Comprehensive Needs Assessment
2022 - 2023 District Report

Ethos Classical Charter School

1. PLANNING AND PREPARATION

1.1 Identification of Team

The comprehensive needs assessment team consists of people who are responsible for working collaboratively throughout the needs assessment process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement. A required team member's name may be duplicated when multiple roles are performed by the same person. Documentation of team member involvement must be maintained by the LEA. Watch the Planning and Preparation webinar for additional information and guidance.

Required Team Members

Program	Position/Role	Name
Multiple Program(s)	Superintendent/Assistant Superintendent	Danielle Mack
Multiple Program(s)	Federal Programs Director	Kierra Gambrell
Multiple Program(s)	Curriculum Director	Shamar Knight-Justice
Multiple Program(s)	School Leader (#1)	Danielle Mack
Multiple Program(s)	School Leader (#2)	Shamar Knight Justice
Multiple Program(s)	Teacher Representative (#1)	Vanessa Charles
Multiple Program(s)	Teacher Representative (#2)	Megan Moore
McKinney-Vento Homeless	Homeless Liaison	Kierra Gambrell
Neglected and Delinquent	N&D Coordinator	Kierra Gambrell
Rural	REAP Coordinator	NA
Special Education	Special Education Director	Kierra Gambrell
Title I, Part A	Title I, Part A Director	Shamar Knight-Justice
Title I, Part A	Family Engagement Coordinator	Kierra Gambrell
Title I, Part A - Foster Care	Foster Care Point of Contact	Kierra Gambrell
Title II, Part A	Title II, Part A Coordinator	Shamar Knight-Justice
Title III	Title III Director	Kierra Gambrell
Title IV, Part A	Title IV, Part A Director	Kierra Gambrell
Title I, Part C	Migrant Coordinator	Kierra Gambrell

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Assistant Superintendent	
Multiple Program(s)	Testing Director	Shamar Knight-Justice
Multiple Program(s)	Finance Director	Danielle Mack
Multiple Program(s)	Other Federal Programs Coordinators	Kierra Gambrell
Multiple Program(s)	CTAE Coordinator	
Multiple Program(s)	Student Support Personnel	Kierra Gambrell

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Principal Representatives	
Multiple Program(s)	High School Counselor / Academic Counselor	
Multiple Program(s)	Early Childhood or Head Start Coordinator	
Multiple Program(s)	Teacher Representatives	Vanessa Charles, Megan Moore
Multiple Program(s)	ESOL Teacher	
Multiple Program(s)	Local School Governance Team Representative (Charter Systems only)	Melissa Moore, Bernard Hines
Multiple Program(s)	ESOL Coordinator	Kierra Gambrell
21st CCLC	21st CCLC Program Director	
21st CCLC	21st CCLC Site Coordinator or Data Specialist	
Migrant	Preschool Teacher	
Special Education	Student Success Coach (SSIP)	Kierra Gambrell
Title II, Part A	Human Resources Director	Danielle Mack
Title II, Part A	Principal Supervisors	Emily Castillo Leon
Title II, Part A	Professional Learning Coordinators	
Title II, Part A	Bilingual Parent Liaisons	
Title II, Part A	Professional Organizations	
Title II, Part A	Civil Rights Organizations	
Title II, Part A	Board of Education Members	Melissa Moore, Bernard Hines
Title II, Part A	Local Elected/Government Officials	
Title II, Part A	The General Public	
Title III	Refugee Support Service Staff	
Title III	Community Adult ESOL Providers	
Title III	Representatives from Businesses Employing Non-English Speakers	
Title IV, Part A	Media Specialists/Librarians	
Title IV, Part A	Technology Experts	Zach McGaugh
Title IV, Part A	Faith-Based Community Leaders	

1. PLANNING AND PREPARATION

1.2 Identification of Stakeholders

Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance. Required stakeholders must be engaged in the process to meet the requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the LEA. Watch the Planning and Preparation webinar for additional information and guidance.

Required Stakeholders

Program	Position/Role	Name
Multiple Program(s)	Students (8th - 12th grade)	NA
Multiple Program(s)	Private School Officials	Andrew Mack- Holy Innocents
Migrant	Out-of-School Youth and/or Drop-outs	Paula Moody
Title I, Part A	Parent Representatives of Title I Students	Debrian Wright
Title I, Part A - Foster Care	Local DFCS Contacts	Kristin Toliver
Title II, Part A	Principals	Shamar Knight-Justice
Title II, Part A	Teachers	Megan Moore, Trineshia Avery
Title II, Part A	Paraprofessionals	NA
Title II, Part A	Specialized Instructional Support Personnel	Vanessa Charles; Megan Moore
Title II, Part A	Other Organizations or Partners with relevant and demonstrated expertise	Kierra Gambrell
Title I, Part A	Parents of English Learners	Juanita Zuniga

Recommended and Additional Stakeholders

Program	Position/Role	Name
Multiple Program(s)	RESA Personnel	
Multiple Program(s)	Technical, College, or University Personnel	
Multiple Program(s)	Parent Advisory Council Members, School Council Parents, Parent - Teacher Association or Parent - Teacher Organization Members	
21st CCLC	21st CCLC Advisory Council Members	
Migrant	Local Head Start Representatives (regular and/or migrant Head Start agencies)	
Migrant	Migrant PAC Members	
Migrant	Local Farmer, Grower, or Employer	
Migrant	Family Connection Representatives	

Recommended and Additional Stakeholders

Program	Position/Role	Name
Migrant	Local Migrant Workers or Migrant Community Leaders	
Migrant	Farm Worker Health Personnel	
Migrant	Food Bank Representatives	
Migrant	Boys and Girls Club Representatives	Maurice Bostick
Migrant	Local Health Department Representatives	
Migrant	ABAC MEP Consortium Staff	
Migrant	Migrant High School Equivalence Program / GED Representatives	
Migrant	College Assistance Migrant Programs	
Neglected and Delinquent	Residential Facility(ies) Director(s)	
Special Education	Parents of a Student with Disabilities	Tanya Williams
Special Education	Parent Mentors	
Title II, Part A	School Council Members	

How did the team ensure that the selection of stakeholders created an inclusive group with varied perspectives?	Ethos has intentionally invested a broad range of stakeholders to ensure a diverse array of perspectives are represented in our CLIP. We've developed a group of stakeholders that includes varied years of experience, perspectives, backgrounds, and interests to ensure our CLIP meets the needs of our full school community.

How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process?	We communicate proactively and frequently with families, inviting them into the school and the success of their student. Parents are given the tools be a successful Ethos Classical parent. Throughout the year, families are invited to participate in the discussion surrounding the family engagement plan, foster care plan, transportation plan, and behavioral and academic programs. All stakeholder input, concerns, and suggestions are considered through our monthly Joy Squad meetings. When appropriate, the input is added to the corresponding CLIP component. This year, we also created an online survey shared with our entire school community to ensure all families have the opportunity to offer input into our CLIP.

2. DATA COLLECTION ANALYSIS

2.1 Coherent Instructional System

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of instructional needs. Complete a data-informed self-rating for each Georgia District Performance Standard (GDPS). See the Coherent Instructional System webinar for additional information and guidance.

Coherent Instruction Data

GDPS - Learning and Teaching (Standard 1): Engages and supports all schools in systematic processes for curriculum design to align instruction and assessments with the required standards		
1. Exemplary	The district continuously engages and supports all schools in systematic processes for curriculum design to align instruction and assessment with the required standards. District staff work to build the capcity of school staff to lead curriculum design efforts.	
2. Operational	The district engages and supports all schools in systematic processes for curriculum design to align instruction and assessments with the required standards.	✓
3. Emerging	The district processes for engaging and supporting schools in curriculum design without district process or support.	
4. Not Evident	District schools are left to work in isolation on curriculum design without district processes or support.	

GDPS - Learning and Teaching (Standard 2): Develops and communicates common expectations for implementing curriculum, instruction, and assessment practices across all schools.		
1. Exemplary	A clear understanding of common expectation fosters a culture of results-based practices in curriculum, instruction, and assessment throughout the district with appropriate flexibility for schools to address specific needs as they arise.	
2. Operational	The district develops and communicates common expectations for implementing curriculum, instruction, and assessment practices across all schools.	✓
3. Emerging	The district expectations for implementing curriculum, instruction, or assessment practices are not fully developed or are not clearly communicated to all schools.	
4. Not Evident	The district has not developed or communicated expectations for implementing curriculum, instruction, or assessment practices.	

Coherent Instruction Data

GDPS - Learning and Teaching (Standard 3): Guides, supports, and evaluates the implementation of curriculum, instruction, and assessments		
1. Exemplary	The district provides a collaborative and systematic approach for guiding, supporting and evaluating the implementation of curriculum, instruction, and assessments. District staff build the capacity of school level staff to evaluate the implementation of curriculum, instruction, and assessments.	
2. Operational	The district effectively guides, supports, and evaluates the implementation of curriculum, instruction, and assessments.	✓
3. Emerging	The district provides limited guidance and support for evaluating the implementation of curriculum, instruction, and assessments.	
4. Not Evident	The district does not take an effective role in guiding, supporting, or evaluating the implementation of curriculum, instruction, or assessments.	

GDPS - Learning and Teaching (Standard 6): Guides and supports schools in the selection and implementation of effective strategies, programs, and interventions to improve student learning		
1. Exemplary	The district systematically provides guidance and ongoing support to schools in the selection and implementation of effective strategies, programs, and interventions to improve student learning.	
2. Operational	The district guides and supports schools in the selection and implementation of effective strategies, programs, and interventions to improve student learning.	✓
3. Emerging	The district provides some limited guidance and support in the selection or implementation of effective strategies, programs, and interventions to improve student learning.	
4. Not Evident	The district provides little or no support or guidance in the selection or implementation of effective strategies, programs, and interventions. The district may require or allow some inappropriate strategies, programs, or interventions.	

Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership: The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	
3. Planning and Assessment: The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	
4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	
Note: State calculations not completed for 2020-2021 or 2021-2022. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric. 	

Teacher Keys Effectiveness System- Standard

Standard	Score
2. Instructional Planning: The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.	
3. Instructional Strategies: The teacher promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.	
Note: State calculations not completed for 2020-2021 or 2021-2022. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric. 	
4. Differentiated Instruction: The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	
5. Assessment Strategies: The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.	
6. Assessment Uses: The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instruction content and delivery methods, and to provide timely and constructive feedback to both students and parents.	
8. Academically Challenging Environment: The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	
Note: State calculations not completed for 2020-2021 or 2021-2022. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric. 	

2. DATA COLLECTION ANALYSIS

2.2 Effective Leadership

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of leadership needs. Complete a data-informed self-rating for each Georgia District Performance Standard (GDPS). See the Effective Leadership webinar for additional information and guidance.

Effective Leadership Data

GDPS - Allocation and Management of Resources (Standard 1): Administers a clearly defined, collaborative, data-driven budget process that ensures the equitable, efficient, and transparent distribution of resources to support learning and teaching		
1. Exemplary	The well-established budget process allows input from departments and programs and is driven by the needs of the schools and district. Various funding sources are efficiently maximized at the district and school levels.	
2. Operational	The budget process is clearly defined, collaborative, and data-driven, resulting in the equitable, efficient, and transparent distribution of resources to support learning and teaching.	✓
3. Emerging	A budget process is in place, but it does not consistently include collaborative, data-driven decisions. In some instances, resource distribution in the district lacks efficiency, equity, or transparency.	
4. Not Evident	Across the district, individual departments and programs develop budgets in isolation resulting in gaps, duplication, or poor cost effectiveness. District staff serve primarily as controllers of funds and provide little or no assistance to schools on the funding of plans.	

GDPS - Allocation and Management of Resources (Standard 2): Allocates and monitors the use of time, materials, equipment, and fiscal resources to support learning and teaching		
1. Exemplary	The district allocates and continually monitors the use of time, materials, equipment, and fiscal resources to address both immediate and long-term goals to ensure resources are maximized to support learning and teaching.	
2. Operational	The district allocates and regularly monitors the effective use of time, materials, equipment, and fiscal resources to ensure that they are utilized to support learning and teaching.	✓
3. Emerging	The district inconsistently allocates and monitors the use of time, materials, equipment, and fiscal resources to support learning and teaching.	
4. Not Evident	The district does little to allocate or monitor effectively the use of time, materials, equipment, or fiscal resources to support learning and teaching.	

Effective Leadership Data

GDPS - Governance (Standard 1): Builds support for district and school goals and initiatives by engaging stakeholders, including school board members, to improve learning and teaching		
1. Exemplary	Stakeholders, including school board members, take leadership roles in advancing district and school goals and initiatives that improve learning and teaching.	
2. Operational	The district consistently engages stakeholders, including school board members, in supporting district and school goals and initiatives that improve learning and teaching.	✓
3. Emerging	The district provides some opportunities for a range of stakeholders to be engaged in supporting goals and initiatives that will improve learning and teaching.	
4. Not Evident	Engagement of stakeholders is limited or nonexistent, or the engagement occurs with issues that do not impact learning and teaching.	

GDPS - Governance (Standard 2): Uses an established process to align policies, procedures, and practices with laws and regulations		
1. Exemplary	A systematic and collaborative process is used for ongoing development, revision, and alignment of policies, procedures, and practices with laws and regulations.	
2. Operational	The district regularly uses an established process to align policies, procedures, and practices with laws and regulations.	✓
3. Emerging	A process to align policies, procedures, and practices with laws and regulations is not comprehensive or is not used on a regular basis.	
4. Not Evident	A process is not in use to align policies, procedures, and practices with laws and regulations.	

GDPS - Governance (Standard 4): Grants defined flexibility, based on results, to school leaders to address individual school needs to improve learning and teaching		
1. Exemplary	Flexibility granted to school leaders, based upon sustained high performance, is well defined, reviewed periodically, and fully supports the improvement of learning and teaching.	
2. Operational	The district grants defined flexibility, based on results, to school leaders to address individual school needs to improve learning and teaching.	✓
3. Emerging	The district grants limited flexibility, or the flexibility that is given does not allow leaders to improve learning and teaching sufficiently.	
4. Not Evident	The district grants little or no flexibility or inappropriate flexibility to school leaders to improve learning and teaching.	

Effective Leadership Data

GDPS - Leader, Teacher, and Staff Effectiveness (Standard 5): Organizes and provides personnel, expertise, and services to achieve district and individual school goals		
1. Exemplary	The organization and strategic allocation of personnel, expertise, and services lead to the achievement of district and individual school goals. The district is focused on building the capacity and expertise of school and district staff to solve problems and perform at high levels.	
2. Operational	The organization and allocation of personnel, expertise, and services are sufficient to achieve district and individual school goals.	✓
3. Emerging	The organization or allocation of personnel, expertise, and services is provided intermittently or on a short- term basis as a solution for immediate, pressing needs.	
4. Not Evident	The organization or allocation of personnel, expertise, and services does not effectively support the needs of the district and schools.	

GDPS - Planning, Organizing, and Monitoring (Standard 1): Uses a collaborative, data-driven planning process at the district and school levels for improving student learning		
1. Exemplary	A collaborative, data-driven planning process results in aligned, comprehensive plans at the district and school levels for improving student learning.	
2. Operational	At the district and school levels, staffs engage in a collaborative, data-driven planning process to improve student learning.	✓
3. Emerging	At the district and school levels, staffs engage in a planning process to improve student learning, but limitations exist with data analysis, collaboration, or other issues.	
4. Not Evident	A collaborative, data-driven planning process for improving student learning is not in place at the district or school levels.	

