilities. Rather than a single class in the school, art and the development of creativity is woven throughout the school’s educational philosophy, encouraging students to innovate in all areas of their studies.

Music

Students take Music two to three times each week. Students start with a strong foundation in rhythm and beat and then move into learning a variety of instruments such as the djembe, ukulele, recorder and voice. Music at LPA focuses on exposure to many types of music and helps to develop students’ abilities to work together in a supportive environment, taking risks to showcase their talents and learn new skills together.

Physical Education and Health

Maintaining a healthy mind and body is critical for success for every child. At LPA, our students take Physical Education for 30 to 40 minutes, three times each week. They also enjoy one or two recesses to play and run! Students learn skills (such as running, jumping, dribbling), engage in fitness activities, and practice teamwork and good sportsmanship. Every spring, the entire LPA community engages with the curriculum *Our Whole Lives* to explore human development through the lens of changing bodies, growing up and sexual health.

Technology

At LPA, we believe in the importance of preparing students with the skills needed to succeed in a modern society, while also ensuring students have plenty of opportunities to learn off-screen. Students take Technology class throughout elementary school and middle school. Technology is also taught in conjunction with core classes such as Science and Social Studies. The beginning of LPA's Technology program allows students to become familiar with concepts such as clicking and dragging with a mouse and a trackpad, using the keyboard, and creating a user profile. The Technology program expands as students grow to include typing, creating a presentation, utilizing the google drive, computer coding, and various ways the internet can be a tool for students, and understanding how to be a digital citizen. LPA's Technology program brings in skills students are ready to develop as they utilize technology more and more in everyday life.

CURRICULUM - MIDDLE SCHOOL

Literacy and Communication Arts

As a continuation of the elementary English Language Arts (ELA) program, students will continue to focus on literacy as the cornerstone from which all learning emerges. Teachers implement rigorous lessons, in which students are actively engaged in the processes of reading literature and informational texts, writing, speaking, listening, acquiring and utilizing language and vocabulary. Within the structure of Reading Workshop, students learn strategies to comprehend and make meaningful responses to a variety of literary genres. Students regularly engage in literature circles and class novel discussion, as they collaborate toward deeper understanding, solving problems and building comprehension skills. In small groups, students collaborate to explore classical and modern novels, short stories, and nonfiction. Teachers also incorporate read-alouds, independent reading and shared reading. Students analyze the world through both literature, nonfiction and primary texts. The literacy program develops not only independent reading skills, but cultivates critical thinking and collaboration, extending the learning outside of school.

Within the structure of Writing Workshop, students compose authentic pieces of writing in a variety of genres (argumentative, informative/explanatory, narrative, poetry) with emphasis on technique, audience, task, purpose, and conventions of Standard English. The writing program incorporates guided writing groups, independent writing and shared writing to develop students' ability to communicate through varied writing structures.

Mathematics

In Middle school, fifth grade students continue with the highly rigorous math program think!Mathematics. In grades 6-8, students begin working with the Open Up Math program. Open Up focuses on problem solving, critical thinking, and use of The 5 Math Practices to develop students' communication, dialogue and shared creation of knowledge. Some students with a high aptitude for math will have the opportunity to follow a more rigorous path taking Algebra in 8th grade. This will ensure they are on par with the gifted education track in the area by taking Geometry or Algebra II in 9th grade. By the time they leave LPA, all students will be ready for high school math courses. LPA students develop the ability to explain, analyze, compare and contrast strategies in order to justify and apply mathematical thinking.

Science

LPA utilizes the MySci Science program in 5th-8th grades. The program is project-oriented and developed out of a Washington University partnership utilizing the Missouri Learning Standards. The MySci curriculum develops scientific thinkers by engaging students in science, technology, engineering and math (STEM) through interactive learning experiences and creative curriculum.

Science will guide students through multiple layers of discovery which build upon skills and experiments performed throughout our Elementary program, enhancing inquiry skills and research methods. The science program will prepare students to be scientifically literate and to think more critically. To do so, a student will learn that science is a way of understanding the world by:

- Asking questions
- Testing ideas through prediction and experimentation
- Observing and analyzing relevant data
- Synthesizing current results with the work of past scientists
- Communicating findings and further refining ideas
- Exploring the implications of science on social, economic, and political systems

In middle school, students are expected to acknowledge there is no fixed procedure called 'the scientific method', but some investigations involve systematic observations, carefully collected

and relevant evidence, logical reasoning, and imagination in developing hypotheses and other explanations.

Social Studies

The elementary curriculum focuses on community as the foundation for middle school studies. In fifth grade, students learn about the foundation of community through an in-depth study of Ancient Civilization. Beginning in sixth grade, middle school students will examine Missouri and U.S. History through varied perspectives, rooted in literacy from various points of view. Building upon their knowledge about communities, students will observe patterns of human activity throughout history and analyze and evaluate how modern-day society has been impacted by history. The program develops students' abilities to think critically, challenge the idea that there is only one way to view histories, and explore history and culture through a variety of lenses.

