



# Renewal Application

**Lawrence County Independent Schools**

Education One, L.L.C.

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## Renewal Application Overview

As part of the charter renewal process, Education One requires each school to provide comprehensive evidence of performance across all indicators outlined in the Accountability Plan Performance Framework. The renewal application is structured to promote transparency, encourage meaningful reflection, and support continuous improvement.

For each performance indicator, the application includes the following components:

- **Overall Rating of Performance Table:** A summary table showing the school’s overall annual rating for the indicator across the charter term.
- **Rating Rubric:** A detailed rubric defining the criteria for each performance level: *Meets Standard*, *Approaching Standard*, and *Does Not Meet Standard*.
- **Justification Table:** A narrative explanation of the evidence and rationale that supports the school’s overall rating for the indicator.
- **Measure-Specific Rating Table:** A table summarizing the school’s annual performance on each individual measure within the indicator over the charter term.

For any measure within a performance indicator that has received a rating of “Approaching Standard” or “Does Not Meet Standard,” the school is required to complete an Action Plan detailing how it will address the area of underperformance in the upcoming charter term. This requirement ensures that all renewal decisions are grounded in evidence and that schools are actively working toward improved outcomes for students.

### Required Action Plan Template

Measure:	
Current Rating:	
Provide a root cause analysis, explaining the underlying cause(s) for not meeting standard.	
Identify any action the school has taken <b>or</b> will take to receive a rating of meets standard.	
Based on the actions identified, indicate when the school anticipates to meet standard?	
Who will be responsible for implementing the action plan for this measure?	

Completion of the Action Plan(s) is a critical component of the renewal process and provides Education One with clear insight into how the school is actively addressing areas of underperformance. Schools are encouraged to use this opportunity to reflect honestly, identify specific strategies for growth, and demonstrate a commitment to achieving measurable progress. The quality and feasibility of the Action Plan will be considered as part of the overall renewal evaluation.

If additional space or supporting documentation is needed to fully explain the school’s improvement strategy, it may be included as an appendix to the renewal application.

## Part I: Academic Performance

The Academic Performance review gauges the academic success of the school in serving its target populations and closing equity gaps.

Overall Rating for Academic Performance	Year 1	Year 2	Year 3	Year 4	Year 5
	2021-22	2022-23	2023-24	2024-25	2025-26
	Approaching Standard	Approaching Standard	Approaching Standard	Approaching Standard	

### Is the school's educational program successful?

Performance Rubric	Meets Standard	The school complies with and presents minimal to no concerns in the indicator measures.
	Approaching Standard	The school presents some concerns in the indicator measures. There is a credible plan to address the issues.
	Does Not Meet Standard	The school presents concerns in some of the indicator measures with no credible plan to address the issues <b>OR</b> the school presents concerns in a majority of indicator measures with or without a credible plan to address the issues.

### What did the Overall Rating for Academic Performance mean?

Year 1	The school received an overall rating of Approaching Standard, indicating that the school presented some concerns in the indicator measures but had a credible plan to address those issues. As a new school, there were only six measures in which the school received a rating. Ratings of Does Not Meet Standard were given to growth measures for the school overall in math and then by subgroups for both content areas. The school requires the implementation of intentional tiered instruction through the use of classroom teachers, instructional assistants, and Special Education staff to support students in maintaining achievement status and meeting growth targets, with an emphasis on kindergarten and middle school programming.
Year 2	The school received an overall rating of Approaching Standard, indicating that the school presented some concerns in the indicator measures but had a credible plan to address those issues. During its second year, the school received a rating for 12 measures. The majority of these measures were rated as Approaching, Meeting, or Exceeding Standard. Ratings of Does Not Meet Standard were given to the achievement measures on the local reading math benchmark assessment when looking at the school as a whole and by subgroups. The school requires clear expectations for the English/Language Arts block in kindergarten through sixth grade classrooms. The school implemented an intervention plan for the middle school that produced positive results. This type of intervention programming needs to be incorporated throughout the school to provide differentiated instruction for all students. Finally, the school needs to identify ways to provide appropriate and differentiated professional development due to a diverse staff of skill sets and experiences.
Year 3	The school received an overall rating of Approaching Standard by presenting concerns in some of the indicator measures with credible plans to address those concerns. During its third year, the school received a rating for 20 measures. The majority of these measures were rated as Approaching, Meeting, or Exceeding Standard. Ratings of Does Not Meet Standard were all around federal and state results from the 2022-23 school year, including Federal Accountability Rating, growth of students who had previously passed the math ILEARN assessment, 6th grade math growth, and chronic absenteeism. The school needs to continue to build and incorporate intentional intervention and support systems that foster continuous improvement, specifically around math proficiency and growth. A special focus on the interventions provided to Special Education students and those students who are performing in the bottom 25% also needed to be implemented within these systems.
Year 4	The school received an overall rating of Approached Standard by presenting concerns in some indicator measures with credible plans to address those concerns. During its fourth year, the school received a rating for 26 measures. The majority of these measures were rated as Approaching, Meeting, or Exceeding Standard. Rating for Does Not Meet Standard were all around federal and state results from the 2023-24 school year, including Federal Accountability Rating, math proficiency on ILEARN, comparison to local schools, and chronic absenteeism. For measures around proficiency and comparison to local schools, this is the first time the school has been held accountable to those outcomes. Local academic performance for the 2024-25 school year indicates that the