GDPS - Planning, Organizing, and Monitoring (Standard 2): Uses protocols and processes for problem solving, decision-making, and removing barriers		
1. Exemplary	The district uses and reviews established protocols and processes for problem solving, decision-making, and removing barriers on a regular basis. Contingency plans are developed for unlikely occurrences.	
2. Operational	The district uses protocols and processes for problem solving, decision-making, and removing barriers.	✓
3. Emerging	District use of protocols and processes for problem solving, decision-making, or removing barriers is limited or inconsistent.	
4. Not Evident	The district does not use protocols or processes for problem solving, decision- making or removing barriers.	

Effective Leadership Data

GDPS - Planning, Organizing, and Monitoring (Standard 3): Uses processes to monitor and provide timely guidance, support, and feedback to individual schools as they implement improvement plans and initiatives		
1. Exemplary	The district has ongoing, comprehensive processes in place to monitor and provide guidance, support and feedback to individual schools as they implement improvement plans, programs or initiatives. The district builds the capacity of school level staff to monitor the implementation and effectiveness of improvement plans, programs, and initiatives.	
2. Operational	The district uses processes to monitor and provide timely guidance, support, and feedback to individual schools as they implement improvement plans and initiatives.	✓
3. Emerging	The district has some limited processes in place to monitor and provide guidance, support, and feedback to schools as they implement improvement plans and initiatives.	
4. Not Evident	The district does not use structured processes for monitoring or providing guidance, support, or feedback to individual schools as they implement improvement plans or initiatives.	

GDPS - Vision and Mission (Standard 1): Creates and communicates a collaboratively-developed district vision, mission, and core beliefs that focus on preparing all students for college and career readiness		
1. Exemplary	The collaboratively-developed vision, mission, and core beliefs that emphasize preparing all students for college and career readiness are continuously and clearly communicated to all stakeholders and are pervasive in the culture and daily actions of the district.	
2. Operational	The collaboratively-developed vision, mission, and core beliefs that emphasize preparing all students for college and career readiness have been created and communicated to stakeholders and are evident in most across the district.	✓
3. Emerging	The vision, mission, and core beliefs have been developed with some emphasis on preparing students for college and career readiness, buy may have weakness due to insufficient collaboration with stakeholders, poor communication, or other limitations.	
4. Not Evident	The vision, mission, and core beliefs may not exist or may not focus on preparing students for college and career readiness.	

Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership:The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	
2. School Climate:The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	

Leader Keys Effectiveness System- Standard

Standard	Score
3. Planning and Assessment: The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	
4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	
5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	
6. Teacher/Staff Evaluation: The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	
7. Professionalism: The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	
Note: State calculations not completed for 2020-2021 or 2021-2022. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric. 	

Teacher Keys Effectiveness System- Standard

Standard	Score
9. Professionalism: The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	
Note: State calculations not completed for 2020-2021 or 2021-2022. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric. 	

2. DATA COLLECTION ANALYSIS

2.3 Professional Capacity

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of professional capacity needs. Complete a data-informed self-rating for each Georgia District Performance Standard (GDPS). See the Professional Capacity webinar for additional information and guidance.

Professional Capacity Data

GDPS - Leader, Teacher, and Staff Effectiveness (Standard 2): Establishes and implements processes that increase the effectiveness of teachers, leaders, and staff		
1. Exemplary	Comprehensive data-driven processes that increase the effectiveness of leaders, teachers, and other staff are pervasive in the district and result in a culture of measurable, continuous improvement.	
2. Operational	Processes that increase the effectiveness of leaders, teachers, and staff have been established and consistently implemented throughout the district.	✓
3. Emerging	Processes that increase the effectiveness of leaders, teachers, and staff are not fully developed or are implemented unevenly or inconsistently across the district.	
4. Not Evident	Few, if any, processes to increase the effectiveness of leaders, teachers, and staff have been developed or successfully implemented in the district.	

GDPS - Leader, Teacher, and Staff Effectiveness (Standard 3): Guides and monitors the use of a state approved evaluation system to ensure fidelity of implementation and to evaluate accurately the effectiveness of district and school leaders, teachers, and staff		
1. Exemplary	The district collects and analyzes comprehensive data from the state-approved evaluation system to inform staff retention, salaries, and professional learning throughout the district.	
2. Operational	The district guides and monitors a state-approved evaluation system to ensure fidelity of implementation and to evaluate accurately the effectiveness of district and school leaders, teachers, and staff.	✓
3. Emerging	The district offers some guidance for the implementation of a state- approved evaluation system, but some parts of the system are not implemented with fidelity or could benefit from more support or monitoring.	
4. Not Evident	The district does little to guide or monitor the implementation of a state-approved evaluation system.	

Professional Capacity Data

GDPS - Learning and Teaching (Standard 4): Ensures that professional learning is relevant and addresses adult and student needs		
1. Exemplary	The district fosters a culture of systematic, quality, and relevant professional learning that consistently addresses the needs of its adults and its students.	
2. Operational	The district ensures that professional learning at the school and district levels is relevant and addresses adult and student needs.	✓
3. Emerging	The professional learning at the school and district levels is not consistently relevant or is not consistently linked to adult or student needs.	
4. Not Evident	The professional learning at the school and district levels is not relevant and does not address adult or student needs.	

GDPS - Learning and Teaching (Standard 5): Assesses the impact of professional learning on staff practices and student learning and makes adjustments as needed		
1. Exemplary	The impact of professional learning on staff practices and student learning is systematically monitored at the district and school levels by examining performance data throughout the year and timely, appropriate adjustments are made as needed.	
2. Operational	The impact of professional learning on staff practices and student learning is assessed and adjustments are made as needed.	✓
3. Emerging	The impact of professional learning on staff practices or student learning is assessed on a limited or inconsistent basis, or appropriate adjustments are not always made.	
4. Not Evident	The impact of professional learning on staff practices or student learning is not assessed by district or school staff.	

Leader Keys Effectiveness System- Standard

Standard	Score
4. Organizational Management:The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	
5. Human Resources Management:The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	
6. Teacher/Staff Evaluation:The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	
7. Professionalism:The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	
8. Communication and Community Relations:The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	
Note: State calculations not completed for 2020-2021 or 2021-2022. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric. 	

Teacher Keys Effectiveness System- Standard

Standard	Score
1. Professional Knowledge: The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	
9. Professionalism: The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	
10. Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	
Note: State calculations not completed for 2020-2021 or 2021-2022. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric. 	

2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to family and community engagement. Complete a data-informed self-rating for each Georgia District Performance Standard (GDPS). See the Family and Community Engagement webinar for additional information and guidance. Visit Georgia's Family Connection Partnership's KIDS COUNT for additional data.

Family and Community Engagement Data

GDPS - Family and Community Engagement (Standard 1): Establishes and communicates district-wide expectations for schools to engage families and the community to support learning and teaching		
1. Exemplary	Expectations for family and community engagement are embedded in the culture and result in family and community members being active supporters of student learning and teaching throughout the district.	
2. Operational	Expectations for schools to engage families and the community to support learning and teaching are established and communicated throughout the district.	✓
3. Emerging	Expectations for family and community engagement are inconsistent, varying from school to school, or are unevenly communicated across the district.	
4. Not Evident	Expectations for family and community engagement have not been established across the district.	

GDPS - Family and Community Engagement (Standard 2): Establishes structures which promote clear and open communication between schools and stakeholders		
1. Exemplary	The district implements and continuously monitors structures for reliable, ongoing, and interactive communication between the schools and stakeholders.	
2. Operational	Structures which promote clear and open communication between schools and stakeholders have been effectively established.	✓
3. Emerging	The district structures between schools and stakeholders result in communication that sometimes may not be consistent, clear, or timely.	
4. Not Evident	Structures which promote clear and open communication between schools and stakeholders have not been effectively established or implemented.	

GDPS - Family and Community Engagement (Standard 3): Ensures that families and community members have feedback and problem-solving opportunities throughout the district		
1. Exemplary	The district engages family and community members to take leadership roles in feedback and problem- solving activities throughout the district.	
2. Operational	The district ensures that family and community members routinely have feedback and problem-solving opportunities throughout the district.	✓
3. Emerging	Opportunities for family and community members to be involved in feedback and problem-solving are limited or inconsistently provided across the district.	
4. Not Evident	Opportunities for family and community feedback and involvement in problem-solving seldom occur in the district.	

Family and Community Engagement Data

GDPS - Governance (Standard 3): Communicates district policies and procedures in a timely manner to relevant audiences		
1. Exemplary	Strategic, comprehensive processes and protocols are in place for clearly and continuously communicating policies and procedures in a timely manner to all stakeholders.	
2. Operational	The district consistently communicates policies and procedures in a timely manner to relevant audiences.	✓
3. Emerging	Communication of policies and procedures to relevant audiences is sometimes inadequate or inconsistent.	
4. Not Evident	Communication of district policies and procedures to relevant audiences is very limited or ineffective.	

GDPS - Vision and Mission (Standard 2): Fosters, within the district and broader community, a culture of trust, collaboration, and joint responsibility for improving learning and teaching		
1. Exemplary	The actions of the district are well established and have created a strong culture of trust, collaboration, and shared responsibility for improving learning and teaching within the district and in the broader community. Processes and procedures are pervasive in the district and schools to support the district's vision and mission.	
2. Operational	The actions of the district effectively foster a culture of trust, collaboration, and shared responsibility for improving learning and teaching within the district and broader community. Processes and procedures are implemented to support the district's vision and mission.	✓
3. Emerging	The actions of the district are inconsistent in fostering a culture of trust, collaboration, and shared responsibility for improving learning and teaching. Some effective processes and procedures are used to support the district's vision and mission.	
4. Not Evident	The actions of the district do not foster a culture of trust, collaboration, and shared responsibility for improving learning and teaching. Few, if any, effective processes and procedures are used to support the district's vision and mission.	

Leader Keys Effectiveness System- Standard

Standard	Score
2. School Climate: The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	
Note: State calculations not completed for 2020-2021 or 2021-2022. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric. 	

Teacher Keys Effectiveness System- Standard

Standard	Score
10. Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	
Note: State calculations not completed for 2020-2021 or 2021-2022. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric. 	

2. DATA COLLECTION ANALYSIS

2.5 Supportive Learning Environment

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to a supportive learning environment. Complete a data-informed self-rating for each Georgia District Performance Standard (GDPS). Student subgroups with a count of less than 15 are denoted by "TFS" (too few students). See the Supportive Learning Environment webinar for additional information and guidance.

Supportive Learning Environment Data

GDPS - Allocation and Management of Resources (Standard 3): Develops and implements processes to maintain facilities and equipment to ensure an environment, which is safe and conducive to learning		
1. Exemplary	The district has a comprehensive schedule for ongoing, proactive maintenance of facilities and equipment. Repairs and services are provided in a timely manner and do not disrupt the learning environment.	
2. Operational	The district develops and implements effective processes to maintain facilities and equipment to ensure an environment which is safe and conducive to learning.	✓
3. Emerging	Irregular or insufficient processes are in place to maintain facilities and equipment to ensure an environment which is safe and conducive to learning.	
4. Not Evident	The district has done little to develop or implement processes to maintain facilities and equipment to ensure an environment which is safe and conducive to learning.	

GDPS - Allocation and Management of Resources (Standard 4): Provides, coordinates, and monitors student support systems and services		
1. Exemplary	The district provides, coordinates, and systematically monitors a comprehensive, accessible array of services to meet the educational, physical, social and emotional needs of its students.	
2. Operational	The district provides, coordinates, and monitors student support systems and services.	✓
3. Emerging	The district provides some student services, but improvements are needed in some areas such as program coordination and monitoring.	
4. Not Evident	The district has systemic problems with providing, coordinating, or monitoring student support systems or services.	

Supportive Learning Environment Data

GDPS - Leader, Teacher, and Staff Effectiveness (Standard 4): Defines the roles, responsibilities, skill sets, and expectations of leaders at all levels of the district to improve student learning and staff performance		
1. Exemplary	Actions of leaders throughout the district reflect a deep understanding of their leadership roles, responsibilities, and expectations. Leaders demonstrate the appropriate skill sets necessary to improve student learning and staff performance.	
2. Operational	The district defines the roles, responsibilities, skill sets, and expectations of leaders at all levels to increase student learning and staff performance.	✓
3. Emerging	The general roles, responsibilities, skill sets, or expectations for leaders are not fully developed by the district.	
4. Not Evident	Leader roles, responsibilities, skill sets, and expectations are not defined or are not up-to-date at the school or district levels.	

Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership: The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	
2. School Climate: The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	
3. Planning and Assessment: The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	
4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	
5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	
6. Teacher/Staff Evaluation: The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	
7. Professionalism: The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	
Note: State calculations not completed for 2020-2021 or 2021-2022. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric. 	

Teacher Keys Effectiveness System- Standard

Standard	Score
1. Professional Knowledge: The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	
2. Instructional Planning: The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.	
3. Instructional Strategies: The teacher promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.	
4. Differentiated Instruction: The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	
5. Assessment Strategies: The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.	
6. Assessment Uses: The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instruction content and delivery methods, and to provide timely and constructive feedback to both students and parents.	
7. Positive Learning Environment: The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	
8. Academically Challenging Environment: The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	
9. Professionalism: The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	
10. Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	
Note: State calculations not completed for 2020-2021 or 2021-2022. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric. 	

2. DATA COLLECTION ANALYSIS

2.6 Data Analysis Questions

Analyze the LEA's data and answer the guiding questions to determine existing trends and patterns that support the identification of demographic and financial needs. Student subgroups with a count of less than 15 are denoted by "TFS" (too few students).

What perception data did you use? [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]	We used the 2022 Georgia Milestones, local formative assessment data (STEP and NWEA MAP), TNTP school climate surveys, and verbal and written input from Governing Board, Parent Advisory, Parent Feedback and Leadership Team discussions were used to determine system ratings.

What does the perception data tell you? (perception data can describe people's knowledge, attitudes, beliefs, perceptions, competencies; perception data can also answer the question "What do people think they know, believe, or can do?")	The perception data tells us that all stakeholders firmly believe in the ability of our scholars to achieve at high levels while recognizing the tremendous impact two years of COVID has had on their ability to do so. This data clearly communicates a need and desire for strategic intervention in reading and math to accelerate learning now that we have returned to in-person learning.

What process data did you use? (examples: student participation in school activities, sports, clubs, arts; student participation in special programs such as peer mediation, counseling, skills conferences; parent/student participation in events such as college information meetings and parent workshops)	We used the 2022 Georgia Milestones, local formative assessment data (UChicago STEP, NWEA MAP, TNTP school climate surveys, and verbal and written input from Governing Board, Parent Advisory, Parent Feedback and Leadership Team discussions were used to determine system ratings.

What does the process data tell you? (process data describes the way programs are conducted; provides evidence of participant involvement in programs; answers the question "What did you do for whom?")	Our process data shows incredibly strong family and teacher engagement with the highest participation rate in Georgia Milestones of all Title I schools in APS as well as strong data showing family support with an average of a 98% family conference participation rate across all three family conferences in SY22.

What achievement data did you use?	We used the 2022 Georgia Milestones and local formative assessment data (UChicago STEP, NWEA MAP).