Physical Education and Health

Maintaining a healthy mind and body is critical for success for every child. At LPA, students take Physical Education for 45 minutes, two times each week. Students learn skills (such as running, jumping, dribbling) and practice teamwork, engage in fitness activities, and good sportsmanship. In addition, every spring, the entire LPA community engages with the curriculum *Our Whole Lives* to explore human development through the lens of changing bodies, growing up and sexual health.

Art

Students at LPA take Art twice each week, learning many techniques celebrated throughout history and around the world. Students make connections between art and literacy, history, science, problem-solving and innovation. They routinely exhibit their work through projects and performances. Because LPA intentionally develops critical thinking and innovation in students, LPA embraces the development of creativity as an essential and critical component of developing each student's abilities. Rather than a single class in the school, art and the development of creativity is woven throughout the school's educational philosophy, encouraging students to innovate in all areas of their studies.

Technology

While technology will continue to be an integrated part of learning at LPA, in middle school students will apply the knowledge gained in technology classes in elementary school within their middle school courses and also have access to technology classes for one quarter in which they will focus on advanced computer operations, digital presentation techniques, evaluating the accuracy, perspective, credibility and relevance of information, media, data or other resources, as well as other research and digital citizenship skills.

Additionally, LPA will explore bringing in an additional special within this contract- either music, language, or investigations.

Appendix D: Bylaws

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

ARTICLE I. NAME/PURPOSE

Section 1. Not For Profit

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

Section 2. Purposes

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

ARTICLE II. DIRECTORS

Section 1. Number

The affairs of the Corporation shall be managed by the Board of Directors. The Board may be comprised of up to eleven members, and the number of members may be changed from time to time by a vote of two-thirds of the board members. If at any time there is an even number of board members, and a vote results in a tie, the tie shall be broken by a vote of the Executive Director in his or her capacity as an ex officio member of the board. In the event the Executive Director must recuse him or herself from voting due to a conflict of interest, the tie shall be broken by a vote from the Head of School.

Section 2. Books of the Corporation

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

ARTICLE III. BOARD ELECTIONS

Section 1. Terms of Board Members

Board members shall be elected to either two or three-year terms. Terms shall be staggered so that no more than four of the Board of Directors shall be elected in any year. Current board member terms may be adjusted by a vote of two-thirds of the board members to ensure terms are staggered to expire in accordance with these Bylaws.

Section 2. Election of Board Members

a. Board members shall be elected at the first regular meeting in September of each year to fill openings that are created as terms expire or by special election at any regularly scheduled meeting of the Board of Directors when necessary to fill vacancies created by the resignation of a board member prior to the expiration of his or her term or to fill a new board position where the board has voted to hold a special election to fill such vacancy or new board position. The vote to hold a special election to fill a vacancy or a new board position shall be made at a properly noticed meeting of the Board of Directors.

b. The President of the Board of Directors shall call for nominations by board members at the Board of Directors meeting at which the election is to be conducted. No board member may nominate himself for reelection.

c. Board members who are present for the meeting at which the election is held may cast one vote for each position open.

d. Voting shall be carried out by secret ballot prepared by the secretary unless the requirement of a secret ballot is dispensed with by unanimous agreement of the board members who are present for the vote. Counting of the ballots shall be in the presence of all board members.

e. The nominee receiving the most votes shall be considered for approval by the entire Board of Directors for a board position.

f. If a second Board of Directors position is open, the remaining nominees shall be voted on and the one receiving the most votes in the second round of balloting shall be considered for approval by the Board of Directors for the second opening.

g. Final approval of any candidate must be unanimously given by all board members who are present for the meeting.

h. When voting on Board of Directors candidates an abstention shall amount to a “yes”

Section 3. Removal

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

action at such special meeting, by resolution of the Board of Directors.

Section 4. Vacancies

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

ARTICLE IV. MEETINGS OF THE BOARD OF DIRECTORS

Section 1. Meetings and Notices

All meetings of the governing Board of Directors will comply with the [Open Meetings Act \(Sunshine Law\) Chapter 610, RSMo](#). The first meeting of each newly elected board shall be held at such time and place as shall be convenient to a majority of the directors. Thereafter scheduled meeting dates shall be fixed by the vote of the majority of board members. Special meetings may be called with standard notice procedures subject to the provisions of Section 3 of this Article. Emergency meetings may be called subject to the provisions of Section 4 of this Article. Both Special and Emergency meeting notification will comply with the requirements of the Open Meetings Act. Notice of any scheduled or special meetings shall be provided to board members and newly elected board members at least one (1) day in advance of such meetings at such time and place as shall from time to time be determined by the majority of board members. Such notice may be by U.S. Mail, e-mail, facsimile or other written electronic communication addressed to an approved address, e-mail account or facsimile number. Each board member shall provide to the President of the Board and the secretary an approved mailing address, e-mail account or accounts, facsimile number or other electronic address for such notice purposes.