school will continue to progress towards meeting standards in multiple areas and that legacy students are not only outperforming non-legacy students, but meeting proficiency benchmarks.

Accountability Plan Performance Framework Indicators		Year 1	Year 2	Year 3	Year 4	Year 5
State and Federal Academic Performance	Proficiency on State Summative Assessment: E/LA	N/A	N/A	N/A	AS	MS
	Proficiency on State Summative Assessment: Math	N/A	N/A	N/A	DNMS	MS
	Growth on State Summative Assessment: E/LA	N/A	N/A	MS	MS	U/A
	Growth on State Summative Assessment: Math	N/A	N/A	AS	MS	U/A
	Pass or Pass+ Status Growth: E/LA	N/A	N/A	AS	ES	U/A
	Did Not Pass Status Growth: E/LA	N/A	N/A	MS	AS	U/A
	Pass or Pass+ Status Growth: Math	N/A	N/A	DNMS	ES	U/A
	Did Not Pass Status Growth: Math	N/A	N/A	AS	AS	U/A
	Comparison to Local Schools	N/A	N/A	N/A	DNMS	DNMS
	3rd Grade Literacy	N/A	MS	MS	MS	MS
	6th Grade Math	N/A	N/A	DNMS	ES	U/A
	Chronic Absenteeism	N/A	MS	DNMS	DNMS	U/A
	Special Education Compliance	MS	AS	MS	AS	U/A

Accountability Plan Performance Framework Indicators		Year 1	Year 2	Year 3	Year 4	Year 5
Local Academic Performance	Instruction	MS	AS	AS	MS	U/A
	Attendance	AS	AS	AS	AS	U/A
	Progress Towards Proficiency: E/LA	N/A	N/A	MS	MS	U/A
	Progress Towards Proficiency: Math	N/A	N/A	ES	MS	U/A
	Historical Proficiency: E/LA	N/A	N/A	ES	ES	U/A
	Historical Proficiency: Math	N/A	N/A	ES	ES	U/A

\*N/A indicates results were not applicable to the school for that year.

\*\*U/A indicates that data is unavailable for the current school year at the time of this application.

Measure:	Did Not Pass Status Growth: E/LA
Current Rating:	<b>Approaching Standard</b>
Provide a root cause analysis, explaining the underlying cause(s) for not meeting standard.	The underlying cause for not meeting the ELA growth standard includes gaps in Tier 1 instruction where not all students were consistently engaged with rigorous, grade-level texts aligned with standards (we especially see this with regards to writing, as our students continue to improve in IREAD). Additionally, there has been inconsistent use of data gathered from progress monitoring, leading to delays in addressing skills deficits. Intervention supports for students performing below grade level were not fully implemented with fidelity.
Identify any action the school has taken <b>or</b> will take to receive a rating of meets standard.	Professional Development with Tools for Success started the first week of school and will continue throughout the school year. Teachers are getting PD and coaching focused first on curriculum mapping, then on evidence-based reading and writing practices. Targeted Tier 2 and 3 interventions will be used with fidelity, monitoring student progress biweekly and adjusting support as needed.
Based on the actions identified, indicate when the school anticipates to meet standard?	With consistent implementation of these strategies, we anticipate improvement within 2-3 years, with the goal of achieving a rating of "Meets Standard" by the end of the 26-27 school year.
Who will be responsible for implementing the action plan for	Classroom teachers, Title One team, Administrators