What does your achievement data tell you?	ETHOS CPF ESTIMATE				
		READ	ELA	Math	Science	These numbers indicate the percentage point difference from our scholars zoned schools based on 2019 and 2021 scores. I'm averaging the two together, as I think that will give us the most conservative, but accurate representation of where we will land for our impact (how much we outperform our comparison schools) for this year.
	2019 Scores	6.48	16.32	8.63	8.44	
	2021 Scores	15.88	24.12	17.37	9.24	
	2022 Scores	4.90	19.10	10.77	9.57	
	ESTIMATE	11.18	20.22	13.00	8.84	
	ETHOS SCORES					
		R	ELA	M	Sci	These numbers demonstrate the increase in scholar scores from SY21 to

	READ	ELA	Math	ence
				SY22. These should be paired against the variations in state averaged we see in the state averages outlined below.
2021 Scores	52%	22%	7%	NA
2022 Scores	62%	43%	27%	27%
Growth	10%	19%	20%	--%

PACESETTER CALCULATION				
	READ	ELA	Math	Science
				The calculations of our academic CPF performance are based on SY19 milestones as that is the most conservative estimate of school performance against zoned schools given the decline in milestones performance due to COVID. It is safe to assume we will land a few points higher in our "beating the odds analysis" because we are using the 2019/2021 average scores as our benchmark.
2019 State	73%	45%	41%	43%
2021 State	68.1% (-5)	39.4% (-6)	34.7% (-6)	38% (-5)

ate				
2022 State	70% (+2)	39% (0)	37% (+2)	39% (+1)
Difference	-3%	-6%	-4%	-4%

Academic Progress

Math Performance (NWEA MAP) 2021-2022 School Year	
Grade Level	Median Percentile
Kindergarten	61%ile
First	46%ile
Second	66%ile
Fifth	34%ile

ELA Performance (NWEA MAP) 2021-2022 School Year	
Grade Level	Median Percentile
Kindergarten	53%ile
First	43%ile
Second	49%ile
Fifth	50%ile

Percentage of scholar meeting or exceeding growth goals Spring 2022		
Homeroom	ELA	Math

Grade	Teacher		
Kindergarten	Yungai	50%	14.3%
	Wiley	52.4%	65%
	Basquiat	22.7%	43.8%
	Powers	65.2%	50%
First	Wonder	27.8%	31.3%
	Cole	19%	60%
	Simone	55.6%	62.5%
	Baker	46.2%	84.6%
Second	Ailey	42.1%	81.3%
	Serrano	42.9%	70.8%
	Jamison	23.8%	63.2%
	Hines	55%	72.2%
Fifth	Lee	47.1%	81.3%
	Duvernay	40%	47.1%

Reading Performance (STEP Tool Evaluation)
2021-2022 School Year

Grade Level	% Below Expectations	% Meeting Expectations	% Exceeding Expectations	% Meeting or Exceeding Expectations	Avg. years grown	Avg. Levels grown
Kinder	19.6%	37.3%	43.1%	80.4%	1.26 years	3.78 levels
First	69%	6%	25%	31%	.94 years	2.83 levels
Second	61%	23%	16%	39%	1.14 years	3.43

What demographic data did you use?	We used student recruitment, enrollment, and special education data.

What does the demographic data tell you?	The demographic data reveals that 82% of our scholars qualify for free or reduced lunch. There ~3% who qualify for McKinney Vento services and ~8% of scholars who qualify for IEP special education services.

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.1 Strengths and Challenges Based on Trends and Patterns

Read the trends and patterns summaries from each section of the data analysis process. Use the information in these summaries to complete 3.2 and 3.3. Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.2. Watch the Identifying Need webinar for additional information and guidance.

Strengths and Challenges Based on Trends and Patterns

Coherent Instructional:Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	School strengths include a focus on quality instruction that engages students, focus on clarity for learning expectations, focus on data analysis, flexibility in instructional practices based on data analysis. Top challenges are how to mitigate COVID learning loss, enhancing family engagement and support, consistency in engaging students in work with high cognitive demand, increasing the effectiveness and efficiency of the MTSS process, and continual improvement of effective classroom practices.

Effective Leadership:Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Our Senior Leadership team is seasoned and brings much experience to the team. As the the team grows, our focus is on growing effective systems and structures to support middle management in consistently and effectively executing against a unified vision and goals. We're working to do this through a focus on Instructional Leadership Team coaching and support that will yield stronger outcomes in teacher practice and student learning.

Professional Capacity:Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Existing structures such as coaching and distributive leadership help determine the course for professional learning in our school. Continuing work with data analysis and turning analysis to action is needed. Additional work building the capacity of our middle managers is also a focus for this school year in order to ensure consistent coaching and support across the school.

Family and Community Engagement:Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Ethos' families are incredibly engaged and motivated to participate. We see over 90% average conference participation as well as much anecdotal evidence of engagement throughout the year. We're working to empower families with the concrete skills they need to actively support academic learning outside of the school house, as we feel this is a critical lever in ensuring our students reach their full potential.

Strengths and Challenges Based on Trends and Patterns

Supportive Learning Environment:Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Ethos implements a consistent PBIS model throughout the school. We see evidence of success in 80% of classrooms, but have 20% of classrooom teachers that require additional coaching/ intervention to ensure a strong classroom climate. We are working on building our ILT's capacity in coaching teachers to ensure that that we have 100% of classrooms with a consistent learning environment.

Demographic and Financial:Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Increasing enrollment and additional CARES and Title funding yield a sustainable financial base for Ethos.

Student Achievement:Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Ethos shows evidence of Beating the Odds for our 5th grade class with strong performance on MAP and STEP in Kinder and Second grade. Our First grade class showed less than one year growth on STEP and is our area of greatest focus for the coming year from a staffing perspective. We are also investing in remediation for this cohort of scholars, as we believe they are the hardest hit by the effects of the pandemic.

IDEA - Special Education

Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.3. Watch the Identifying Need webinar for additional information and guidance.	

Strengths	Our Special Education Department has a number of strengths outlined below: 1. Strong inclusion model: Teachers partner together and engage in common planning and practice to benefit all scholars. 2. Robust RTI Model: Our RTI model is implemented with fidelity and shows strong evidence of impact for scholars. 3. EIP: Our EIP model is implemented with fidelity and shows strong evidence of impact for scholars.

IDEA - Special Education

> Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.3. Watch the **Identifying Need webinar** for additional information and guidance.

Challenges

Title I - Part A - Improving Academic Achievement of Disadvantaged

Strengths	Our scholars who identify as FRL grow at the same level as their higher income peers with no significant gaps in performance.

Challenges	While we do not observe gaps in growth between economic groups, we do see significant gaps in achievement given relative starting points.

Title I, Part A - Foster Care

Strengths	The Director of Operations is trained to eliminate barriers with regard to the enrollment process. Foster care students are immediately enrolled regardless of the lack of enrollment information. All foster care students are provided the same basic, remedial, and advanced instructional programs as other students who would qualify. Ethos Classical Charter School works closely with local child welfare agencies to identify the holistic needs of the scholar and ensure scholar needs are met. The Director of Student and Family Services and Director of Operations meet to discuss and arrange Foster Care Transportation Plans. Annually the plan is reviewed and updated to ensure the needs of the students are met. The review team consists of the Director of Student and Family Service, Director of Operations, and representatives from the Department of Family and Children's Services.

Title I, Part A - Foster Care

Challenges	We do not currently have any enrolled scholars who are in foster care, so there are no observable challenges.

Title I, Part A - Parent and Family Engagement

Strengths	Our families are INCREDIBLY engaged and eager to invest in their child's learning. We have over 90% conference attendance and 60%+ families volunteer with us throughout the year.

Challenges	Our families are very eager to support, but often do not have the tools/knowledge to know how to actively support/ push learning at home.

Title I, Part C - Education of Migratory Children - Describe your LEA's strengths and challenges in meeting the unique educational needs of its migratory students, preschoolers, dropouts, and out-of-school youth. (Responses from an LEA served through the Abraham Baldwin Agricultural College [ABAC] consortium are needed in order to develop consortium services, including those LEAs without currently identified children. If no migrant children have been enrolled for the past three consecutive years, the LEA should state this to explain why strengths and challenges cannot be identified.)

Strengths	Migrant: Currently, the system has no migrant enrollees. However, The Director of Operations is trained to identify students who are of migrant or immigrant status. Enrollments require information for migrant identification. Migrant students are provided access to the same basic, remedial, and advanced instructional programs as other students who would qualify, which includes but is not limited to: EL, RTI, EIP, and all other educational services, programs, and interventions available to other students and for which they are eligible.

Challenges	Given the economic volatility of the last 20 months with children in remote learning much of the time, it has been challenging to identify and update records on migratory scholars.

Title I, Part A and Title I, Part D - Neglected and Delinquent Children

Strengths	Neglected or Delinquent students receive services as other at-risk students do. Computers are made available for help with studies. Students receive year round services either through highly qualified personnel or the equipment, software, and resources purchased per their needs.

Challenges	Consistent school attendance is a continued challenge in serving our scholars identified as neglected and delinquent.

Title II, Part A - Supporting Effective Instruction

Strengths	X

Challenges	X

Language Instruction for English Learners and Immigrant Students

Describe your LEA's strengths & challenges in educating English Learner & Immigrant students based on trends and patterns in EL subgroup achievement and progress towards English proficiency.● If the LEA does not receive Title III, Part A funds, describe the strengths and challenges of serving English learners in the LEA through state and local resources (the state funded ESOL Language Program).
● If the LEA receives Title III, Part A funds, describe the strengths and challenges of both the ESOL and Title III, Part A language instruction educational programs.

Strengths	X

Challenges	Moving into our third year, we have only one scholar that potentially qualifies for ELL services and are currently in process for screening the student with the WIDA Access.

Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth

Strengths	We have a strong process for identification of MV scholars and a nimble and responsive system of supports that meets the unique needs of our families.

Challenges	Transportation and school attendance is always a key challenge for MV families, even with additional supports, which impacts scholar learning.

Title I, Part A - Equitable Access to Effective Educators

Strengths	Our talent recruitment process is strong and intentional and our internal talent development process has yielded many strong teachers that have stayed with us for many years.

Challenges	The teacher pipeline nationwide is VERY different this year than it has been in the past, which has made this year's hiring season much more challenging than others.

Title IV, Part A - Student Support and Academic Enrichment

Strengths	We offer a robust student support program with a structured SEL program and school counselor and have an engaging arts enrichment program with performing arts, visual arts, and and music and movement that meets a diverse range of interests for scholars.

Challenges	The most significant challenges to our enrichment program are: 1. Finding high quality instructors who are experts in their content 2. Building a daily school schedule that allows for scholars to access all enrichment opportunities within a full academic schedule

Title V, Part B - Rural Education

Strengths	NA, given our student demographic.

Challenges	NA, given our student demographic.

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.2 Identification and Prioritization of Overarching Needs

Use the results of 3.1 to identify the overarching needs of the LEA. Determine the priority order of the identified needs based on data, team member and stakeholder knowledge, and answers to questions in the table below. Be sure to address the major program challenges identified in 3.1. Watch the Identifying Need webinar for additional information and guidance.

Overarching Need # 1

Overarching Need	Provide high quality instruction that accelerates scholar learning in reading and math that is aligned with Georgia Standards of Excellence
How severe is the need?	High
Is the need trending better or worse over time?	Worse
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	

Overarching Need # 2

Overarching Need	To collect and analyze data in order to drive instruction, provide appropriate interventions, and increase the graduation rate:
How severe is the need?	High
Is the need trending better or worse over time?	Worse
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	● Provide appropriate interventions through the process of Response to Intervention (RTI). ● Lifelong Readers, Lexia, and Zearn as interventions for students. ● Teachers will use an instructional process that clearly informs students of learning expectations and standards of performance. ● Develop, administer, and analyze assessments to identify students' strengths and weaknesses and to inform instruction. ● Provide career awareness activities for all students.

Overarching Need # 3

Overarching Need	To make schools and district inviting places through the creation of safe and orderly schools and increasing opportunities for community and parent engagement.
How severe is the need?	High
Is the need trending better or worse over time?	No Change
Can Root Causes be Identified?	Yes
Priority Order	3

Additional Considerations	● Implementation of Restorative Practices through the Positive Behavior Intervention Support Program and Collaborative Problem Solving. ● Family Advisory Panel meetings ● Administer and analyze stakeholder satisfaction surveys. ● Maintain and provide awareness of the Crisis Management Plan.

Overarching Need # 4

Overarching Need	To build a well-rounded educational program that includes in and out of school enrichment opportunities.
How severe is the need?	High
Is the need trending better or worse over time?	No Change
Can Root Causes be Identified?	Yes
Priority Order	4

Additional Considerations	Ethos Classical will provide in school enrichment as well as out of school extension enrichment activities to ensure a well-rounded education program. Since opening, we have added an after school program, Global Tech Academy, that services about 80 scholars from 3:30 - 6:00PM each day. We also offer four enrichment clubs, tumbling, dance, Spanish and Martial Arts. We are eager to grow with partnerships in the community to enrich the experiences and academic growth of our scholars.

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.3 Root Cause Analysis

Select the top 2-4 overarching needs from 3.2. Conduct a separate root cause analysis (RCA) for each need. Any RCA tools and resources can be used, but suggestions are available as part of the Identifying Need webinar. After describing the RCA process, complete a table for each selected overarching need.

Overarching Need - Provide high quality instruction that accelerates scholar learning in reading and math that is aligned with Georgia Standards of Excellence

Root Cause # 1

Root Causes to be Addressed	Significant gaps in scholar learning in math have occurred because of COVID. Because of this, we must accelerate scholar learning though strategic, intentional academic intervention and acceleration in reading and math.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	

Overarching Need - To collect and analyze data in order to drive instruction, provide appropriate interventions, and increase the graduation rate:

Root Cause # 1

Root Causes to be Addressed	Significant gaps in scholar learning in reading have occurred because of COVID. Because of this, we must accelerate scholar learning though strategic, intentional academic intervention and acceleration in reading and math.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	

Overarching Need - To make schools and district inviting places through the creation of safe and orderly schools and increasing opportunities for community and parent engagement.

Root Cause # 1

Root Causes to be Addressed	In order to close the academic gap our students have demonstrated on diagnostic assessments, it is imperative that we have authentic, functional relationships with community partners and families to ensure a strong school to home partnership.
This is a root cause and not a contributing cause or symptom	No
This is something we can affect	No
Impacted Programs	Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	

Overarching Need - To build a well-rounded educational program that includes in and out of school enrichment opportunities.

Root Cause # 1

Root Causes to be Addressed	Students lack access and exposure to enrichment opportunities.
This is a root cause and not a contributing cause or symptom	No
This is something we can affect	No

Additional Responses	

District Improvement Plan
2022 - 2023

Ethos Classical Charter School

DISTRICT IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Ethos Classical Charter School
Team Lead	Kierra Gambrell
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (all Federal funds budgeted separately)
Transferability of Funds (ESSA Sec. 5103). If applicable, check the box and list the program(s) where funds are being transferred. Refer to the Federal Programs Handbook for additional information and requirements.	
Transfer Title II, Part A to:	Title I, Part A
Cumulative Percentage of Allocation to be Transferred to the Selected Grant(s)	100%

Transfer Title IV, Part A to:	NO FUNDS TRANSFERRED
Cumulative Percentage of Allocation to be Transferred to the Selected Grant(s)	NA

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
✓	Free/Reduced meal application
✓	Community Eligibility Program (CEP) - Direct Certification ONLY
	Other (if selected, please describe below)

DISTRICT IMPROVEMENT PLAN

2 ED - Flex Waiver

Do you need a waiver? No

3. DISTRICT IMPROVEMENT GOALS

3.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Provide high quality instruction that accelerates scholar learning in reading and math that is aligned with Georgia Standards of Excellence
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Significant gaps in scholar learning in math have occurred because of COVID. Because of this, we must accelerate scholar learning though strategic, intentional academic intervention and acceleration in reading and math.
Goal	80% of scholars will score above the 50th percentile on UChicago STEP and NWEA MAP. Ethos Classical will be the highest performing Title I school on 2022 Georgia Milestones in Reading, Math, and ELA.