It will be the responsibility of each board member to update such notice destinations if changes occur. If mailed via U.S. Mail, such notices shall be deemed to be delivered when deposited in the U.S. Mail in a sealed envelope so addressed with postage thereon prepaid. Electronic notice via facsimile, e-mail or otherwise shall be considered received if sent in a timely way consistent with these Bylaws.

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

Section 2. Scheduled Meetings

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

Section 3. Special Meetings

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

Section 4. Emergency Meetings

In accordance with the Open Meetings Act (Sunshine Law) Chapter 610.020, RSMo, an emergency meeting of the Board of Directors may be called provided that at least 24 hours public notice has been given before holding the meeting. Notwithstanding any other notice provisions of these Bylaws the President of the Board or any other two officers of the Board of Directors may call an emergency meeting of the Board of Directors providing only that notice which is practicable given the emergent circumstances requiring the meeting. Such emergency meetings will require compliance with the standard notice provisions as outlined in these Bylaws or in the Open Meetings Act, whichever is more restrictive. At such meeting the President of the Board or the most senior officer available shall chair such meeting.

In the event that neither the President of the Board nor senior officers are available, the treasurer shall chair the meeting or in the absence of the treasurer the secretary shall chair the meeting. If no officer is available the President of the Board or Vice-President in the order of seniority shall designate a chair for the emergency meeting. At such emergency meetings only those matters requiring the immediate attention of the Board of Directors shall be considered.

Section 5. Quorum

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

ARTICLE V. COMMITTEES

Section 1. Executive Committee

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

Section 2. Standing Committees

The Board of Directors, by a resolution adopted by a majority of the board members in office,

may designate one or more other Board of Directors committees, each of which shall include at least one (1) board member. Such committees shall exercise authority only to the extent specified by the Board of Directors.

Section 3. Procedure

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

Section 4. Quorum

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

ARTICLE VI. OFFICERS

Section 1. Officers

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

Section 2. Terms

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

Section 4. Secretary and Assistant Secretary

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

Section 5. Treasurer and Assistant Treasurer

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

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

Section 1. Employees and Consultants

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

Section 2. Contracts

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

Section 3. Checks

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

ARTICLE VIII. FISCAL YEAR

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

ARTICLE IX. ALTERATION, AMENDMENT OR REPEAL OF BYLAWS

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

ARTICLE X. RECORDS

Section 1. Records

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

Section 2. Accounting Records

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

ARTICLE XI. INDEMNIFICATION OF OFFICERS AND DIRECTORS

Section 1. Indemnification

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

Section 2. Rights to Continue

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

ARTICLE XII. NON-DISCRIMINATION

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

- Adopted on May 4, 2011 by the Board of Directors of Lafayette Preparatory Academy, Inc.
- Amended on October 03, 2012 by the Board of Directors of Lafayette Preparatory Academy, Inc.
- Amended on October 17, 2012 by the Board of Directors of Lafayette Preparatory Academy, Inc.
- Amended on May 8, 2013 by the Board of Directors of Lafayette Preparatory Academy, Inc.
- Amended on June 18, 2014 by the Board of Directors of Lafayette Preparatory Academy, Inc.
- Amended on September 24, 2014 by the Board of Directors of Lafayette Preparatory Academy, Inc.
- Amended on October 28, 2015 by the Board of Directors of Lafayette Preparatory Academy, Inc.