this measure?	
<b>Measure:</b>	<b>Did Not Pass Status Growth: Math</b>
Current Rating:	<b>Approaching Standard</b>
Provide a root cause analysis, explaining the underlying cause(s) for not meeting standard.	The underlying cause for not meeting the Math growth standard includes gaps in Tier 1 instruction where not all students were consistently engaged with rigorous, grade-level material aligned with standards. Additionally, there has been inconsistent use of data gathered from progress monitoring, leading to delays in addressing skills deficits. Intervention supports for students performing below grade level were not fully implemented with fidelity.
Identify any action the school has taken <b>or</b> will take to receive a rating of meets standard.	Professional Development with Tools for Success started the first week of school and will continue throughout the school year. Teachers are getting PD and coaching focused first on curriculum mapping, then on evidence-based math instructional practices. Targeted Tier 2 and 3 interventions will be used with fidelity, monitoring student progress biweekly-triweekly and adjusting support as needed.
Based on the actions identified, indicate when the school anticipates to meet standard?	With consistent implementation of these strategies, we anticipate improvement within 2-3 years, with the goal of achieving a rating of "Meets Standard" by the end of the 26-27 school year.
Who will be responsible for implementing the action plan for this measure?	Classroom teachers, Title One team, School Leadership Team
<b>Measure:</b>	<b>Comparison to Local Schools</b>
Current Rating:	<b>Does Not Meet Standard</b>
Provide a root cause analysis, explaining the underlying cause(s) for not meeting standard.	The school's performance compared to local schools is negatively impacted by several underlying factors. Approximately 35% of the student population receives special education services, which requires additional supports and differentiated instruction that can strain existing resources. A lack of parental involvement limits collaboration between school/home, reducing learning and student accountability outside of the classroom. Additionally, a high number of teachers who are new to the field contributed to inconsistent instructional quality, as many are still developing effective classroom management strategies and best practices in curriculum/standard delivery.
Identify any action the school has taken <b>or</b> will take to receive a rating of meets standard.	Targeted professional development and mentorship to strengthen instructional practices (Tools for Success, Smekens Writing PD, collaboration between our teachers and highly effective teachers at other local schools). Revamped Parent-Teacher-Organization, added it to our committee list so that teachers and parents have additional times to foster strong home-to-school partnerships. Different roles for our SEL coordinator, outside mental health therapist, and behavioral support; creation of Student Support Services with monthly meetings, newsletters, and activities to increase family involvement. Increased collaboration between SPED teams to ensure instructional alignment and differentiated supports.
Based on the actions identified, indicate when the school anticipates to meet standard?	With consistent implementation of these strategies, we anticipate improvement within 2-3 years, with the goal of achieving a rating of "Meets Standard" by the end of the 26-27 school year.
Who will be responsible for implementing the action plan for this measure?	School Leadership Team, Student Services Team, SPED Team

Measure:	Chronic Absenteeism
Current Rating:	<b>Does Not Meet Standard</b>
Provide a root cause analysis, explaining the underlying cause(s) for not meeting standard.	The school's high rate of chronic absenteeism stems from multiple underlying issues. A significant portion of families face challenges with consistent routines, transportation barriers, and limited parental involvement, which reduces the prioritization of daily attendance.
Identify any action the school has taken <b>or</b> will take to receive a rating of meets standard.	The school met with families who were experiencing transportation issues, and created additional bus stops over the summer which started on our first school day back. The administration team has also met with parents to discuss arranging pickup for students who have missed the bus and do not have another way to school. We are establishing an attendance committee to track and address student absences early. Increase family communication regarding the importance of consistent attendance through calls, texts, home visits and parent workshops (in collaboration with the Student Services Team). Created school-wide incentives and recognition programs to motivate students with a strong or greatly improved attendance percentage.
Based on the actions identified, indicate when the school anticipates to meet standard?	We anticipate attendance rates to increase immediately, with chronic absenteeism to drop by 50% by the end of the school year. In 2-3 years, we anticipate having chronic absenteeism to less than 20 percent (with 70-80% of our students having model attendance)..
Who will be responsible for implementing the action plan for this measure?	The administration team, attendance task force, student services team, teachers (reinforcing importance of attendance in classrooms)