Equity Gap

Equity Gap	Student achievement identify subgroups, grade level span and content area(s)

Content Area(s)	ELA Mathematics
Grade Level Span(s)	K 1 2 3
Subgroup(s)	Economically Disadvantaged
Equity interventions	EI-1 Provide targeted teacher development on content, pedagogy and student supports and interventions

Action Step # 1

Action Step # 1

Action Step	Implement weekly observations and coaching around Lifelong Readers (reading curriculum) and CGI and Math Fluency (math curriculum)
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D
Subgroups	Economically Disadvantaged
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Ongoing teacher evaluations; Whetstone Coaching Notes; PD Agendas and Session Plans
Method for Monitoring Effectiveness	Teacher Evaluations; Whetstone Coaching Notes
Position/Role Responsible	Head of School and Principal
Evidence Based Indicator	Moderate

Timeline for Implementation	Yearly

Does this action step support the selected equity intervention?	Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Ethos Classical is partnering with Lifelong Readers, Debra Fuentes, Metro RESSA and Relay Graduate School of Education to carry out these activities.

Action Step # 2

Action Step	Implement Weekly School-Wide Professional Development
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Trimester PD Surveys
Method for Monitoring Effectiveness	TNTP Surveys; TKES Evaluations; Georgia Milestones
Position/Role Responsible	Head of School
Evidence Based Indicator	Moderate

Timeline for Implementation	Quarterly

Does this action step support the selected equity intervention?	Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 3

Action Step # 3

Action Step	School Leaders will engage in aligned professional development provided for ongoing leader support provided by Lifelong Readers.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership
Method for Monitoring Implementation	PD Sign-Ins; Completed
Method for Monitoring Effectiveness	Trimester scholar data
Position/Role Responsible	Head of School
Evidence Based Indicator	Promising

Timeline for Implementation	Quarterly

Does this action step support the selected equity intervention?	Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 4

Action Step	Implement strategic Instructional Leadership Team meetings focused on building teacher coach capacity in school-wide data analysis, classroom culture analysis, and content internalization
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Weekly Agendas
Method for Monitoring Effectiveness	Trimester Student Data; TNTP data on coaching effectiveness
Position/Role Responsible	Principal
Evidence Based Indicator	Promising

Timeline for Implementation	Weekly

Does this action step support the selected equity intervention?	Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Jill Dunchick Consulting

3. DISTRICT IMPROVEMENT GOALS

3.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	To collect and analyze data in order to drive instruction, provide appropriate interventions, and increase the graduation rate:
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Significant gaps in scholar learning in reading have occurred because of COVID. Because of this, we must accelerate scholar learning though strategic, intentional academic intervention and acceleration in reading and math.
Goal	80% of 3rd grade scholars will demonstrate developing+ on the Georgia Milestones.

Equity Gap

Equity Gap	Inexperienced leaders (pricipals or assistant principals with less than four years of experience)

Content Area(s)	ELA Mathematics Other : School Leaders
Grade Level Span(s)	3
Subgroup(s)	Economically Disadvantaged
Equity interventions	EI-2 Provide targeted school leader development

Action Step # 1

Action Step	Implement a research based, high impact math and literacy curriculum
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority
Systems	Coherent Instruction
Method for Monitoring Implementation	Ongoing Benchmark Assessments

Action Step # 1

Method for Monitoring Effectiveness	Ongoing Benchmark Assessments
Position/Role Responsible	Director of Curriculum and Instruction
Evidence Based Indicator	Moderate

Timeline for Implementation	Monthly

Does this action step support the selected equity intervention?	No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 2

Action Step	Provide targeted professional development and training to school leaders to increase effectiveness of curriculum implementation.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership
Method for Monitoring Implementation	PD Surveys and Sign-In Sheets
Method for Monitoring Effectiveness	Trimester Student Achievement Data

Action Step # 2

Position/Role Responsible	Head of School; Principal
Evidence Based Indicator	Moderate

Timeline for Implementation	Quarterly

Does this action step support the selected equity intervention?	Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 3

Action Step	School Leaders will engage in aligned professional development provided for ongoing leader support provided by Lifelong Readers.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation	Ongoing observation and feedback
Method for Monitoring Effectiveness	Trimester Data (STEP, MAP, benchmarks)
Position/Role Responsible	Principal

Action Step # 3

Evidence Based Indicator	Strong

Timeline for Implementation	Quarterly

Does this action step support the selected equity intervention?	Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

3. DISTRICT IMPROVEMENT GOALS

3.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	To make schools and district inviting places through the creation of safe and orderly schools and increasing opportunities for community and parent engagement.
Is Need # 1 also an Equity Gap?	No
Root Cause # 1	In order to close the academic gap our students have demonstrated on diagnostic assessments, it is imperative that we have authentic, functional relationships with community partners and families to ensure a strong school to home partnership.
Goal	80% Agree/ Strongly Agree on all Family Survey questions.

Action Step # 1

Action Step	Implement a Family Advisory Committee that meets monthly.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement
Method for Monitoring Implementation	Family Engagement Surveys, given each trimester
Method for Monitoring Effectiveness	Family Engagement Surveys, given each trimester
Position/Role Responsible	Director of Student and Family Supports
Evidence Based Indicator	Moderate

Timeline for Implementation	Quarterly

Action Step # 1

Does this action step support the selected equity intervention?	Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Ethos Classical is partnering with TNTP to carry out these activities.

3. DISTRICT IMPROVEMENT GOALS

3.4 Overarching Need # 4

Overarching Need

Overarching Need as identified in CNA Section 3.2	To build a well-rounded educational program that includes in and out of school enrichment opportunities.
Is Need # 1 also an Equity Gap?	No
Root Cause # 1	Students lack access and exposure to enrichment opportunities.
Goal	100% of Ethos Classical scholars will engage in both in-school and out of school enrichment activities.

Action Step # 1

Action Step	Develop an out of school enrichment program.
Funding Sources	Title IV, Part A
Subgroups	Race / Ethnicity / Minority
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Student Engagement Rates
Method for Monitoring Effectiveness	Trimester activity engagement reports
Position/Role Responsible	Manager of Scholar Engagement
Evidence Based Indicator	Strong

Timeline for Implementation	Weekly

Does this action step support the selected equity intervention?	Yes

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Ethos Classical will partner with Girls on the Run, Woodruff, Boy Scouts, Girl Scouts, and Hapeville Makers Space among others to implement an enrichment program.

4. REQUIRED QUESTIONS

4.1 Stakeholders, Coordination of Activities, Serving Children, and PQ

Required Questions

Coordination of Activities

Describe how the LEA ensures ongoing and continuous coordination of services, supports, agency/community partnerships, and transition services for children served across its federal programs (Title I, Part A; Title I, Part A Children in Foster Care; Title I, Part A Family School Partnerships; Title I, Part C; Title II, Part A; Title III, Part A; Title IV, Part A; Title IV, Part B).	Ethos ensures ongoing and continuous coordination of services through weekly Leadership team meetings, trimester strategic planning meetings, and yearly Leadership Team Planning retreats. All meetings are data driven and focus on the needs and outcomes of all student populations. Directors and Managers responsible for professional development, teaching and learning, scholar academic achievement, Special Education, EIP, RTI, family engagement, school culture, and financial operations attend this meeting. Federal funds are coordinated and integrated to provide the implementation of programs and activities like ongoing professional development for Special Education and regular education teachers in using the effective co-teaching; tailored programs and supports for migrant and homeless students; parental involvement; tutoring; resources and instructional materials for English proficiency development and reading; Title I Supplemental academic supports: professional learning; parental involvement; tutoring; resources and instructional materials for English Language Arts/reading, mathematics, District Intervention; and Academic coaches. To increase program effectiveness and continuous support, instructional programs for immigrant, limited English proficiency, children with disabilities, migratory children, and neglected and delinquent youth, services are coordinated through the District of Scholar and Family Supports. **Local Partnerships** Ethos Classical has formed a partnership with**Families First**, a non-profit organization dedicated to ensuring the success of children in jeopardy by empowering families. Families First will partner with Ethos Classical to provide the community with a holistic array of much needed services such as family and individual counseling, parenting classes, low-interest car loans and housing for families in need of shelter. This partnership will allow our students and parents to have access to many support services that ensure strengthened and sustained homes that allow for an undistracted school-day. Ethos Classical has formed a partnership with**Profound Gentlemen**, whose mission is to build a community of male educators of color who provide a profound additional impact on boys of color. Current and aspiring male educators of color join PG, then are placed in small communities called, Impact Cohorts led by Impact Leaders. Profound Gentlemen will partner with Ethos Classical in building a diverse talent pipeline of male educators of color and will provide ongoing support to ensure male educators of color are satisfied and remain in the classroom. Ethos Classical has formed a partnership with**Teach For America**, Teach For America will utilize its significant Alumni Network to support Ethos Classical in identifying outstanding local educators and school leaders and potential stakeholders. This will enable us to hire a staff that is familiar with Atlanta and will maintain a focus on student achievement, and to

Coordination of Activities

identify individuals who will provide Ethos Classical with the necessary resources to do so. In addition, with the realization that great educators and leaders are critical to find, Teach For America will assist Ethos Classical in conducting a national search for the best talent to serve the students of Southwest Atlanta. Once we are fully staffed, our teachers will have access to local and national professional development opportunities, educator resources, and other community resources provided to Teach For America Alumni.

National Partnerships
Ethos Classical's founding partnership is with**Building Excellent Schools.**The mission of Building Excellent Schools (BES) is to identify, develop, and support school leaders who have the capacity to design, found, lead, and sustain consistently high performing schools and who view solid academic achievement as a necessity for transforming children's lives. BES develops in leaders the skills to:
● articulate a powerful mission and vision;
● translate that mission and vision into reality;
● successfully share the mission and vision with others and build strong community support;
● recruit and develop a powerful school team, and thus develop the skills of others;
● and, most importantly, drive student achievement for the children and families within the community.

Building Excellent Schools works with high capacity, community-minded, and committed individuals and teams to transform the quality of public—especially urban—education through the development of new, independently managed schools that are unambiguously focused on academic excellence.
Building Excellent Schools has made a multi-year commitment to establishing, supporting, and sustaining the schools founded through the BES Fellowship – working closely with the local leader and team during the planning and start-up phases to support the execution of high quality public education. See**EXHIBIT 27**for Letter of Support.

The Fellowship
The BES Fellowship includes the following elements:
● in-school observations of the highest performing schools across the country and consultations with school principals and their senior staff;
● training towards and intensive supports for the development of a high quality school design that encompasses all academic, governance, and business elements;
● leadership residency at a high performing charter school and continuous networking opportunities with high performing school leaders.

In collaboration with schools across the country, BES has documented field-tested best practices and has developed leadership training materials recognized for their strong ability to deliver trained leaders and quality public schools. The Fellowship is complimented by ongoing support through its Connect to Excellence program, which comprehensively supports all action planning and start-up phases and responsibilities.

Coordination of Activities

In addition to the services described above, Building Excellent Schools includes the following programmatic components:
● Dedicated training space for leadership seminars and off-site school "action team" meetings.
● Opportunities for cross fertilization of ideas and best practices with other BES leaders through a regular series of informal events and focused workshops.
● Development of additional leadership trainers, recruited from the graduates of Building Excellent Schools.

Unlike other school leadership training programs, which are delivered in an academic environment over a period of days or at most weeks, BES provides participating charter school leaders with over 100 days of training and support, regular, sustained and ongoing feedback and support, grounded in practice and customized to the specific circumstances of each school.

Figure C.1: Schools Studied During BES Fellowship

SCHOOL	LOCATION	DATE	DURATION
Freedom Prep Elementary	Memphis, TN	8.24.15, 11.10.15	4 hours, 3.5 hours
Freedom Prep Middle	Memphis, TN	8.24.15, 11.10.15	4 hours, 3.5 hours
Freedom Prep High	Memphis, TN	8.24.15	1.5 hours
Nashville Prep	Nashville, TN	8.25.15, 11.12.15	4.5 hours, 7 hours
Liberty Collegiate	Nashville, TN	8.25.15, 11.13.15	3.5 hours, 7 hours
Purpose Prep	Nashville, TN	8.26.15, 11.11.15	2.5 hours, 1.5 hours
Intrepid College Prep	Nashville, TN	8.26.15	3.5 hours
Nashville Classical	Nashville, TN	8.27.15, 11.12.15	2.5 hours, 7 hours
Nashville Academy of Computer Science	Nashville, TN	8.27.15	3 hours
RePublic High School	Nashville, TN	8.27.15	2 hours
Excel Academy Chelsea	Chelsea, MA	8.31.15	3.5 hours
Brooke Mattapan	Boston, MA	9.1.15	3.5 hours
Boston Prep	Boston, MA	9.2.15	3.5 hours
Roxbury Prep – Dorchester Campus	Boston, MA	9.3.15	3.5 hours
Brooke Roslindale	Roslindale, MA	9.4.15, 10.8.15	3.5 hours, 2 hours
Excel Academy East Boston	Boston, MA	9.8.15	3 hours
Excel Academy Orient Heights	Boston, MA	9.9.15	3 hours
Boston Collegiate Mayhew	Boston, MA	9.10.15	3 hours
Achievement Prep Elementary	Washington, D.C.	9.29.15	4 hours

Coordination of Activities

	Achievement Prep Middle	Washington, D.C.	9.29.15	3 hours
	North Star Vailsburg – Elementary	Newark, NJ	9.30.15	4 hours
	North Star Vailsburg – Middle	Newark, NJ	9.30.15	2 hours
	North Star Middle School	Newark, NJ	10.1.15	4 hours
	North Star High School	Newark, NJ	10.1.15	4 hours
	Robert Treat Academy North Campus	Newark, NJ	10.2.15	3 hours
	Robert Treat Academy Central Campus	Newark, NJ	10.2.15	3 hours
	Argosy Collegiate	Fall River, MA	10.7.15	3.5 hours
	Springfield Prep	Springfield, MA	10.13.15	3 hours
	Veritas Prep	Springfield, MA	10.13.15	3.5 hours
	Democracy Prep Endurance	New York, NY	10.14.15	9 hours
	South Bronx Classical I	New York, NY	10.15.15	4 hours
	South Bronx Classical II	New York, NY	10.15.15	3 hours
	Democracy Prep Charter Middle	New York, NY	10.16.15	2.5 hours
	Democracy Prep Charter High	New York, NY	10.16.15	2.5 hours
	ReImagine Prep	Jackson, MS	11.9.15	6.5 hours
	Memphis College Prep	Memphis, TN	11.10.15	3.5 hours
	Grizzlies Prep	Memphis, TN	11.10.15	3.5 hours
	Collegiate School of Memphis	Memphis, TN	11.11.15	3 hours
	Summit Public Schools	San Jose, CA	1.19.16	2.5 hours
	Cornerstone Academy	San Jose, CA	1.19.16	2 hours

Total Visits: 40
Total Hours: 384 hours

1.*Describe how parents, members of the community and other interested parties will be involved in the school after approval, including governing board involvement.*
2.*Describe your family engagement program and include what academic, social, emotional learning opportunities will be provided.*Research shows that "[w]hen families are involved in their children's education, children earn higher grades and receive higher scores on tests, attend school more regularly, complete more homework, demonstrate more positive attitudes and behaviors, graduate from high school at higher rates, and are more likely to enroll in higher education than students with less involved families . . . [I]ncreasing family involvement in the education of their children is an important goal for schools, particularly those serving low-income and other students of failure."