/s/ Hedda Etherington-Hall

Hedda Etherington-Hall, Board President

Appendix E: 10-Year Projected Budget

| Lafayette Prep Operational Budget | | 432 | 432 | 432 | 432 | 432 | 432 | 432 | 432 | 432 | 432 | 432 |
|--|---|----------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| | | Max Enrollment | | | | | | | | | | |
| | | Projected Enrollment | | | | | | | | | | |
| | | 393 | 395 | 397 | 397 | 398 | 398 | 398 | 398 | 398 | 398 | 398 |
| Revenues | | | | | | | | | | | | |
| 5100 | Local | \$ 603,828 | \$ 703,406 | \$ 749,585 | \$ 839,053 | \$ 751,769 | \$ 756,228 | \$ 759,655 | \$ 763,123 | \$ 767,766 | \$ 771,318 | \$ 776,164 |
| 5300 | State | 4,147,481 | 4,400,228 | 4,501,371 | 4,544,794 | 4,598,628 | 4,643,020 | 4,687,856 | 4,743,631 | 4,789,473 | 4,847,572 | 4,894,453 |
| 5400 | Federal | 680,290 | 283,898 | 274,458 | 274,458 | 274,458 | 274,458 | 274,458 | 274,458 | 274,458 | 274,458 | 274,458 |
| 5899 | GRAND TOTAL REVENUES | 5,431,599 | 5,387,532 | 5,525,414 | 5,658,305 | 5,624,855 | 5,673,706 | 5,721,969 | 5,781,212 | 5,831,697 | 5,893,348 | 5,945,076 |
| Expenditures | | | | | | | | | | | | |
| 1111 | Classroom Instruction | 1,970,701 | 2,215,489 | 2,281,756 | 2,284,846 | 2,327,471 | 2,350,227 | 2,325,956 | 2,306,287 | 2,258,228 | 2,253,341 | 2,310,797 |
| 1221 | Special Programs | 298,240 | 314,410 | 321,423 | 328,547 | 325,099 | 336,256 | 343,234 | 324,294 | 331,979 | 339,758 | 347,632 |
| 1251 | Culturally Different | 124,780 | 123,064 | 125,511 | 124,646 | 110,235 | 112,813 | 112,344 | 115,122 | 111,199 | 114,556 | 117,970 |
| 1411 | Student Activities | 51,677 | 28,088 | 28,791 | 29,596 | 30,424 | 31,278 | 32,157 | 33,062 | 33,995 | 34,888 | 35,875 |
| 1999 | TOTAL INSTRUCTION | 2,445,397 | 2,681,051 | 2,757,482 | 2,767,634 | 2,793,229 | 2,830,574 | 2,813,691 | 2,778,765 | 2,735,401 | 2,742,543 | 2,812,274 |
| 2111 | Support Services-Pupils | 211,698 | 220,028 | 225,114 | 220,565 | 225,657 | 222,714 | 225,161 | 230,361 | 233,794 | 234,325 | 240,631 |
| 2113 | Social Work Services | 165,342 | 171,990 | 176,050 | 180,214 | 184,484 | 174,622 | 178,745 | 163,923 | 168,472 | 173,157 | 177,982 |
| 2114 | Pupil Accounting Services | 13,121 | 13,383 | 13,785 | 14,198 | 14,624 | 15,063 | 15,515 | 15,981 | 16,460 | 16,954 | 17,462 |
| 2132 | Medical Services | - | - | - | - | - | - | - | - | - | - | - |
| 2142 | Assessment | 24,000 | 24,720 | 25,462 | 26,225 | 27,012 | 27,823 | 28,657 | 29,517 | 30,402 | 31,315 | 32,254 |
| 2152-2182 | SPED Services | 152,907 | 141,420 | 145,026 | 148,727 | 152,526 | 156,426 | 160,429 | 164,539 | 168,758 | 173,089 | 166,015 |
| 2213 | Support Services-Professional Development | 289,103 | 298,090 | 305,489 | 297,983 | 286,517 | 297,586 | 288,514 | 294,502 | 296,271 | 308,579 | 316,107 |
| 2321 | Executive Admin | 208,682 | 204,749 | 194,269 | 223,904 | 218,657 | 208,531 | 238,528 | 238,651 | 224,838 | 218,046 | 218,464 |
| 2331 | Technology Services | 30,350 | 21,004 | 24,874 | 25,461 | 51,066 | 30,389 | 27,330 | 27,991 | 28,672 | 54,373 | 30,095 |
| 2411 | Office of Principal Services | 120,336 | 124,345 | 127,333 | 130,398 | 117,186 | 119,986 | 122,856 | 125,800 | 129,352 | 133,011 | 136,779 |
| 2511 | Business Support Services | 289,504 | 361,683 | 370,661 | 379,734 | 389,026 | 398,452 | 404,008 | 413,840 | 421,007 | 432,619 | 440,223 |
| 2541 | Operation of Building Services | 822,691 | 714,904 | 751,770 | 832,700 | 489,537 | 494,386 | 536,677 | 568,902 | 578,985 | 574,520 | 605,521 |
| 2562 | Food Services | 114,000 | 117,420 | 120,943 | 124,821 | 128,308 | 132,157 | 136,122 | 140,456 | 144,412 | 148,744 | 153,206 |
| 2633 | Public Information Services | - | - | - | - | - | - | - | - | - | - | - |
| 2642 | Recruitment and Placement | 32,130 | 33,094 | 34,087 | 35,109 | 36,111 | 37,194 | 38,310 | 39,459 | 40,643 | 41,862 | 43,118 |
| 2998 | TOTAL SUPPORT SERVICES | 2,473,864 | 2,446,828 | 2,514,861 | 2,640,039 | 2,320,710 | 2,315,327 | 2,400,852 | 2,453,922 | 2,482,065 | 2,540,594 | 2,577,858 |
| 3311 | PTO | 10,000 | 10,000 | 10,000 | 10,000 | 10,000 | 10,000 | 10,000 | 10,000 | 10,000 | 10,000 | 10,000 |
| 3510 | Pre-K | 23,667 | 24,377 | 25,108 | 25,862 | 26,637 | 27,437 | 28,260 | 29,107 | 29,981 | 30,880 | 31,806 |
| 3812 | After School Program | 62,429 | 64,719 | 66,773 | 68,854 | 62,793 | 65,070 | 65,884 | 68,143 | 70,588 | 73,033 | 75,478 |
| 3912 | Parental Involvement | 7,090 | 7,303 | 7,522 | 7,747 | 7,980 | 8,219 | 8,466 | 8,720 | 8,981 | 9,251 | 9,528 |
| 4051 | Acquisition, Construction, and Improvements | 210,818 | 180,818 | 180,818 | 675,409 | 391,026 | 376,026 | 376,026 | 376,026 | 376,026 | 376,026 | 376,026 |
| 9999 | GRAND TOTAL EXPENDITURES | 5,233,265 | 5,415,095 | 5,562,563 | 6,195,545 | 5,612,376 | 5,632,653 | 5,703,179 | 5,724,684 | 5,713,042 | 5,782,326 | 5,892,971 |
| Total Revenue Over / (Under) Total Expenses | | 198,334 | (27,563) | (37,149) | (537,240) | 12,479 | 41,053 | 18,790 | 56,528 | 118,655 | 111,022 | 52,105 |
| Beginning Balance, July 1 (From Previous Worksheet) | | 2,379,887 | 2,578,221 | 2,550,658 | 2,513,509 | 1,976,269 | 1,988,748 | 2,029,801 | 2,048,591 | 2,105,119 | 2,223,775 | 2,334,797 |
| Percentage Surplus (Year One Includes Incoming Surplus) | | 49.27% | 47.10% | 45.19% | 31.90% | 35.44% | 36.04% | 35.92% | 36.77% | 38.92% | 40.38% | 40.50% |
| Ending Balance, June 30 | | \$ 2,578,221 | \$ 2,550,658 | \$ 2,513,509 | \$ 1,976,269 | \$ 1,988,748 | \$ 2,029,801 | \$ 2,048,591 | \$ 2,105,119 | \$ 2,223,775 | \$ 2,334,797 | \$ 2,386,901 |
| Balance Less Fundraising Goals | | \$ 2,540,686 | \$ 2,452,158 | \$ 2,403,209 | \$ 1,755,306 | \$ 1,857,116 | \$ 1,896,852 | \$ 1,914,313 | \$ 1,969,498 | \$ 2,086,797 | \$ 2,186,450 | \$ 2,247,171 |
| | | 48.55% | 45.28% | 43.20% | 28.33% | 33.09% | 33.68% | 33.57% | 34.40% | 36.53% | 37.99% | 38.13% |