Measure:	Special Education Compliance
Current Rating:	<b>Approaching Standard</b>
Provide a root cause analysis, explaining the underlying cause(s) for not meeting standard.	In September, only 24% of students were approaching, meeting, or exceeding proficiency standards on the state summative assessment, just below the 25% threshold. Contributing factors include gaps in academic readiness, inconsistent instructional practices, and challenges with maintaining an optimal learning environment. In addition, high suspension rates among SPED students reduced instructional time and limited opportunities for growth.
Identify any action the school has taken <b>or</b> will take to receive a rating of meets standard.	The school has implemented targeted instructional supports to address student academic needs, aligned professional development for teachers, and strengthened progress monitoring practices. To reduce SPED suspensions and ensure students are served in the least restrictive environment (LRE), a self-contained classroom has been created. This provides additional supports while minimizing missed instructional time.
Based on the actions identified, indicate when the school anticipates to meet standard?	The school anticipates meeting standard by the end of the current academic year, as interventions, progress monitoring, and the new self-contained SPED classroom become fully implemented and data-driven instructional adjustments are made.
Who will be responsible for implementing the action plan for this measure?	The school leadership team and special education coordinator will oversee implementation, while classroom teachers and support staff will be responsible for carrying out day-to-day instructional strategies and behavioral supports.

Measure:	Attendance
Current Rating:	<b>Approaching Standard</b>
Provide a root cause analysis, explaining the underlying cause(s) for not meeting standard.	The school's below standard attendance rate stems from multiple underlying issues. A significant portion of families face challenges with consistent routines, transportation barriers, and limited parental involvement, which reduces the

	<p>prioritization of daily attendance. Additionally, students in grades 5-8 tend to have the poorest attendance rate. For this group, student engagement is a contributing factor; when students feel disconnected from school, or have a lack of consistency in teachers, their motivation decreases. In addition, limited follow-up systems have made it challenging to intervene early with at-risk students.</p>
<p>Identify any action the school has taken <b>or</b> will take to receive a rating of meets standard.</p>	<p>The school met with families who were experiencing transportation issues and created additional bus stops over the summer, which started on our first school day back. The administration team has also met with parents to discuss arranging pickup for students who have missed the bus and do not have another way to school.</p> <p>We are establishing an attendance committee to track and address student absences early. Increase family communication regarding the importance of consistent attendance through calls, texts, home visits and parent workshops (in collaboration with the Student Services Team).</p> <p>Created school-wide incentives and recognition programs to motivate students with a strong or greatly improved attendance percentage, with special attention given to students in grades 5-8.</p>
<p>Based on the actions identified, indicate when the school anticipates to meet standard?</p>	<p>We anticipate to see measurable improvement within 1-2 year, with the goal of meeting the attendance standard by the end of the 2025-2026 school year. (As of today, 8/28/25, our attendance rate to date is above 95% for this school year).</p>
<p>Who will be responsible for implementing the action plan for this measure?</p>	<p>The administration team, attendance task force, student services team, teachers (reinforcing importance of attendance in classrooms)</p>



## Part II: Financial Performance

The Financial Performance review gauges both short-term financial health as well as long term financial stability, while accounting for key financial reporting requirements.

Overall Rating for Financial Performance	Year 1	Year 2	Year 3	Year 4	Year 5
	2021-22	2022-23	2023-24	2024-25	2025-26
	Approaching Standard	Approaching Standard	Meets Standard	Meets Standard	

Is the school in good financial standing?	
Performance Rubric	Meets Standard
Performance Rubric	Approaching Standard
Performance Rubric	Does Not Meet Standard

What did the Overall Rating for Financial Performance mean?	
Year 1	The school received a rating of Approaching Standard, indicating that it presented some concerns with indicator measures with a credible plan to address the issue. The school was held accountable to six measures and received a rating of Does Not Meet Standard for one of the measures, which was Days Cash. At the time of that report, the school had yet to receive their Charter School Program Grant reimbursement, affecting this metric.
Year 2	The school received a rating of Approaching Standard, indicating that it presented some concerns with indicator measures with a credible plan to address the issue. The school was held accountable to six measures and received a rating of Does Not Meet Standard for one of the measures, which was Enrollment Variance. Moving forward, and with more historical context as a new start-up, the school needs to ensure that budgets are created with appropriate enrollment projections.
Year 3	The school received a rating of Meets Standard, by complying with and presenting no concerns in the indicator measures. The school has improved previous measures, Enrollment Variance and Days Cash, to exceeding and meeting standard from previous school years. As the school continues to grow in its capacity for financial management, it is important to continue to ensure the findings of the audit be implemented with fidelity during the 2024-25 school year.
Year 4	The school received a rating of Meets Standard, by complying with and presenting no concerns in the indicator measures. While ratings remain relatively the same, the school increased its overall Days Cash from the previous school year and decreased debt to asset ratio.