Coordination of Activities

There are many challenges to successfully involving families in their children's academic lives. Families may have competing demands on their time and attention. Some may not have positive feelings about schools or teachers based on their own school experiences. Some avoid involvement in their children's schoolwork because their own academic skill deficits make them feel unable to help. Moreover, many school-parent relationships suffer because the first time that the parent hears from the school is when there is a problem to discuss. We provide a clear plan to support meaningful involvement of parents and community members in the life of the school and specifically in its governance.

Regardless of any potential challenges, active family involvement in school and learning is essential to meeting our mission of preparing students to our students with lives that are rich with opportunity. From our commitment to ensuring strong school to home collaboration, we create a dynamic in which we partner with families in the promotion their children's academic success. We build these relationships by conducting comprehensive information sessions during the application process and for all new families after the lottery, should a lottery be required; conducting home visits for all enrolled students before the beginning of the school year; providing documents that inform families of the school's commitments to them and clarifies the school's expectations of students and families; sending home daily (K-2) and weekly (3-5) behavioral and reading logs to parents which they review, sign and return to the school; providing periodic evening or weekend workshops, "Classical Nights," designed to help families hone the skills they need to be effective teachers for their children; these nights coincide with report card conferences to reduce the potential burden of multiple events on families where parents work evenings or multiple jobs; Creating cyclical rituals and events in which families are invited into the school to celebrate student work, for example the end of the year promotion ceremony.

Figure C.2: Plan for Parental and Community Involvement

PARENT COMMUNICATION AND INVOLVEMENT
OWNER
Multiple information sessionsbefore and during the enrollment period and after the lottery should one be necessary
Head of School
Home visitsfor all enrolled students before beginning of the school year
Head of School
Family Orientationsessions following enrollment period and the week before the first day of school
Head of School
Weekly syllabifor each class including Homework Assignments, with the expectation that parents/guardians will sign off on homework daily
Teachers with supervision from the Head of School and Dean of Curriculum and Instruction

Parent/Guardian signatures
Daily behavior logsfor K-2 students, and weekly logs for 3-5 students
Teachers, with support from the Director of Operations

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Three formal**quarterly trimesterly reports**and three formal**trimester report cards**
Administrators and Teachers
Three teacher/family conferences(minimum) each year
Parents/Guardians, Teachers, Administrators
Monthly Newslettersto all families
Head of School, Dean of Operations
Family Learning Supportsworkshops available to all families, but tailored to needs of SPED and ELL students
Director of Student and Family Learning

Finally, Ethos Classical intends to ask a parent to serve on its Board of Directors in full compliance with GA Charter Law. This parent will, as every other member of the board, be accountable to the school's mission, bylaws, and organizational goals. He or she will also serve as a member of a "Parent Advisory Council."

The duties of the Parent Advisory Council will include providing ongoing feedback to management; Supporting the distribution and collection of Parent Satisfaction Surveys; planning and assisting to facilitate "Classical Nights;" joining canvassing and student recruitment events; organizing an emergency parent phone chain; facilitating car pool and child care on early dismissal days; designing volunteer projects to support the school. While they will have ample opportunities to provide feedback and community with school management, the parent advisory council will not be responsible for developing or implementing school policies.

3.*Provide a list of resources your Parent/Family Center will provide and explain how the center will be supported i.e. partnerships, sponsors, federal/Title resources, etc.***Ongoing Community Engagement.**Ethos Classical intends to change the trajectory of our students' lives and create a viable, sustainable organization in the community. We believe in the importance of transparent communication on our progress with the broader Atlanta Public Schools community and will: (1) publish annual reports of academic and organizational progress and present the reports to community stakeholders through a press release; (2) share annual reports at annual banquets to report the achievements of students, discuss broader implications for our community, and champion the right for families to access high quality educational choice; and (3) invite community leaders, business leaders, and potential advocates to see the school and speak to the Head of School each trimester. A Board Member will lead school tours with a parent and provide the opportunity to see our school up close, provide feedback, and champion our progress.

4.*In what ways will the school build partnerships with local community entities to support academic goals of the schools i.e. early learning centers, libraries, recreation centers, etc.***Ongoing Partnerships**
Ethos Classical will continue to cultivate partnerships that will promote the mission of the school and the needs of our students. We are currently in conversations with Sheltering Arms to establish pipelines for student recruitment and are in beginning conversations
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with a number of arts organizations who are interested in supporting our arts program. In addition to the programmatic partnerships we will establish, we are also committed to investing our resources in local vendors whenever it is fiscally reasonable to do so and does not compromise the integrity of our program. We have established our banking account at Citizens Trust and are seeking additional local businesses to provide services for our work including catering, printing, and marketing materials.

5.*Describe how the school plans to incorporate communal support to families and stakeholders in order to achieve academic success.*

Family Involvement. Parents are educational partners with the school, and we work hard to engage every family in the learning of their child and the life of the school. Beginning with initial enrollment, the administrative team meets individually with each family to welcome them to the school community provide a clear communication of all attendance, performance, and behavioral expectations. Our commitment to continue to engage parents and families continue with a Family Orientation just prior to the beginning of the academic year as well as a Family Classical Night during each trimester of school. At Family Classical Nights, parents and guardians receive in-depth training on how they can be most effective in helping their children gain the foundation necessary for future academic success. Communication and involvement continues throughout the year in the form of conferences and progress reporting in the form of written daily and weekly reports (daily for conduct, weekly for homework and other assignments), as well as trimester report cards. We conduct annual family surveys to collect key information about parents' evaluation of the school and their input regarding the school's growth and development over time. Families are provided with a Student and Family Handbook, which outlines our approach to discipline and other school expectations.

Each of the above strategies are described in more detail below.

We will communicate proactively and frequently with families, inviting them into the school and the success of their student. Parents will be given the tools be a successful Ethos Classical parent, and all documents will include a version written in English and Spanish. Parental commitments include ensuring their child is at school on time, in their uniform each day, helping with homework and ensuring it is complete, reading with their child each night, assisting their child in contacting the teacher regarding problems or questions on an assignment, providing a quiet place with light for their child to study at home, and being available to meet with teachers at home or at school if needed.

Home Visits. Following the lottery, or the close of our enrollment process, we visit each new student's family before their child begins at the school. Individualized meetings provide families with an overview of the school's design, including our college preparatory mission, academic program, homework expectations, code of conduct, uniform policy and opportunities for family involvement. During meetings, staff uses the opportunity to assess student reading levels using the STEP assessment. For families that have limited English Proficiency, all documents are provided in the family's native language and the Head of

Coordination of Activities

School is joined by a native speaker or translator from either the school's staff or a local community organization.

Classical Nights. At minimum, we will host four Classical Nights throughout the year geared towards supporting families in helping their children achieve academic success. Classical nights are scheduled for:
- Before the first instructional day of school;
- During the first trimester report card period;
- During the second trimester report card period; and
- At the end of the school year.

Topics addressed will include:
- How do I effectively help my child with their homework?
- What are the best techniques for Read Alouds?
- How do I avoid a reading loss during summer or winter break?

Classical Family Nights will emphasize children's accomplishments and celebrations to encourage family attendance. A sample agenda might include a kick-off speech, student performances, workshops from Lead Teachers on supporting a specific subject at home (literacy, math, social studies/science), and chance for families to mingle with each other, their children, and staff while enjoying complimentary light dinner. To guarantee that every Classical Family Night is welcoming and well-attended, we will: (1) offer translations and interpreters; (2) use parent ambassadors to make reminder calls, greet parents, and introduce the evening; (3) offer complimentary food and beverage; (4) accommodate families with young children, by offering on-site childcare to children 0-4; (5) hold events mid-week and send multiple reminders home; (6) provide all communication in a family's home language; (7) incentivize attendance using raffle drawings for children's books or Gift Certificates; (8) follow up with any parent who does not attend immediately.

We also use these evenings to welcome families, provide them with an inviting environment to socialize with one another, and share the school's accomplishments.

Frequent Communication. We engage with families in the following ways on a regular basis:
- Daily behavior report based on code of conduct;
- Weekly summary of learning objectives and HW for all classes each night;
- Bi-weekly phone calls to discuss student academic progress and character development; and
- Monthly newsletter of classroom and school-wide news and information.

Parent-Teacher Conferences. Following each trimester, families are invited to the school for a parent-teacher conference to discuss the academic and behavioral performance of their children. These meetings include quantitative and qualitative evaluation of student

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achievement. Each conference includes assets and challenges as well as a concrete plan for moving forward. Conferences are mandatory; this requirement is articulated in the Student and Family Handbook.

Parents understand that they may get a phone call from the school regarding their child. In return, they receive each teacher's and administrator's cell phone number at their first orientation and are encouraged to call between 7:00am and 9:00pm five days per week.

Figure G.1: Parent Signing Petition of Support
Community Support. We know Ethos is only as strong as the community support behind it. Southwest Atlanta contains many active community organizations and leaders among the most vocal for adequate public schools and equal opportunities. Ethos Classical has been made infinitely stronger from the input, feedback and support from educators, students, business and community leaders, and elected officials in the communities we plan to serve.

Their support has translated directly into our vision for Ethos and for the way in which we engage the community in the development of the school. To date, Ethos has received Letters of Support from**NPU-Q**,**NPU-R**, and**FOUR**neighborhood associations within our target zip codes, garnered over**850**+ signatures of support for Ethos from residents within APS,**500**+ of whom live within our target zip codes. In addition to the grassroots support we have gained, our team has secured the buy-in of high-impact partnerships including the**Boys and Girls Club**,**Atlanta Volunteer Lawyers Foundation**,**Families First**, and**Black Teacher Collaborative**(**EXHIBIT 27**).   The call for Ethos as a high quality school choice in Atlanta Public Schools is loud and clear.

We have approached our work in building momentum, relationships, trust, and input into Ethos in four primary ways:
1.*Community Engagement:*Active Participation in the Existing Civic and Social Networks in the Community
2.*Community Conversations*: Conversations to Inform and Solicit Stakeholder Input
3.*Community Outreach*: Sneakers on the Streets Events (Canvassing)

1.*Community Partnerships*: Aligning with Community-Based, Mission Oriented Partners

Community Engagement. Recognizing the multitude of active community organizations in the neighbors Ethos intends to serve, we have been intentional in identifying as many opportunities as we can to engage in existing structures in order to learn more about our neighborhoods and to build relationships with key influencers. We have attended multiple meetings with the members of NPU-I, NPU-R, NPU-T, NPU-Q and NPU-P. During these meetings we have heard the community express a loud and clear desire for increased educational options in their neighborhoods.

Figure G.2: Ethos Team Presenting to NPU-R

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Hearing the desire for school choice has resulted in Ethos' Founding team presenting at NPU Q, NPU R, NPU X, and NPU P, as well as many neighborhood organizations that exist within those neighborhoods. The strong support for Ethos as a high-quality school choice is evidenced in the Letters of Support from the NPU's and Neighborhood Associations listed in **Figure G.3**. Letters can be found in **EXHIBIT 27**.

Figure G.3:**NPU and Neighborhood Association Letters of Support**

NEIGHBORHOOD ORGANIZATIONS		
David Getachew-Smith *Chair*	NPU-Q	Letter of Community Support
Annsonita Robinson *Chair*	NPU-R	Letter of Community Support
Jacinta Williams *President*	Westview Community (Located in NPU-T)	Letter of Community Support
Jawara Uzachi *President*	Purpose Driven Men of QLS (Located in NPU-R)	Letter of Community Support
Jenné Shepherd *President*	Adair Park Today (Located in NPU-V)	Letter of Community Support
Onetha Wheeler *President*	Baker Hills Neighborhood Association (Located in NPU-R)	Letter of Community Support

Figure G.4: Ethos Team Leading a Community Conversation at Families First

Community Conversations.
It is critical for the success of our students that Ethos simultaneously reflects the desires of the community and families are also clear on the mission and vision of Ethos to determine if it is the best fit for their child. Recognizing the need for both community input into Ethos' design as well as the opportunity to clearly communicate our mission, vison, and values, the Founding Team of Ethos has implemented a series of fruitful community conversations that have yielded many champions as well as prospective students. **EXHIBIT 33** provides examples of outreach material used to advertise these sessions to the community. **EXHIBIT 40** provides examples of community feedback received during these conversations. **EXHIBIT 49** provides completed Intent to Enrolls, many of which results directly from these conversations.

Figure G.5: Community Conversations (to date)

COMMUNITY INFORMATION SESSIONS	
Adams Park Public Library	

Coordination of Activities

	Thursday, March 8, 2017/ 10:00-11:30	
	Adams Park Public Library Friday, March 10, 2017/ 1:00-2:30	
	Adams Park Public Library Wednesday, March 22, 2017/ 10:00-11:30	
	Campbellton Community Center Wednesday, June 18, 2017/ 7:00- 8:30	
	Families First Saturday, March 17/ 10:00-11:30	
	Mt. Carmel Baptist Church Tuesday, March 20, 2018/ 7:00-8:30	
	Community Outreach. Through observations at NPU's and Neighborhood Association meetings, we identified that one of our most primary stakeholders—parents and guardians—were largely absent. As they are the primary influencer and decision maker into the educational choices for their child, we recognized the imperative to find an alternative method to reach this group, as well as other interested citizens who might be excluded from active civic groups because of time, transportation, or other duties.	
	In order to directly engage as many parents as possible, we executed "Sneakers on the Streets" canvassing events over the last three months and have plans to continue through June. Working teams of four to eight, divided into pairs of two, Ethos team members and supporters go door-to-door in Neighborhoods located in NPU R, NPU Q, and NPU P to share information about Ethos, ask for input and feedback, and identify anyone who might be interested in enrolling a child.**EXHIBIT 33**provides maps identifying all doors we have knocked to date, walk packets, and samples of walk lists notes**. EXHIBIT 32**(Petition signatures) and**EXHIBIT 49**(Intent to Enroll) contains much of the evidence of local supporters identified through Sneakers on the Streets Saturdays. **Figure G.7**provides a calendar of our Sneakers on the Streets events to date.	