Appendix F: UMSL Performance Contract

This has been copied from the original PDF, which can be found [here](#).

**Lafayette Preparatory Academy
Performance Contract SY19-SY23
Nov. 29, 2017 (rev. 10/13/21)**

As the official charter school sponsor of Lafayette Preparatory Academy (LPA) the University of Missouri, St. Louis (UMSL) is legislatively required to monitor compliance and performance of the school, recommend sanctions, if necessary, and revocation and closure when the school demonstrates an inability to meet standards. This performance contract represents expectations in the LPA's charter term.

REVIEW SUMMARY

Findings:

- Sections A – D: Lafayette Preparatory Academy has met the performance standards with three exceptions (all related to Governance):
 - Section A:
 - The Board did not demonstrate that they had received the Board training as required in the Charter Contract.
 - The Board did not implement an Executive Director evaluation.
 - Only 2/6 Board members participated in the self-evaluation process.
- Section E:
 - Student Achievement: Due to the COVID-19 Pandemic, the SY20 MAP assessments were cancelled and results from SY21 are not to be used for accountability purposes. Therefore, as outlined in the Amendment to this Performance Contract, internal data was used for the Annual Review.
 - In response to the impact of the COVID-19 pandemic, this Performance Contract was revised, using the results of SY21 MAP assessments as the baseline off of which to set new goals. SY21 MAP assessment data, though, was not considered for accountability purposes.
 - Internal data was reported for the purpose of the Annual Review but was not incorporated here.

Conclusion:

Lafayette Preparatory Academy met all but three standards (all related to Governance), thereby fulfilling the terms of its Performance Contract for SY21. The unmet standards related to Governance must be corrected in SY22, or Lafayette Preparatory Academy is at risk of being placed on probation with implementation of a “Governance Improvement Plan.”