Accountability Plan Performance Framework Indicators		Year 1	Year 2	Year 3	Year 4	Year 5
Financial Performance	Financial Management	MS	MS	MS	MS	U/A
	Enrollment Variance	ES	DNMS	ES	AS	U/A
	Current Ratio	MS	MS	MS	MS	U/A
	Days Cash	DNMS	AS	MS	MS	U/A
	Debt/Default Delinquency	MS	MS	MS	MS	U/A
	Debt to Asset Ratio	MS	MS	MS	MS	U/A
	Debt Service Coverage	N/A	N/A	N/A	N/A	U/A

\*N/A indicates results were not applicable to the school for that year.

\*\*U/A indicates that data is unavailable for the current school year at the time of this application.

Measure:	Enrollment Variance
Current Rating:	<b>Approaching Standard</b>
Provide a root cause analysis, explaining the underlying cause(s) for not meeting standard.	<p>Lawrence County Independent Schools (LCIS) has not met the standard for student enrollment and retention in grades 3–8. Based on informal feedback from families and enrollment data, several key underlying causes have been identified that have impacted our ability to maintain consistent student numbers and meet expectations.</p> <p>Additionally, many parents and guardians of students in grades 3–6 have shared that while they support LCIS’s mission and staff, a frequent concern is the high number of students with special needs within the school community impacting the perception of the school overall. While LCIS is proud to serve a diverse population and is committed to inclusion, some families feel their student may be better supported in a more traditional LEA (Local Education Agency) school setting where general education classrooms may have fewer students with specialized needs. This perception has contributed to a number of families choosing to transition to other schools they believe can offer more individualized support for their child’s learning style and social development.</p> <p>Another factor in not meeting standard is that a significant decline in enrollment occurs between 6th and 7th grade, with more than 50% of students from the 6th grade cohort not continuing on to LCIS for middle school. Informal feedback from families points to several factors behind this trend.</p>
Identify any action the school has taken <b>or</b> will take to receive a rating of meets standard.	<p>To work toward receiving a “Meets Standard” rating for the 2025–2026 school year, LCIS has implemented several intentional actions in response to the underlying causes of enrollment and retention challenges, particularly in the middle grades. One of the most significant changes has been the realignment of 6th grade into the middle school. In response to past concerns about limited extracurricular and elective offerings, LCIS has expanded both areas to allow students greater opportunities to explore their interests and engage in a more enriching and well-rounded school experience. This shift provides students with a more traditional middle school experience, something families have indicated is important for both academic readiness and social development. In addition, LCIS added another middle school teacher to allow for greater departmentalization, ensuring that students receive instruction from teachers who specialize in specific content areas. This change better reflects a traditional middle school model and supports a smoother transition to local high schools.</p> <p>To increase visibility and attract more families, LCIS has also focused on targeted marketing, particularly toward those with middle school-aged students. These efforts highlight the school’s updated structure, additional academic support, and newly expanded opportunities, all designed to align with family needs and expectations.</p> <p>Another important initiative is the establishment of the LCIS High Ability program, which serves students in grades K–2, 3–5, and 6–8. This program meets once a month on Saturdays and also provides enrichment during the regular school week as part of students’ elective schedules. This initiative reflects the school’s commitment to academic rigor and ensures that high-ability students are consistently challenged and supported.</p> <p>Through these comprehensive and strategic efforts, LCIS is actively addressing the areas of concern that have historically impacted its ability to meet standard in this area. These changes reflect a commitment to continuous improvement, responsiveness to family feedback, and a clear focus on creating a supportive and engaging learning environment for all students.</p>
Based on the actions identified,	Based on the actions identified, Lawrence County Independent Schools (LCIS)