Coordination of Activities

Parent Involvementin Petition. Involvement with parents is an integral part of our school design. In*Home Advantage: Social Class and Parental Intervention in Elementary Education,*research indicates that social class is a key determinant of the extent to which parents advocate for their children in school. Too often, parents feel they are unable to navigate the landscape of school, and disengage from the schooling process. Upon authorization, we will engage in full efforts to welcome parents into the school community, provide frequent communication, and encourage reciprocal engagement between home and school.[1]/supWe have begun extensive communication with families, though enrollment will not begin for another year. We believe we have the privilege and bligation to share information about the school with local families to ensure our school is a representation of the community. We have undertaken a strategy that includes Community Information Sessions, strategic distribution of over 1,500 informational flyers in neighborhoods and child-care centers, and cultivation of strategic community partnerships.**Figure G.5**outlines locations where we have conducted conversations which have included sharing our mission, polling parents on their hopes and dreams for children, and asking for feedback on current educational options.**Figure G.8**identifies the local early learning centers we have established relationships with. Sample mailers and informational materialcan be found in**EXHIBIT 33.**Community Feedback examples can be found in**EXHIBIT 40.**

Figure G.7: Sneakers on the Streets Calendar (to date)

SNEAKERS ON THE STREETS
Sneakers on the Streets Neighborhood Door-Knocking #1 Saturday, January 20, 2018/ 10:00-1:00
Sneakers on the Streets Neighborhood Door-Knocking #2 Saturday, January 27, 2018/10:00-1:00
Sneakers on the Streets Neighborhood Door-Knocking #3` Saturday, February 3, 2018/10:00-1:00
Sneakers on the Streets Neighborhood Door-Knocking #4 Saturday, February 24, 2018/ 1:00- 4:00
Sneakers on the Streets Neighborhood Door-Knocking #5 Saturday, March 3, 2018/ 1:00- 4:00
Sneakers on the Streets Neighborhood Door-Knocking #6 Saturday, March 10, 2018/ 1:00- 4:00
Sneakers on the Streets Neighborhood Door-Knocking #7 Saturday, March 24, 2018/ 1:00- 4:00

Coordination of Activities

Figure G.8: Local Early Learning Center Partners

Business	Address	Type	Contact?	Number
Angels Academy of Atlanta	5845 Campbellton Rd SW, Atlanta, GA 30331	Early Learning Center	Submit intent form online via angelsacademies.com	(404) 344-2444
Premiere Scholar Early Learning Center	5990 appleleaf Ln, Atlanta, GA 30331	Early Learning Center	Drop forms off to Ms. Tanya (50)	(770) 774-0474
Butner Learning Center	2700 Butner Rd, Atlanta, GA 30331	Early Learning Center	3/7, 9-930 Ms. Shawala (50)	(404) 349-0229
LoveJoy Learning Academy	4810 Campbellton Rd SW, Atlanta, GA 30331	Early Learning Center	3/7 Ms. Alicia by noon (30)	(404) 349-5683
Kids 'R' Kids Learning Academy of Cascade	1224 Utoy Springs Rd SW, Atlanta, GA 30331	Early Learning Center	Front Office, Sabrina (15)	(404) 629-5437
Appleton School-Early Learning	680 Fairburn Rd SW, Atlanta, GA 30331	Early Learning Center	Ms. Romeny or Ms. Jackson (25)	(404) 699-0765
Jamboree Early Learning Center	195 Fairburn Rd NW, Atlanta, GA 30331	Early Learning Center	Drop off to Director (25)	(404) 696-1546
Molly World Academy LLC	2143 M.L.K. Jr Dr SW, Atlanta, GA 30310	Early Learning Center	Ms. Bianca (25)	(404) 691-4601
Angel's Paradise Higher Learning	595 Joseph E Lowery Blvd SW,	Early Learning Center	Ms. Reynolds (50)	(404) 755-8493

Coordination of Activities

		Atlanta, GA 30310			
	Kidazzle Child Care & Learning	884 York Ave SW, Atlanta, GA 30310	Early Learning Center	Ms. Wright (25)	(404) 753-8884
	Genesis Early Learning & Child	876 Allene Ave SW, Atlanta, GA 30310	Early Learning Center	Director or Assistant Director (20)	(404) 753-3377
	Kidstop Daycare & Learning Center	2395 Campbellton Rd SW, Atlanta, GA 30311	Early Learning Center	Ms. Robinson (25)	(404) 629-3747
	Future Stars Academy	1635 Campbellton Rd SW, Atlanta, GA 30311	Early Learning Center	Drop off Front Office (25)	(470) 355-1253

Community Partnerships. Our impact for our students is maximized through the support of wrap-around services as well as local community support. Knowing this, we have researched, identified, and established partnerships with high-impact, mission aligned community partners to help amplify our mission.**Figure G.9**identifies those partnerships and details the nature of our future work together at Ethos.

Figure G.9: Community Partners

COMMUNITY SUPPORTERS AND PARTNERS		
Thomas W. Dortch, Jr. *Chairman*	100 Black Men of America, Inc.	Letter of Support
Kim Anderson *CEO*	Families First	Families First will partner with Ethos Classical to provide the community with a holistic array of much needed services such as family and individual counseling, parenting classes, low-interest car loans and housing for families in need of shelter. This partnership will allow our students and parents to have access to many support services that ensure strengthened and sustained homes that allow for an undistracted school day.

Coordination of Activities

	Adrianne Penner *Senior Director, Programs*	Boys and Girls Club of Metro Atlanta	Ethos Classical has formed a partnership with Boys and Girls Club of Metro Atlanta, an out-of-school program committed to developing healthy, engaged students who are prepared to achieve great futures. This partnership will provide access to high quality out of school programming, both after school and in the summer, for the students of Ethos Classical.
	Michael Lucas *Deputy Director*	Atlanta Volunteers Lawyers Foundation	Atlanta Volunteer Lawyer Foundation will partner with Ethos Classical to determine the best strategy to provide free legal aid to families and the surrounding community which will ensure housing is not a roadblock to a child's academic success.
	Mario Javon Shaw *Founder/Director Programming*	Profound Gentlemen	Profound Gentlemen will partner with Ethos Classical in building a diverse talent pipeline of male educators of color and will provide ongoing support to ensure male educators of color are satisfied and remain in the classroom.
	Hiewet Senghor *Founder and Executive Director*	Black Teacher Collaborative	Black Teacher Collaborative will partner with Ethos Classical to provide professional development professional development and coaching support focused on cultivating and maximizing the culturally responsive practices of teachers of color.
	FACILITIES FINANCING		
	Richard Moreno *Vice-President, Southern Region*	Building Hope	Letter of Financial Support

Coordination of Activities

	Khaliff Davis *Director, K-12 Education, Southeast*	Reinvestment Fund	Letter of Financial Support
	[1] Lareau, Annette.*Home Advantage: Social Class and Parental Intervention in Elementary Education*. Location: Rowman and Littlefield, 2009.		

Serving Low Income and Minority Children

Describe how the district will ensure that low-income and minority children enrolled in Title I schools and/or programs are not served at disproportionate rates by:1. ineffective teachers 2. out-of-field teachers 3. inexperienced teachers (Please specifically address all three variables)	Low income and minority students will not be served at disproportionate rates by ineffective , out of field, and inexperienced teachers at Ethos Classical because of our dedication to (1)**Recruitment**of outstanding staff,**(2) Training**staff to achieve excellence, and (3)**Evaluating and Retaining**staff to propel the mission and serve the needs of all students. **Recruitment.**Utilizing the wide teaching network of the proposed Head of School and the founding team, we will access any and all effective pipelines in scouting talent. Lead Founder and proposed Head of School Emily White currently serves as a Director, Regional Talent Recruitment at Teach For America where she directly supports the recruitment of the top talent for seven regions, including Metro Atlanta. Through this experience, she brings best-in class recruitment knowledge, skills, and mindsets that she will directly apply to the recruitment of all Ethos Classical staff. A rigorous interview process, including resume screening, phone interview, demonstration lesson with feedback, re-teaching based upon feedback, and in-person interview will be utilized to ensure the quality of candidates prior to offering a position. The hiring process is designed to ensure we are inviting candidates to join our organization who match the following criteria: ●*Alignment*– believes in school mission and our core values; holds students to highest expectations out of respect for student potential ●*Commitment to Community*—has a deep and authentic understanding of the community we serve ●*Coachability*- takes and implements feedback ●*Team Orientation*– works well with other, mindset that team trumps individual ●*Strong Teaching*– has strong behavior management; delivers rigorous instruction In addition, we: meet ESSA professional qualifications for each position; verify transcripts, test scores, and other data related to "professional qualifications" status; complete a criminal background check before finalizing employment contracts; and maintain files with up-to date documentation for each teacher.

Professional Growth Systems

Describe the district's systems of professional growth and improvement for teachers and school leaders (serving both the district and individual schools). The description might include:	1.*Describe your plans for developing and implementing an effective professional development program.*
	"If children are to achieve at levels demanded by the high standards that states and districts have adopted, teachers will have to help them do so. Teachers are at the center of reform, for they must carry out the demands of high standards in the classroom."[1] Our time and resources are leveraged to ensure the development of game changers - teachers who change their students' academic and life trajectories. We know that teacher quality is the single most important factor in driving student achievement and closing the achievement gap; our entire year, from Summer Institute to weekly professional development, is designed to support our teacher's growth.
	One of Ethos Classical's founding beliefs is that quality professional development is the key to attracting and retaining talented individuals as well as key to increasing student achievement levels. As part of our team, all teachers at Ethos Classical are signing up for individualized professional development that will grow them as teachers able to deliver measurable results for all students and all types of learners. Because of this belief, Ethos Classical's staff includes multiple individuals who will be a resource for a teacher's instructional needs. The Head of School, who brings proven background as teacher coach and school leader, supports the growth of all teachers in Y1 and Y2, and a Dean of Curriculum and Instruction (hired in Y3) supports teachers in unit and lesson planning, observes classrooms daily, and plans small group professional development. The Director of Student and Family Supports assists teachers in writing differentiated plans for special needs students, providing supports for ELL students, assists teachers as they execute daily interventions, and leads small group meetings about specific students. In all years during the term of the charter, the Head of School is in classrooms regularly giving feedback.
	With our strong classical framework, we expect outstanding instruction in every Ethos Classical classroom and support it using the following strategies: (1) Individualized Professional Development; (2) Culturally Responsive Professional Development (2) Annual School Visits and Study; (3) Summer Professional Development; (4) Monthly Professional Development; (5) Weekly Professional Development; (6) Daily Professional Development; and (7) Curriculum-Based Professional Development.
	Individual Professional Development. One month into the school year, the Head of School and Dean of Curriculum and Instruction meet with each teacher to create a Personal/Professional Development Plan that specifies teacher's strengths and areas for growth and outlines 2-3 goals for that individual. The PDP also outlines what types of support that teacher should expect from his/her supervisors.
	The Dean of Curriculum and Instruction follows up (the Head of School will do this in Y1/Y2) and monitors implementation of the Personal/Professional Development Plan. The Dean of Curriculum and Instruction meets with each

Professional Growth Systems

individual teacher every two weeks to give feedback and set small goals to ensure that the teacher is meeting the larger goals set forth in the professional development The Dean of Curriculum and Instruction is in each teacher's room a minimum of three times per week and more as needed to give informal feedback and observes for an extended period of time every two weeks for feedback on instructional delivery and curriculum implementation.

Every two weeks, the Head of School and Dean of Curriculum and Instruction conduct instructional rounds during which they observe lessons throughout the school. These rounds serve as an opportunity for the Head of School to develop the instructional team as well as allow for calibration regarding an understanding and strategic growth of high quality instruction. Every two weeks, the Head of School and Director of Student and Family Supports conduct similar instructional rounds, monitoring and reviewing the instructional strength provided within individual student support groups.

The Head of School and Dean of Curriculum and Instruction formally revisit each teacher's PDP twice per year, once at a mid-year meeting (January 2018) and again at an end-of-year meeting (May 2018). In that mid-year meeting, teachers receive a formal, written mid-year evaluation, stating how they are performing as compared to the rubric. At the end of the year in June, the teacher meets with both the Head of School and DCI to receive a formal, written annual evaluation, again based on the rubric.

Annual School Visits and Study. Each new hire spends, at minimum, one day analyzing a high performing urban elementary charter school serving similar population and with similar mission and vision. Prior to summer PD, the Head of School will leverage the Building Excellent Schools network so that each new staff member gains experiences in the schools on which we are modeled.
Summer Professional Development. In Y1, teachers engage in 18 summer PD days, on School Culture, Assessment and Data, and Curriculum and Instruction. In many ways, this summer combines both a basic orientation to the school with a basic training on the skillsets an Ethos Classical Teacher needs.

2. School Culture. Training emphasizes systems and procedures as well as rituals and routines illustrated in the Instructional Approach section of the charter application.
3. Assessment and Data Analysis. We review our accountability plan and staff learns and practices how to implement assessment tools and action plan from results.
4. Curriculum and Instruction. Using the GA Standards of Excellence, Internal Standards and the Common Core, staff develop detailed curriculum analysis guided along with sample assessment items.
5. Teachers given list of students and Classical chart data. Teachers have 4

Professional Growth Systems

minutes to review list and highlight students for discussion. Teachers nominate categories as "homeroom culture issues" or "class culture issues" for discussion. (4 min. total)

6. Each teacher has 30 seconds to read list of suggested agenda items and note whether nominated students are quick fix or require serious discussion. If necessary, the Dean includes as discussion topics follow-up on students from previous weeks. (1 min. total)

7. Protocol for student discussion includes: describe concerns; identify causative factors; suggest interventions (the bulk of the time); phase interventions as next steps (15 min.)

8. Roll Call of previously identified SPED/ELL/GIFTED students and follow similar protocol to above (10 min.)

9. Review of next steps and entrance into data management system (5 min.)

10.*Detail how the evaluation system for teachers and administrators will support the school's mission and educational philosophy.*

Teacher Evaluation. Because academic success is central to the mission of the school, Ethos Classical bases teacher evaluations heavily upon results of student performance. Continuation as a professional staff member is tied inextricably to academic performance and not to tenure, advancement of professional degrees, or other considerations. Every member of the professional staff is hired exclusively because of his/her demonstrated capacity to participate in meaningful, measurable ways to the ongoing academic success of the school and all of our students. Ethos Classical is deeply committed to acting decisively when a staff member demonstrates unsatisfactory performance and to celebrating the success of the team. When the staff member demonstrates unsatisfactory performance, the Head of School provides immediate, direct, and written feedback, informing the staff member about his/her underperformance and setting up an immediate meeting to discuss next steps. The result of the meeting is a highly specific action plan whose targets are measured and time-oriented and aligned to any aspect of underperformance. Should the staff member fail to meet the outlined goals, the Head of School explores others options including, but not limited to, the creation of a further action plan, and/or dismissal.

It is the goal of Ethos Classical to retain the majority of its staff and provide the necessary structures and trainings that stop occurrences of underperformance before they begin. There will be times, however, when turnover does occur. One of the goals of the professional development program of Ethos Classical is to encourage career options at the organization for staff members so that most vacancies can be filled from within. For example, a Literacy Teacher will be receiving support and feedback all year that can prepare him/her to take the role of lead teacher the following year or sooner if necessary. Office Managers receive feedback and training to possibly take on positions managing operations or leading fund development for the school. If a vacancy does arise that cannot be filled internally, Ethos Classical will reach out to the same networks used to recruit teachers and staff members.

Our Teacher Observation Rubric and Teacher Evaluation Cycle are informed

Professional Growth Systems

by: the successful framework of Uncommon Schools (North Star Academy); the KIPP Framework for Teaching Excellence; Teacher For America's Teaching As Leadership framework; and Doug Lemov's Taxonomy of Teaching as well as the Georgia Teacher Keys Effectiveness System. All teachers are highly qualified and staff has been recruited aggressively and experienced a detailed vetting process (see EXHIBIT 44); however, we do not believe teachers will walk in the door ready to fulfill our mission.

Our Evaluation Cycle is built in two layers – one short cycle feedback, inspired by the work of Kim Marshall, and one of longer cycle feedback, which includes prioritized focus areas. The theory of our Evaluation cycle is that teachers should always be developing and working toward both longer and shorter term goals in order to increase effectiveness on multiple levels. Our cycle (Figure H.3) covers multiple opportunities for feedback, spans the entire year, and is collaborative.