A. Governance

Charter schools are governed by an independent board of directors that are required to abide by all laws governing 501(c)3 organizations, and public schools. For the term of this performance contract, the board of Lafayette Preparatory Academy will:

1. Consistently abide by all Missouri laws, including the Missouri Sunshine Law in all its operations.
2. Maintain an active, involved board as described in their charter.
3. Meet all standards for governance listed below as assessed by the UMSL sponsor during its annual review:

| Standard | Metric | MET or NOT MET | | | | |
|--|---|----------------|------|---------|------|------|
| | | 2019 | 2020 | 2021 | 2022 | 2023 |
| 3.1 The school Board operates legitimately and in the best interest of its students and mission. | <ul style="list-style-type: none"> • Governance records • Criminal background and FCSR checks as outlined in section RSMo160.400.14 | Met | Met | Met | | |
| 3.2 All board members receive training in Missouri Sunshine Law, nepotism, school governance, student achievement, school law and policy and conflict of interest within their first year of service. | <ul style="list-style-type: none"> • Board survey • Board minutes | Met | Met | Not Met | | |
| 3.3 Appropriate Board Policies are developed, revised as needed, and followed. | <ul style="list-style-type: none"> • Board Policies and appropriate school documents, such as enrollment procedures, student handbooks, etc. | Met | Met | Met | | |
| 3.4 Meetings are regularly scheduled and appropriately conducted. | <ul style="list-style-type: none"> • Governance records | Met | Met | Met | | |
| 3.5 Governance records and documentation are appropriately created and maintained. | <ul style="list-style-type: none"> • Board Meeting Agenda, notices, minutes, and supporting documentation | Met | Met | Met | | |
| 3.6 School business is conducted in a transparent manner subject to the provisions and sections 610.010 to 610.030, Missouri Sunshine Law; free of conflict of interest, and models best practices regarding governance roles and responsibilities. | <ul style="list-style-type: none"> • Fiscal records • Fiscal Audits and ASBR • Core Data Reports | Met | Met | Met | | |

| | | | | | | |
|---|---|-----|-----|---------|--|--|
| 3.7 The Board implements a transparent process for evaluating the school leader that includes evaluation of core competency categories and progress made on yearly school goals. | <ul style="list-style-type: none"> School leader evaluation document | Met | Met | Not Met | | |
| 3.8 The Board communicates in a timely manner with UMSL's sponsorship liaison about significant policy, personnel, school performance or legal issues. | <ul style="list-style-type: none"> Board-sponsor communications | Met | Met | Met | | |
| 3.9 The Board annually self-evaluates using a standardized tool that assesses performance based on setting goals, developing policy, and communication. | <ul style="list-style-type: none"> Board self-evaluation document | Met | Met | Not Met | | |
| 3.10 The Board officially reviews the sponsor's Annual Review at one of its board meetings. | <ul style="list-style-type: none"> Board minutes | Met | Met | Met | | |

B. School Leadership

For the term of this performance contract:

- The Executive Director of Lafayette Preparatory Academy will meet all standards for school leadership listed below as assessed by the UMSL sponsor during its annual review:

| Standard | Metric | MET or NOT MET | | | | |
|---|---|----------------|------|------|------|------|
| | | 2019 | 2020 | 2021 | 2022 | 2023 |
| 4.1 Student enrollment procedures, including open enrollment and lottery, if needed, are appropriately conducted and documented. | <ul style="list-style-type: none"> School policies, procedures, and practices Enrollment and attendance documents Core Data | Met | Met | Met | | |
| 4.2 Student enrollment and attendance numbers are in line with the charter agreement, and provide evidence that the school is a viable school of choice for the community. | <ul style="list-style-type: none"> Student enrollment data Student attendance data. Student retention data Core Data reports Charter agreement | Met | Met | Met | | |

| | | | | | | |
|--|--|-----|-----|-----|--|--|
| <p>4.3 Personnel procedures and practices are conducted in a manner that promotes instructional effectiveness and continuous school improvement.</p> | <ul style="list-style-type: none"> • Teacher and administrator retention data • School Improvement Plan • Professional Development Plan • Academic accountability indicators | Met | Met | Met | | |
| <p>4.4 School meets all state and local standards relative to health and safety; and maintains a clean and safe environment that supports the educational mission of the school.</p> | <ul style="list-style-type: none"> • Board Policies and documentation • Health and safety permits • Fiscal records • On-site observations and reports | Met | Met | Met | | |

| Student Retention Rate Enrollment from beginning of the year to the end of the same year. Target: 90% | | | | | |
|---|-------|-------|------|------|------|
| | 2019 | 2020 | 2021 | 2022 | 2023 |
| Actual Rate | 94.9% | > 90% | 98% | | |
| Met or Not Met | Met | Met | Met | | |

| Teacher Retention Rate Percent of full time certified staff at the end of the school year who return the following year. Target: 85% | | | | | |
|--|------|------|------|------|------|
| | 2019 | 2020 | 2021 | 2022 | 2023 |
| Actual Rate | 68% | >85% | 90% | | |
| Met or Not Met | Met | Met | Met | | |

Notes:

C. Financial Operations

The school depends on the board maintaining proper fiduciary responsibility. For the term of the charter, Lafayette Preparatory Academy will:

1. Comply with annual auditing and ASBR requirements, and remedy all audit findings.
2. Maintain adequate fiscal health, as evidenced by producing regular financial statements, ensuring board review and oversight of payments, and paying all obligations in a timely manner.
3. Maintain an Ending Cash Fund Balance that is no less than 10% each year of the contract term.
4. Meet all standards for fiscal operations listed below as assessed by the UMSL sponsor during its annual review:

| Standard | Metric | MET or NOT MET | | | | |
|--|--|----------------|------|------|------|------|
| | | 2019 | 2020 | 2021 | 2022 | 2023 |
| 8.1 Fiscal records are appropriately maintained. | <ul style="list-style-type: none"> ● Governance records ● Fiscal records ● Independent Fiscal Audit ● Annual Report to the Board (ASBR) | Met | Met | Met | | |
| 8.2 The school operates in a fiscally sound and appropriate manner. | <ul style="list-style-type: none"> ● Governance records ● Fiscal reports ● Independent Fiscal Audit ● Annual Report to the Board (ASBR) | Met | Met | Met | | |
| 8.3 School business and expenses, including personnel, are made free of conflict of interest and directed toward meeting the mission of the school. | <ul style="list-style-type: none"> ● Governance records ● Fiscal reports and including payroll and retirement records ● Independent Fiscal Audit ● Annual Report to the Board (ASBR) | Met | Met | Met | | |
| 8.4 Core Data and other required school reporting is conducted in a timely and appropriate manner. | <ul style="list-style-type: none"> ● Fiscal reports ● Governance records ● Core Data Reports | Met | Met | Met | | |

Notes:

D. Reporting

Schools maintain and submit large amounts of data to all regulatory authorities. UMSL monitors compliance of all these requirements. For the term of the charter, Lafayette Preparatory Academy will:

1. Maintain a 90% compliance rate for submitting required data and reports to UMSL.
2. Consistently comply with DESE reporting requirements and requests, including MOSIS Submissions and Tiered Monitoring requirements.

| | 2019 | 2020 | 2021 | 2022 | 2023 |
|-------------------|------|------|-----------|------|------|
| Indicator 1: UMSL | Met | Met | Met (98%) | | |
| Indicator 2: DESE | Met | Met | Met | | |

E. Academic Achievement, Attendance and Annual Performance Report (APR)

The most important measure of success in any school is student outcomes and quality teaching is the most important input to successful outcomes. For the term of this performance contract, Lafayette Preparatory Academy will:

1. Maintain a professional development system that includes: a teacher evaluation system that meets state requirements, retention of excellent teachers, and removal or development of teachers that are not meeting expectations.
2. Meet MSIP-5 academic achievement targets below:

MSIP 5 Standard 1: Academic Achievement

| Measure | Annual Minimum Targets | | | | |
|----------------------------|------------------------|------|------|------|------|
| | 2019 | 2020 | 2021 | 2022 | 2023 |
| ELA MPI Target | 305 | 308 | 310 | 312 | 315 |
| Actual Score | 352.8 | N/A | 369 | | |
| Met or Not Met | Met | N/A | N/A | | |
| ELA % Prof/Adv. Target | 52% | 55% | 58% | 59%* | 62% |
| Actual Score | 54.1% | N/A | 57% | | |
| Met or Not Met | Met | N/A | N/A | | |
| Math MPI Target | 298 | 301 | 304 | 293* | 300 |
| Actual Score | 309.4 | N/A | 293 | | |
| Met or Not Met | Met | N/A | N/A | | |
| Math % Prof/Adv. Target | 40% | 43% | 45% | 38%* | 41% |
| Actual Score | 41.5% | N/A | 35% | | |
| Met or Not Met | Met | N/A | N/A | | |
| Science MPI Target | 300 | 303 | 305 | 308 | 310 |
| Actual Score | 302.7 | N/A | 335 | | |
| Met or Not Met | Met | N/A | N/A | | |
| Science % Prof/Adv. Target | 40% | 43% | 45% | 48% | 50% |
| Actual Score | 37.8% | N/A | 54% | | |
| Met or Not Met | Not Met | N/A | N/A | | |

* Targets were recalibrated 10/13/21 based on academic disruption related to the COVID-19 pandemic.

** Annual Minimum Targets may be adjusted on an annual basis by mutual agreement of the UMSL Charter School Office and Lafayette Preparatory Academy.

*** Annual Minimum Targets are based on the current state assessment (MAP) and will be renegotiated based on any new or revised state assessment as necessary.