<p>indicate when the school anticipates to meet standard?</p>	<p>anticipates meeting the standard within the next two years. This projection is grounded in the deliberate and strategic efforts made over the past two academic years, during which the school has achieved high teacher retention and has prioritized targeted professional development and support systems for staff. These investments are fostering a more stable, experienced, and effective instructional team, which is essential to driving sustained student growth and school improvement.</p> <p>While we acknowledge that enrollment may not return to the levels observed in our inaugural year, we are committed to maintaining a clear and focused alignment with our mission and vision. By enhancing academic rigor, expanding access to enrichment opportunities, and intentionally improving the middle school experience through structural and curricular changes, we are building the conditions necessary for long-term success. We believe that this sustained, mission-driven approach, paired with continuous reflection and data-informed decision-making, positions LCIS to meet the standard within the next two years and to continue progressing toward excellence beyond that benchmark.</p>
<p>Who will be responsible for implementing the action plan for this measure?</p>	<p>The responsibility for implementing the action plan for this measure will be shared among key members of the LCIS leadership team. Joanne Symcox, Director of Schools, will oversee the strategic direction and ensure alignment with the school's mission, vision, and long-term goals. Sarah Daughtrey, Principal, will lead the day-to-day execution of the plan, providing instructional leadership, supporting staff development, and monitoring progress toward measurable outcomes. Taylor Sowder, Community Outreach Coordinator, will play a critical role in engaging families, promoting the school's initiatives, and strengthening partnerships with the broader community to support enrollment and retention efforts. Together, this leadership team will collaborate to ensure that all components of the action plan are effectively implemented and evaluated.</p>

## Part III: Organizational Performance

The Organizational Performance review gauges the academic and operational leadership of the school.

Overall Rating for Organizational Performance	Year 1	Year 2	Year 3	Year 4	Year 5
	2021-22	2022-23	2023-24	2024-25	2025-26
	Approaching Standard	Approaching Standard	Approaching Standard	Approaching Standard	

Is the school's organizational structure successful?	
Performance Rubric	<p><b>Meets Standard</b></p> <p>The school complies with and presents minimal to no concerns in the indicator measures.</p>
	<p><b>Approaching Standard</b></p> <p>The school presents some concerns in the indicator measures. There is a credible plan to address the issues.</p>
	<p><b>Does Not Meet Standard</b></p> <p>The school presents concerns in some of the indicator measures with no credible plan to address the issues <b>OR</b> the school presents concerns in a majority of indicator measures with or without a credible plan to address the issues.</p>

What does the Overall Rating for Organizational Performance mean?	
Year 1	<p>The school received an overall rating of Approaching Standard, indicating that the school presented concerns in indicator measures but there was a credible plan to address those issues. The school received ratings of Approaching Standard for measures found in the Governing Board sub-indicator, around focus on high academic achievement and commitment to exemplary governance. The governing board needs to continue with the development of policies and procedures with key stakeholders to differentiate LCIS from the local school district, utilize local and state level assessment results at the board level to inform board policies and goal setting, and expand board member skill sets in the areas of education, finance, and legal.</p>
Year 2	<p>Overall, the school received a rating of Approaching Standard. While there was a decrease in ratings for the majority of the measures, the school was able to address most credible concerns within the moment and prior to the end of the school year. The governing board, specifically, collaborated well with outside counsel to create and implement appropriate board policies and procedures. Moving forward, the school needs to continue to invest in board development through orientation of new members and ongoing training for existing members (specifically on strategic planning, goal setting, and school financials) and increase engagement during meetings through questioning and commenting, based on a comprehensive review of all board materials prior to the meeting. The school's leadership team needs to provide updates to the board that focus on performance goals in the Accountability Plan Performance Framework and goals established by the board.</p>
Year 3	<p>Overall, the school received a rating of Approaching Standard. The school has maintained or improved upon ratings, but there are remaining concerns with some of the indicator measures. The school's governing board continues to require more development on how to use student and school data to inform strategic planning efforts and the creation of goals for the school and the board.</p>
Year 4	<p>Overall, the school received a rating of Approaching Standard. While the school has demonstrated consistency and, in some cases, improvement in performance measures, several remain below expectation. Importantly, the school evidenced plans to address areas of deficiency. Continued growth is needed at the governance level. The school's board would benefit from further development in effectively analyzing and utilizing student achievement data, as well as in establishing a clearly defined strategic plan with actionable steps to monitor progress and ensure successful implementation.</p>

\*N/A indicates results were not applicable to the school for that year.

\*\*U/A indicates that data is unavailable for the current school year at the time of this application.