Figure H.3:*Teacher Evaluation Cycle*

EVALUATION STAGE
ACTIVITY
TIMELINE
Set Expectations and Outline Teacher Evaluation Process
Introduce Teacher Evaluation Process and Expectations
Summer Professional Development (07/2018)
Set Professional Development Goals and Focus Areas
Set Initial PD goals
Summer Professional Development ()7/2018)
Determine Focus Areas for Improvement
Ongoing (in cycles of 3-6 weeks)
Observe and Document Performance; Provide Feedback and Coaching
Formal Whole Class Observation
Each Trimester
Informal Whole Class Period Observation
Each Trimester
Informal Short Observations
Weekly (2-3x's per week)
Interim and Comprehensive Assessment Data
Each Trimester
Teacher Self-Evaluation
Each Trimester
Teacher and Dean of Academics Check-Ins
Bi-Weekly
Review Lesson Plan Feedback
Weekly
Formal Debrief (following Formal Observation)
Each Trimester
Live Instructional Coaching during Informal Short Observations
Weekly (2-3x's per week)
Year End Performance

Professional Growth Systems

	Comprehensive Evaluation Yearly 11.*Explain how the principal's performance will be appraised and by whom.* Evaluation of Administrators All administrators will receive a comprehensive evaluation twice each year, directly from the Head of School. This evaluation will be comprised of a full review of the employee's contributions toward the mission of Ethos Classical. For all administrators, this evaluation will consist of performance indicators informed by initial goals set at the beginning of the year and the responsibilities listed in each job description. The Head of School will be evaluated by the Board of Directors. The Board will draft a formal evaluation tool for the Head of School. This tool will consist of performance goals and indicators as described in the job description of the Head of School and will also evaluate the Head of School based on progress toward or meeting annual student performance goals. Results from comprehensive evaluations are used to develop targeted coaching and growth plans for all leaders. From these plans, aligned professional learning opportunities are identified and developed to support the ongoing growth and development of school leaders. Examples of current programs for leadership growth and development include Building Excellent Schools LENS (Leaders of Emerging Networks) program which supports teachers transitioning from the classroom into leadership and RELAY Graduate School of Education's Principal Fellowship and Inclusive Schools Fellowship for existing school leaders.

PQ – Intent to Waive Certification

For the current fiscal year, using the flexibility granted under Georgia charter law (OCGA 20-2-2065) or State Board Rule - Strategic Waivers (160-5-1-.33), does the district intend to waive teacher certification? [ESSA Sec. 1112(e)(1)(B)(ii)]	Yes

4. REQUIRED QUESTIONS

4.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

PQ – Waiver Recipients

If the LEA waives certification, specify whether or not, in the current fiscal year, certification is waived: 1. for all teachers (except Special Education service areas in alignment with the student's IEP), or 2. for a select group of teachers. If waived for a select group of teachers, the response must address content fields and grade level bands (P-5, 4-8, 6-12, P-12). [All educators must hold a GaPSC issued Clearance Certificate.] [O.C.G.A. 20-2-211.1, SBOE 160-4-9-.05, ESSA Sec. 1112(e)(1)(B)(ii)]	Certification will be waived for all teachers including special education teachers issuing grades.

PQ – Minimum Qualification

If the district waives certification, state the minimum professional qualifications required for employment of teachers for whom certification is waived (example: Bachelor's Degree, Content Assessment, Coursework, Field Experience etc.). If no requirements exist beyond a Clearance Certificate, please explicitly state so. [Sec. 1112(e)(1)(B)(ii)]	Bachelor's Degree; GACE Clearance In addition, we: meet all federal requirements of ESSA "professional qualifications" for each position; verify transcripts, test scores, and other data related to "professionally qualified" status; complete a criminal background check before finalizing employment contracts; and maintain files with up-to date documentation for each teacher.

State and Federally Identified Schools

State and Federally Identified Schools

Describe the actions the district will implement for its state and/or federally identified schools (CSI/TSI) needing support. Include a statement of (1) whether or not the LEA currently has identified schools needing support and (2) how the district will support current or future identified schools through prioritization of funds.	Ethos Classical is not currently identified as a school needing support. Should Ethos be identified as a school needing support, Ethos will use federal funds to hire contracted trainers and coaches who will work with all core content academic teachers to improve their teaching skills and knowledge of special groups of students. The areas of focus will be building strong classroom culture, closing learning loss due to COVID in math and reading, and providing teachers, families, and scholars with social emotional supports.

CTAE Coordination

Describe how the district will support programs that coordinate and integrate academic and career and technical education content through: coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries; andwork-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.	NA

Efforts to Reduce Overuse of Discipline Practices that Remove Students from the Classroom

Describe how the district will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students.	**Providing Instruction During Removal.**In order to ensure academic progress, alternative instruction will be provided to students who have been suspended or removed. The method and form of this alternative instruction will be determined on a case-by-case basis. In all situations, the method and form will be selected with the goal of maximizing the student's academic progress. It will allow the student to master material, complete assignments, and participate in assessments. Instruction will commence within one day of a student's being removed or suspended. In such cases, instruction will occur within the school facility, at the student's home, or at a contracted facility reasonably accessible to the student. It will occur during the school day, before school hours, or after school hours. Instruction will be provided by teachers, teaching aides, trained volunteers, individuals within a contracted facility, or tutors hired for the purpose. Staff will receive professional development on how to best educate students who have been removed from the classroom due to discipline issues. Immediately, teachers will receive professional

Efforts to Reduce Overuse of Discipline Practices that Remove Students from the Classroom

	development on positive behavior support in order to avoid future incidents and, for staff supporting the disciplined students, professional development will focus on how to organize curriculum to minimize missed content. Typically, these sessions will include weekly one-on-one meetings with the Head of School or Dean of School Culture during a teacher's planning period or after school. In school-wide sessions, teachers will compliment discussions of individual student misbehaviors with neutral discussions of data. Looking at behavioral data collected by an administrator during walk-throughs that describes the number of students whose clips were moved down, what the clips were moved down for (objective or subjective behaviors), and organizes misbehaviors by demographic and subgroup, will support teacher's ability to build positive classroom culture in the future.

4. REQUIRED QUESTIONS

4.3 Title I A: Transitions, TA Schools, Instructional Program

Required Questions

Middle and High School Transition Plans

Describe how the district will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: coordination with institutions of higher education, employers and local partners; andincreased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interests and skills.	Ethos Classical will prepare students for an effective transition to middle grades and high school by equipping them with the academic and social emotional skills required for success as well as partnering with surrounding schools to develop partnerships for transition. Ethos Classical will closely monitor the achievement of students protected under IDEA based on trimester benchmarks and summative assessments. For the graduating class of 2022, Ethos Classical built meaningful partnerships with several middle schools to create positive pipelines for scholars. In the Fall 2022, we will have Ethos graduates at selective private schools, established and new charter schools as well as strong public schools. Families were informed of options in the of Fall 2021 and have received coaching and support throughout the year to find the best fit for their child for middle school.

Preschool Transition Plans

Describe how the district will support, coordinate, and integrate services with early childhood programs at the district or school level, including plans for transition of participants in such programs to local elementary school programs.	Ethos has established several partnerships with Preschool Partners. We have engaged in Parent Transition Panels and held events at the Early Learning Centers to facilitate a smooth transition over time.

Title I, Part A - Targeted Assisted Schools Description

If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify the eligible children most in need of services in Title I targeted assistance schools. The description must include the multi-criteria selection to be used to identify the students to be served.	Using FRL certification, we have identified our students who qualify as economically disadvantaged.

Title I, Part A – Instructional Programs

| Provide a general description of the instructional program in the following:
Title I schoolwide schools;Targeted Assistance Schools; andschools for children living in local institutions for neglected or delinquent children. | **1. Literacy Outcomes in Elementary Define a Student's College and Career Readiness.**Literacy is the foundation on which all academic success is built, opening access to challenging subject matter and critical thinking in later grades and life pursuits after high school graduation. The literacy demands required for productive engagement in any sector are increasingly complex and demand highly skilled, capable readers. In determining college and career readiness, ACT has identified a specific reading skill—the ability to comprehend challenging, complex texts of various kinds—as particularly important to success in the first year of college. Students whose ACT scores meet or exceed a specific benchmark on text complexity are found significantly more likely to enroll in college, earn a higher overall GPA in year one, and return to the same college for a second year.[i] Ethos Classical will prepare students to meet 21stcentury literacy demands and the demands of a rigorous IB curriculum in later years. We will achieve this through (1) research-based, standard-driven innovations in literacy within a classical curriculum uniquely offered within the Mays and Therrell clusters,(2) reduced student to teacher ratio critical for school and life success for a wide variety of learners,(3) a full blended learning model shown to be particularly impactful for students with disabilities or for whom English is not their first language, (4) 260 minutes of dedicated daily literacy instruction that support ambitious academic goals outlined in this charter petition and aligned to state and district goals, and (5) a robust daily arts program that maximizes interdisciplinary connections and attends to student socio-emotional development, (6) tailored family supports to maximize learning in out of school time for all learners, and (7) highly qualified, trained teachers prepared to teach literacy at a high rate of impact. The combination of these innovations dramatically will "increase the number of college and career prep opportunities," a central priority of the Mays Cluster.
2. Reduced Ratio Classrooms Yield Higher Student Outcomes in Literacy. Every element of Ethos Classical promotes a literacy foundation for students to springboard into success in IB programs in middle and high school, and later the college or career of their choice. In K-3, two high capacity, highly qualified teachers lead each class for 260 minutes of daily literacy instruction. National Education Association (NEA) President Dennis Van Roekel emphasizes the need for autonomy in achieving a reduced ratio in core contents: "[M]eaningful reductions in class sizes have been difficult to achieve because of tight school budgets and competing priorities…The proven long-term benefits of reducing class sizes—achievement gains and higher graduation rates—should help determine our priorities. The long-term consequences of not reducing class sizes will have a negative impact on our children's futures."[ii] Research shows that after two years in reduced size classes, children in a second grade classroom scored higher on reading skills than those who educated in a regular class size.[iii]Given the rigorous literacy demands of quality IB Middle Years and Diploma Program, it is essential to invest additional human capital to ensure each child is develops the capacity to understand and interrogate every text she reads. By increasing the individual attention each child receives, Ethos Classical delivers "consistent delivery and resources" that "build content and capacity for conceptual thinking" during literacy instruction, a guiding priority of the Therrell cluster.
3. Blended Learning Magnifies the Impact of a Reduced Ratio Classroom For Every Child. As a unique component of our approach to ensuring high levels of literacy for all learners, in three rotating sub-groups, nine students work daily in blended learning stations on computer-based modules while each of the two other sub-groups of nine works with a highly qualified individual teacher on reading or math lessons. With the |

Title I, Part A – Instructional Programs

compliment of an adaptive literacy and math-based computer station in every classroom, a small student to teacher ratio is realized as students are challenged and supported in adaptive content. The District of Columbia Public Schools proves the effectiveness of a blended learning model. Since 2013–14, district and school leaders have redesigned 17 schools (10 elementary, 4 middle, 3 high) to incorporate blended learning. Extensive studies by the district find that students in blended math classes outperform students in traditional math classes. Students in blended reading classes are more likely to improve their state test scores than students in traditional reading classes. DCPS improvements on the National Assessment of Educational Progress Trial Urban District Assessment (TUDA) also outpace national averages.[iv]Beyond the impact on student achievement, student participation in blended learning seamlessly "expands technology access and integration across the curriculum," a stated priority of the Therrell Cluster**.**

4. Expanded Learning Time through an Extended Day Supports A Diversity of Learners. Together, blended learning and expanded learning time increase student achievement across all subgroups, and with particular positive impact on students receiving special education services or identified as English Language Learners. Blended learning maximizes time spent in class by creating additional opportunities for teachers to deliver small group, individualized instruction, and by allowing students to self-direct their learning through adaptive technology. Effective implementation of blended learning is aided by more time for students and teachers. A longer day allows greater flexibility in determining class length in which blended learning occurs and in exercising options to create new blended classes without impacting existing courses. Expanded learning time provides additional teacher development opportunities through increased planning, collaboration, coaching, peer observation, and professional development. In a case-study of six blended learning, expanded learning time schools, The National Center on Time and Learning finds that "expanded learning time allows schools to deliver both breadth and depth, thus providing students with greater opportunities not just in the classroom, but beyond as they approach college and careers,"[v]directly supporting the aim of the Mays Cluster to "*Prepare all students for college and career success" by "*Increas[ing] the number of college and career prep opportunities."

5.**Arts Enrichment Catalyzes Whole Child Development**. Within our uniquely designed school, we provide a robust arts curriculum, shown to have a positive impact on student achievement across content areas and on a child's social and personal development. Our Arts Enrichment further allows us to build interdisciplinary connections within a classical, blended learning curriculum. We know that involvement in the arts fosters the growth of key cognitive skills. According to studies from Stanford University, these skills include the ability to examine qualitative relationships and manage problems with multiple solutions. Correlations exist between music training, reading acquisition, and sequence learning. One predictor of early literacy—phonological awareness— is correlated with music training and the development of a specific brain pathway. Participation in the arts helps students improve social skills. Students with lower socio-economic status who had sustained involvement in theatre arts were shown over time to have greater self-confidence, motivation, and empathy than did their non-arts peers, according to a 10-year national study of over 25,000 high school students. Evidence from a wide range of school- and community-based arts programs suggests that the arts can be instrumental in resolving conflicts, deterring problems with attendance and disruptive behavior, and building self-respect, self-efficacy, resilience, empathy, collaborative skills, and other characteristics

Title I, Part A – Instructional Programs

and capacities linked to high achievement. Ethos Classical's demonstrated emphasis on the arts, as seen through students engaging in art daily, provides a robust arts program that develops the socio-emotional development of students, an articulated priorities of the Mays and Therrell clusters.

6. Whole Child Development is Achieved for All through Tailored School and Home Supports.

There is no group of children at greater risk than low-income students with disabilities. Ethos Classical believes it is our responsibility and our privilege to empower families, especially families in low-income communities, with catalytic school to home supports to meet the specific needs of their children in out-of-school time. In order for all children to be truly successful, and especially for students with learning differences, there must be complimentary learning structures that equip families with the tools to extend the learning from the classroom into the home. Through an innovative Special Education staffing model, Ethos Classical stands ready to meet all federally mandated services for students with disabilities within the school day, while exceeding those requirements by providing access to tailored education and training services on how to best to supports the needs of all learners to families throughout the year in out-of-school time. This innovation in supporting students with special needs will ensure ALL students at Ethos Classical are provided a life of opportunity while providing the "wrap around services" and "programming to address Special Education students" that are named as key priorities of the Mays and Therrell Cluster strategic plans.

7. High-Quality Teachers are the Foundation of Academic Achievement and Innovation. We recruit mission-driven staff, pay competitive salaries, and provide professional development 18 days in the summer and 13 days during the year, not including weekly, dedicated professional development staff receives each Friday. A continuous observation/feedback loop builds a culture of continuous instructional improvement for each teacher and exceptional results for each student. Teacher quality is tied to the feedback provided, not only on the *act* of teaching, but also on the *results* of teaching. Teachers utilize data to gauge the effectiveness of their instructional innovations, to determine individualized areas of strength and need for improvement, and to problem-solve to increase impact for all learners. Teachers work more effectively, efficiently, and persistently while gauging their efforts against results.[vi] Ethos Classical adopts this approach in the support of our teachers and staff, and most importantly, our students. Working with organizations such as Profound Gentlemen and Black Teacher Collaborative (**EXHBIT 27**) we will recruit and support a diverse, high-quality team, with teachers determined to, and capable of, delivering our mission for every student across all subgroups.[vii]

2. Describe the instructional methods that will be implemented, including innovative, distinctive, or unique instructional techniques or educational programs (e.g., project-based learning).

Our curriculum is centered on five innovations: **(1) Progressive Blended Learning Model** across content areas uniquely optimizes learning and equips students with 21st century technology and problem-solving skills. **(2) Emphasis on Literacy** through a two-teacher model and classical curriculum equips students with a firm foundation for

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learning across content areas in IB Programs in middle and high school.**(3) Conceptual and Procedural Math**instruction equips students with the factual and problem-solving tools to excel in advanced math studies.**(4) Robust Arts Curriculum**underpins achievement across all content areas and equips students with the creativity, independence, habits of mind, and social competencies for productive citizenship.**(5) Family-Based Special Education Support**empowers families with the tailored tools they need to best support the diverse learning needs of their child at home, which accelerates learning.