MSIP 5 Standard 2: Subgroup Achievement

| Measure | Annual Minimum Targets | | | | |
|----------------------------|------------------------|------|-------|------|------|
| | 2019 | 2020 | 2021 | 2022 | 2023 |
| ELA MPI Target | 278 | 280 | 283 | 285 | 288 |
| Actual Score | 324.5 | N/A | 330.9 | | |
| Met or Not Met | Met | N/A | N/A | | |
| ELA % Prof/Adv. Target | 40% | 42% | 44.1% | 42%* | 44% |
| Actual Score | 42.7% | N/A | 40.5% | | |
| Met or Not Met | Met | N/A | N/A | | |
| Math MPI Target | 268 | 271 | 275 | 258* | 261 |
| Actual Score | 270 | N/A | 252.2 | | |
| Met or Not Met | Met | N/A | N/A | | |
| Math % Prof/Adv. Target | 30% | 32% | 34% | 25%* | 28% |
| Actual Score | 29.1% | N/A | 22.1% | | |
| Met or Not Met | Met | N/A | N/A | | |
| Science MPI Target | 265 | 267 | 269 | 271 | 273 |
| Actual Score | 261.5 | N/A | 281.3 | | |
| Met or Not Met | Not Met | N/A | N/A | | |
| Science % Prof/Adv. Target | 28% | 30% | 32% | 34% | 36% |
| Actual Score | 23.1% | N/A | 34.4% | | |
| Met or Not Met | Not Met | N/A | N/A | | |

- * Targets were recalibrated 10/13/21 based on academic disruption related to the COVID-19 pandemic.
- ** Annual Minimum Targets may be adjusted on an annual basis by mutual agreement of the UMSL Charter School Office and Lafayette Preparatory Academy.
- *** Annual Minimum Targets are based on the current state assessment (MAP) and will be renegotiated based on any new or revised state assessment as necessary.

MSIP 5 Standard 3: Attendance

For the term of this performance contract, Lafayette Preparatory Academy will meet the following MSIP5 90/90 attendance targets:

| Measure | Annual Minimum Target | | | | |
|---|-----------------------|-------|-------|-------|-------|
| | 2019 | 2020 | 2021 | 2022 | 2023 |
| Percent of students with 90% attendance rate: Target | ≥ 90% | ≥ 90% | ≥ 90% | ≥ 90% | ≥ 90% |
| Actual Percentage | ≥ 90% | 90.3% | N/A | | |
| Met or Not Met | Met | Met | N/A | | |

Annual Performance Report (APR)

For the term of this performance contract, Lafayette Preparatory Academy will meet the following MSIP 5 APR targets:

| Measure | Annual Minimum Target: 70% | | | | |
|-----------------------|----------------------------|------|------|------|------|
| | 2019 | 2020 | 2021 | 2022 | 2023 |
| Actual APR Percentage | ≥ 70 | ≥ 70 | ≥ 70 | ≥ 70 | ≥ 70 |
| Met or Not Met | Met | N/A | N/A | | |

These goals are based on the current state accountability system and structure (MSIP 5) and will be renegotiated based on any new or revised accountability system and structure as necessary.⁷

Comparison to SLPS Buildings: N/A

If Lafayette Preparatory Academy’s APR percentage averages below 70 for two or more years, Lafayette Preparatory Academy’s student achievement data will be equal to or exceed peer school buildings of similar size and scope in the St. Louis Public School

District as follows:

Elementary and Middle Schools:

- Recalculation of APR percentage using MSIP 5 Performance Standards 1 – 3 only.

AND/OR

- English Language Arts: MPI scores and/or % of proficient or advanced
- Math: MPI scores and/or % of proficient or advanced
- Science: MPI scores and/or % of proficient or advanced

High Schools:

- Recalculation of APR percentage using MSIP 5 Performance Standards 1 – 3 and 5 only

AND/OR

- English Language Arts: MPI scores and/or % of proficient or advanced
- Math: MPI scores and/or % of proficient or advanced
- Science: MPI scores and/or % of proficient or advanced

Three to five comparison schools will be chosen based on location, enrollment numbers and selectivity, student demographics, and percentage of free or reduced lunch.

Agreement by all Parties

Lafayette Preparatory Academy and UMSL agree that substantial failure to meet the terms of performance stated above could cause UMSL to place Lafayette Preparatory Academy on probation. Probation will require a remediation plan for addressing all deficiencies in the following year. Failure to remediate will result in a recommendation for revocation of the charter contract and closure of the school at the end of the school year.

Furthermore, this performance contract is for five years of operation of the school. In the fifth year, Lafayette Preparatory Academy and UMSL will determine, based on UMSL policy and procedures and successful completion of this contract, if the school is prepared for renewal. At that time, a new performance contract will be created to address the next five years of the proposed, renewed charter.

The Board of Directors of Lafayette Preparatory Academy approved this contract revision on _____.

In agreement:

Signature of LPA Board President: _____ Date: _____
Hedda Etherington-Hall

Signature of UMSL CSO ED: _____ Date: _____
Susan Marino

Appendix G: UMSL Performance Contract SY23:SY33

Viewable [here](#)