Accountability Plan Performance Framework Indicators		Year 1	Year 2	Year 3	Year 4	Year 5
Governing Board	Focus on High Academic Achievement	AS	AS	AS	AS	U/A
	Commitment to Exemplary Governance	AS	AS	AS	AS	U/A
	Fiduciary Responsibilities	MS	DNMS	MS	AS	U/A
	Strategic Planning and Oversight	MS	DNMS	DNMS	AS	U/A
	Legal and Regulatory Compliance	MS	AS	MS	MS	U/A
School Leader	Culture of High Expectations	MS	AS	MS	MS	U/A
	Staff Development				MS	U/A
	Instructional Leadership				MS	U/A
Compliance	Charter Compliance	MS	AS	MS	MS	U/A

Measure:	Governing Board: Focus on High Academic Achievement
Current Rating:	Approaching Standard
Provide a root cause analysis, explaining the underlying cause(s) for not meeting standard.	The school has not yet met the standard of focusing on high academic achievement primarily due to a lack of organizational consistency at the board level. Sudden changes in board resignations mid-year of the 2024-2025 school year presented a challenge for officers and required a focus on reorganization and stability which, in turn, created a deficit in focus on academic achievement.
Identify any action the school has taken <b>or</b> will take to receive a rating of meets standard.	The board continuously strives for progress in this area. It has worked to ensure that new members are familiar with academic achievement measures and has begun discussions to better prepare members to ask more pertinent questions regarding academic achievement and the school's related goals. The Board President recently discussed with an Education One team member a plan to more clearly convey expectations for board members in this performance measure. The board has also discussed utilizing guidance from Education One to create a more structured approach to supporting sustained high academic achievement. Over the next month, board officers and school leadership have already committed to creating supporting documents that will outline the details of various testing measures and benchmark assessments. These documents will include, but not be limited to: descriptions of each assessment, timelines for when assessments take place, expected dates for discussing results with the leadership team, and suggested questions that should be asked by board members on an ongoing basis. These steps will ensure that the board is using academic achievement data to guide decisions and set relevant and robust goals.
Based on the actions identified, indicate when the school anticipates to meet standard?	The board anticipates the school will meet this standard by December 2025 with substantial progress toward the goal being observed by October 2025.
Who will be responsible for implementing the action plan for this measure?	Those responsible for implementing this action plan include all board members (with a special dedicated focus from Board President Kayla Hoffman and Secretary Nichole May to create needed documentation), Principal Sarah Daughtrey, and Director of Schools Joanne Symcox.

Measure:	Governing Board: Commitment to Exemplary Governance
Current Rating:	Approaching Standard
Provide a root cause analysis, explaining the underlying cause(s) for not meeting standard.	One reason the school has not yet met this standard is that the board has not sufficiently used the annual self-assessment to drive goals and inform training needs. Additionally, board member attendance has been irregular the past several

	months, and the focus of questions asked during public meetings has been narrow as opposed to including robust discussion across all content areas.
Identify any action the school has taken <b>or</b> will take to receive a rating of meets standard.	The board is mindful of the steps required to meet this standard. Over time, the Board President has spoken with individual members to encourage a broader focus across all content areas. Taking a more intentional and purposeful approach to the board's self-assessment will help create a strong resource to support discussion and goal-setting. The Board President will also emphasize the importance of meeting attendance, address attendance concerns with specific members as needed, and implement a more structured schedule and communication procedure to ensure thorough review of meeting materials prior to each public meeting.
Based on the actions identified, indicate when the school anticipates to meet standard?	Based on the actions identified, the board anticipates meeting this standard by December 2025. Organizational steps that have been outlined will be noticed sooner, but achievement of meeting the standard should be evident by the end of December.
Who will be responsible for implementing the action plan for this measure?	Board President Kayla Hoffman will work on organizational steps outlined, and Secretary Nichole May will assist in implementation. All board members will be responsible for addressing attendance expectations and thoroughly reviewing materials prior to each board meeting.

Measure:	<b>Governing Board: Fiduciary Responsibilities</b>
Current Rating:	<b>Approaching Standard</b>
Provide a root cause analysis, explaining the underlying cause(s) for not meeting standard.	The school has not yet met this standard because the board has not demonstrated a pointed focus towards the financials during public meetings. Typically financials are only briefly reviewed and approved. Discussion from board members regarding financials may be happening prior to the meeting on a one-on-one basis so that the board member can gain clarity on an issue before being presented with any group discussion or vote. This likely results in less group discussion because clarity has already been provided.
Identify any action the school has taken <b>or</b> will take to receive a rating of meets standard.	The willingness of board members to discuss financials and ask hard questions demonstrates a willingness and desire to meet or exceed this standard. All board members will review financial reports as soon as they are available. Kevin Davis has made himself available to answer questions regarding the description of specific line items, and the Board President has committed to obtaining previously shared materials by Kevin so that newer board members can study those. Financial reports will be separated from consent agenda items so that they can have a dedicated time of discussion and vote of acceptance during the public meeting. The board treasurer will facilitate this discussion. This will demonstrate an active approach by the board towards continuing to provide financial transparency and competency.
Based on the actions identified, indicate when the school anticipates to meet standard?	Based on these actions, this standard should be met by November 2025. This provides time for clear restructuring of the financial processes noted above. The timeline also allows for space for the board to continue looking through the 2025-2026 budget numbers for potential areas of adjustment, as has been previously discussed during the August 12, 2025 meeting.
Who will be responsible for implementing the action plan for this measure?	All board members. Board Treasurer. Kevin Davis, as needed. Director of Schools Joanne Symcox for providing clarity.

Measure:	<b>Governing Board: Strategic Planning and Oversight</b>
Current Rating:	<b>Approaching Standard</b>
Provide a root cause analysis, explaining the underlying cause(s) for not meeting standard.	The school has not yet met this standard because previous board leadership did not make it a priority. Early on in the development of the school, the board had set clear expectations and processes to follow, and over time, those expectations and

	<p>processes waned. Sudden changes within the board structure at different times through the board's history made it challenging to maintain a healthy approach to strategic planning and oversight.</p>
<p>Identify any action the school has taken <b>or</b> will take to receive a rating of meets standard.</p>	<p>The current Board President has strived to make strategic planning and oversight a priority of the board. Strategic planning with Education One took place in March 2025. The board collectively set three working goals. Subcommittees have been formed to address each goal. Progress is being made on the goals, and some updates have been given at meetings. The board president is working to make goal reviews and updates standing items on the public meeting agenda so that progress is more evident to the board as a whole. Progress will continue to be made on accomplishing goals and setting new ones throughout the year. Self-assessment, input from Education One, discussion with school leadership, and regular reflection by the board will ensure that goals are aligned with the school's vision, needs, and advancement. Continued attention to the board self-assessment will provide scaffolding for strategic planning and goal setting, and this self-assessment will be revisited alongside each step towards accomplishing a goal.</p> <p>Ongoing efforts are made to encourage, empower, and support leadership in their goals and endeavors. The board provides a high level of autonomy to the school leadership team as they execute the day-to-day operations of the school. Oversight by the board is and will continue to be maintained in this area. The board will work to ensure that its performance evaluations of the leadership team are rigorous and meaningful, tying into relevant goals and vision for the school.</p>
<p>Based on the actions identified, indicate when the school anticipates to meet standard?</p>	<p>The school anticipates meeting this standard by December 2025. While a majority of these procedures are already in progress, the ability to consider the standard as met should be evidenced by this December timeline.</p>
<p>Who will be responsible for implementing the action plan for this measure?</p>	<p>All board members. Board President will focus on making sure meetings reflect this plan. School leadership is responsible for their participation in goal setting.</p>

## Part IV: School Wide Climate

The School Climate indicator gauges how stakeholder satisfaction supports student re-enrollment and teacher retention.

Overall Rating for School Climate	Year 1	Year 2	Year 3	Year 4	Year 5
	2021-22	2022-23	2023-24	2024-25	2025-26
	Meets Standard	Meets Standard	Meets Standard	Meets Standard	

Is the school's organizational structure successful?		
Performance Rubric	Meets Standard	The school complies with and presents minimal to no concerns in the indicator measures.
	Approaching Standard	The school presents some concerns in the indicator measures. There is a credible plan to address the issues.
	Does Not Meet Standard	The school presents concerns in some of the indicator measures with no credible plan to address the issues <b>OR</b> the school presents concerns in a majority of indicator measures with or without a credible plan to address the issues.

	Accountability Plan Performance Framework Indicators	Year 1	Year 2	Year 3	Year 4	Year 5
	Stakeholder Satisfaction	MS	MS	MS	MS	U/A

\*N/A indicates results were not applicable to the school for that year.

\*\*U/A indicates that data is unavailable for the current school year at the time of this application.