Innovation 1: Progressive Blended Learning Model. Blended learning as part of a daily academic schedule for every student and across content areas uniquely accelerates learning and equips students with 21stcentury technology and problem-solving skills. Over the last three decades, society has witnessed astounding advancements in technology, undoing traditional assumptions that higher quality equates to higher cost. Today's cell phones are markedly superior to the brick-sized cell phones of the 1990s and cost much less. Each new computer yields a machine that does more while costing less. Advancements provide a directive for school innovations to optimize learning.[viii]

Blended learning, by definition, is "a formal education program in which a student learns at least in part through online delivery of content and instruction with some element of student control over time, place, path, and/or pace, and at least in part at a supervised brick-and-mortar location away from home."[ix] The flexibility granted through a charter to innovate through variables including the length of the day, format for instruction, and class size, coupled with the increased accountability and drive towards data yields a fertile ground for the success of a blended learning model at Ethos Classical.[x]

Summit Public Schools[1], a well-respected and high achieving charter network in California (CA), evidences the success of blended learning. Summit students arrive with lower scores than their peers, yet consistently outperform those same peers when equipped by this unique approach to pedagogy. With the implementation of a full blended learning model, Summit schools ranked in the top 20% of public CA high schools, with their high school ranked #1 in the Bay Area and #3 in CA serving students with disabilities.[xi]

Four major benefits of blended learning are woven into the framework of our school.

1. The technology centered in our blended learning model offers**personalized instruction**to students at their level, especially for students on the far ends of the performance spectrum. With a strong computerized lesson, struggling students are able to master concepts through unlimited opportunity for practice and review.For students who are excelling, a strong computerized program escalates the challenge by introducing more rigorous content and practice exercises.[xii]For students with IEPs or language learning needs, personalized instruction serves their unique goals and needs. Ethos Classical plans to accelerate the impact of this individuation through strategic grouping in math and literacy as well as the implementation of two teachers during literacy instruction.

2. For a student to improve their skills they must have deliberate practice determined by what students know, and what they do not.Blended learning pinpoints this type of practice through software that specifically targets students at their level of mastery and identifies the specific areas in which students need**additional practice**. Computer mediated interventions allow below level students repeated practice of skills and may engage high ability students in more challenging tasks. (Suh et al., 2008) Roschelle et al. (2000) stated that positive effects of technology-enhanced interventions are especially strong for students who are low or middle achievers. Rotigel and Fello (2004) noted that technology can assist

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the gifted mathematics students by providing opportunities to advance at their own rate while exploring more complex mathematical ideas at their level. Data is instantaneous and shared with teachers and students, allowing for repeated practice and strategic support.The delegation of routine basic skills practice to technology frees instructors to lead higher-order, complex thinking skills. Our data-driven orientation through daily, weekly, and trimester[2] instructional decision-making capitalizes on this cycle, ensuring students receive the most targeted practice and highest-quality teacher instruction.

3. The shift of low value-add work (i.e. basic skills practice, grading skills exercises) from teachers to technology has a**profound impact on a teacher's ability to maximize her impact**, grow her instructional skill, and increase daily productivity. Data provides a teacher immediate feedback on the effectiveness of her lesson which allows for reflection and problem-solving prior to the next lesson.Our robust coaching model, with daily live coaching, two data-driven coaching meetings per week, and 31 professional development days capitalize on the speed and volume of data a teacher has access to through a blended learning model.[xiii]

4. Blended learning does not eliminate the need for high quality teaching; it emphasizes the need for great teachers in every classroom as technology cannot teach higher-order learning.[3]Yet, technology is a reliable and calibrated replacement for lower-order teaching.[xiv]This substitution allows for**reduced staffing costs, while increasing the caliber of teachers**.Our implementation recognizes this advantage by implementing a class size of 27 while maintaining a 9:1 ratio in literacy and math through a group rotation model.The model is progressive over time, meeting the academic and developmental needs of students as they progress from kindergarten through fifth grade. In K-2, students engage in a Group Rotation blended learning model in math and literacy.Using ongoing assessment data, students are divided each week by academic level or standards-based need into three groups of nine students.All students are assigned to a center by a shape on their desk (circle, triangle, square). In easily adjustable pocket-charts student names indicate students' literacy and math rotation group so that confusion is avoided. In these groups, students move between three different learning stations (direct teacher instruction, independent work with adaptive technology, collaborative activities).**Figure B**illustrates the progression of this model.

Figure B: Group Rotation Blended Learning Model
The implementation of the group rotation model allows for a 9:1 ratio in math and literacy. During literacy instruction, there are two highly qualified instructors in all classrooms. We leverage administrators and office staff to make this possible as needed. The lowest performing students in each group receive additional pull-out during literacy and receive a third block of direct instruction, allowing smaller groups across the classroom and additional intervention for teachers. An overview of co-teaching expectations can be found in**EXHIBIT 35.**
During Singapore Math, teachers apply the same format to focus small group instruction, without a second teacher. Teachers receive targeted feedback on the implementation of the group-rotation blended learning model to ensure consistency and rigorous implementation. Examples of feedback might include observations on student transitions, rotations procedures, scholar independence, or evidence of planning. An example of the blended learning feedback rubric can be found in**EXHIBIT 36.**

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| | The success of this innovative blended learning model is proven in a number of KIPP schools. In its first year, KIPP Empower Academy implemented the model; at the close of 2010-2011, the school performed highest in all aspects of performance among KIPP elementary schools with 100% staff retention, the highest level of staff satisfaction, and among the highest academic results on the MAP NWEA reading assessment.[xv] Similar positive results with blended learning have been seen at KIPP Ascend Middle and KIPP Ascend Primary. In grades 4-5, students continue to engage in a blended learning model, assuming more independence in learning with the addition of a second teacher for students who need the most support. At the close of each trimester, teachers and leaders review assessment data, make strategic student groupings, and determine the role of the math and literacy content specialist in different classrooms.
The exact model for the upper elementary model will be determined based on data, evaluation, and feedback from students, parents, and teachers. Lessons from CA Summit School reinforce the importance of staying nimble in the design of blended learning classrooms to ensure students' needs are fully met. By implementing a change management cycle of data collection, reflection, and analysis, Summit has avoided locking into the latest model or product, and instead has used student data, teacher input, and ongoing reflection to continually hone the highest quality blended learning model for their students. Anticipating a developmental need for a more independent, project-based blended classroom in grades 3-5, a Blended Learning Specialist will be brought on staff in 2022 and will be responsible for implementation of technology and blended learning across all classrooms and will support teachers through coaching and professional development.**Figures C**and**Figures D**illustrate the two schedules we will concurrently offer. K-5 follows an A or B schedule, allowing us to have 1.5 FTE teachers for every classroom, and to schedule teachers such that all literacy instruction has two highly qualified teachers working with small groups of nine students each while the third group of nine works at individualized computer-based literacy or math stations. These schedules allow the school to use a two-teacher model for literacy in an economically viable manner and to comprehensively and uniquely address the individual needs of students and subgroups of students through effective and innovative approaches to instructional design and pedagogy. |

Figure C: "A" ScheduleFigure D: "B" Schedule

Homeroom Name: Morehouse	Homeroom Name: Spelman
Arrival and Optional Breakfast (7:30 – 7:45)	Arrival and Optional Breakfast (7:30 – 7:45)
Morning Rhetoric (7:45 – 7:55)	Morning Rhetoric (7:45 – 7:55)
Morning Community Meeting/ Calendar Math (7:55 – 8:05)	Literacy Rotations (7:55 – 10:10) *Rotations:* Reading Mastery Junior Great Books/ Core Knowledge iReady
Read Aloud (8:05 – 8:35)	Break, Snack & Bathroom (10:10 – 10:25)
Math Block I: Singapore Math (8:35 – 9:30) *Rotations:* Direct Instruction Independent Practice IReady	Morning Community Meeting/ Calendar Math (10:25 – 10:35)
Math Block II: Cognitively Guided	Read Aloud (10:35 – 11:05)

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	Instruction (9:30 – 10:00)	
	Literacy Rotations (10:00 – 12:30) *Rotations:* Reading Mastery Break, Snack, Bathroom (10:45 – 11:00) Junior Great Books/ Core Knowledge iReady	Math Block I: Singapore Math (11:05 – 12:00) *Rotations:* Direct Instruction Independent Practice IReady
		Math Block II: Cognitively Guided Instruction (12:00 – 12:30)
	Writing (12:30 – 1:15)	Lunch & Recess (12:30 – 1:10)
	Lunch & Recess (1:15 – 1:55)	Writing (1:10 – 1:55)
	Arts Enrichment (1:55 – 2:30)	Social Studies/Science (1:55 – 2:30)
	Break and Bathrooms (2:30 – 2:40)	Break and Bathrooms (2:30 – 2:40)
	Social Studies/Science (2:40 – 3:15)	Arts Enrichment (2:40 – 3:15)
	DEAR Time & Tutoring (3:15 – 3:45)	DEAR Time & Tutoring (3:15 – 3:45)
	Closing Community Meeting/ Rhetoric (3:45 – 3:55)	Closing Community Meeting/ Rhetoric (3:45 – 3:55)
	Pack Up and Dismissal (3:55 – 4:00)	Pack Up and Dismissal (3:55 – 4:00)
	Teacher Meetings and Additional Planning Time (4:00 –5:00)	Teacher Meetings and Additional Planning Time (4:00 –5:00)

Innovation 2: Emphasis on Literacy.
Balanced Literacy. Throughout the day, literacy instruction reflects the key concepts of a classical education— grammar, logic, rhetoric—and the key components—structured learning, Great Books, and the spoken language. **Figure E** outlines our balanced literacy framework and describes each element. Subsequent figures demonstrate the alignment of our K-5 program to our framework and denotes all times.
Figure E: Balanced Literacy Block

	ELEMENT	DESCRIPTION
Word Study	**Phonemic Awareness**	Ability to hear and tell difference between words, sounds and syllables when spoken and ability to alter and rearrange sounds to create new words. Four elements: rhyme, hearing syllables, blending, and segmentation.
Reading Fluency	**Phonics**	Instructional approach that focuses on the relationship between letters and the sounds that are used in print.
	Spelling & Sight Words	Teaching pattern and meaning elements of specific

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			high frequency words.
		Fluency	Ability to read with accuracy/inflection at appropriate rate of words per minute.
		Vocabulary	Development of word knowledge.
	Reading Comprehension	**Reading Books**	Introduction to and reinforcement of the concepts of print, structures of a text, and conventions around how to read a book.
		Comprehension	Instruction in understanding text's literal meaning and making inferences about deeper meaning. Comprehension skills include: retelling, making connections, making predictions, summarizing, inferring and comparing and contrasting.
		Study of Great Literature	Exposure to important and significant literary works of fiction, non-fiction, poetry, myth, folktale, idioms. Skills include analysis of character traits, author's purpose, and literary devices and elements with extended studies of genres and authors.
		Independent Reading	Students read books of their own choice at their own level. Develops fluency, comprehension skills as well as the ability to select a text and reading stamina.
	Writing	**Instructional Writing**	Students write narrative and expository essays with focus on using the 5-step writing process (pre-writing, planning, drafting, conferencing, editing, revising, and publishing). Skills include: organization, explanation of key ideas,

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		syntactic variety, mechanics and standard English conventions.
	Creative Writing	Students write in various genres to express ideas, emotions, and purpose. Skills are the same as those above with different emphases as appropriate.
	Grammar	Learning rules/conventions of English language: punctuation, syntax, capitalization.

Our balanced literacy program provides 225 minutes of daily literacy instruction (not including 35 additional literacy minutes achieved through student discourse in Opening and Closing Community Meetings) in K-2, using standards-aligned, research-based curricula including SRA Reading Mastery, iReady Reading, and Junior Great Books. Each class includes a 35-minute Read Aloud, with teachers modeling effective reading strategies and explicitly teaching new vocabulary from the text read or relating back to it—describing characters or topics from the text. Read Aloud is complemented by 135-minute blended learning small group rotation separated into three 45-minute chunks, during which two teachers per classroom work with students in groups no larger than nine. Students participate in guided reading, differentiated phonics/phonemic awareness and word roots instruction, and independent computer-based reading practice using the iReady Reading Program. After lunch, students participate in a 45-minute Writers' Workshop on the writing process, 6+1 traits of writing, handwriting, and grammar. Each day ends with a tutoring period, which includes a 20-minute Drop Everything and Read, during which teachers pull out small groups of students for targeted intervention or enrichment.**Figure F**outlines our execution of the literacy framework in K-2 and**Figure G**outlines our execution of the framework in grades 3-5.

Figure F: Balanced Literacy Framework in K-2

BLOCK	CURRICULUM USED	SKILLS DEVELOPED	TIME ON TASK
Read Aloud	Junior Great Books, Supplemented by Teacher Created Materials	Vocabulary, Comprehension, Listening, Text Features, Fluency	35 minutes
Literacy Block 1	iReady and Words Their Way	Spelling, Sight Words, Phonics, Phonemics, Grammar	45 minutes
Literacy Block 2	SRA – Reading Mastery Word Build – Greek and Latin Roots	Phonics, Phonemics, Spelling, Rhyming, Fluency, Greek &	45 minutes

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			Latin Roots	
Literacy Block 3	STEP, Fountas and Pinnell, Junior Great Books – Shared Inquiry	Comprehension, Text Elements, Shared Inquiry, Logic	45 minutes
Hand-Writing, Writing/Grammar	Handwriting Without Tears, Daily Oral Language, Lucy Calkins	Handwriting, Grammar, Creative Writing, Rhetoric	35 minutes
DEAR	American Reading Company: 100 Book Challenge	Fluency, Comprehension, Text Elements, Vocabulary	20 minutes
TOTAL			**225 minutes**

In grades 3-5, the literacy program includes a 60-minute Writing and Grammar class and 60-minute Reading and Vocabulary class. Classes begin with a brief daily editing exercise and mini-lesson on grammar rules and writing conventions. Classes use a Writers' Workshop for students' composition of fiction and non-fiction works in multiple genres and provide instruction and practice on each of the traits in the 6+1 model.

Reading and Vocabulary classes include direct instruction on reading strategies and vocabulary from shared texts, flexible guided reading groups, and Reader's Workshop. During Reader's Workshop and DEAR, teachers pull out small groups for guided reading and conferences. Reader's Workshop includes 15-minute Read-Alouds to model reading processes and strategies and expand vocabularies. Students read independently for 20 minutes every morning (DEAR) and as part of our classical approach to education, engage in study of Greek and Latin Roots for 15 minutes. Instructional time shifts from Language Arts to Science and Social Studies, in which non-fiction comprehension is emphasized. Literacy instruction has a daily total of 155 minutes in grades 3-5.

Figure G: Balanced Literacy in Framework in 3-5

Block	Curriculum Used	Skills Developed	Time On Task
Writing and Grammar Workshop	Lucy Calkins Daily Oral Language	Grammar, Editing, Academic Writing, Creative Writing	60 minutes
Readers' Workshop and Guided Reading	Junior Great Books	Comprehension Strategies, Vocabulary, Fluency	60 minutes
Greek and Latin Roots	Word Build	Vocabulary, Greek & Latin Roots	15 minutes
DEAR	American Reading Company: 100 Book Challenge	Fluency, Comprehension, Text Elements, Vocabulary	20 minutes
TOTAL			**155 minutes**

Curriculum. We support students' growing literacy through our classically-designed emphasis on Great Books and the Junior Great Books curriculum - authentic, well-written

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literature, rich enough to support extended interpretive discussion, raise genuine questions of meaning for teachers and students, and limited in length to sustain students' engagement and focus during discussion. Selections are age-appropriate and contain a variety of genres, settings, time periods, and themes and are thoughtfully and intentionally selected to represent both a culturally responsive and expansive cannon of texts.[xvi] In K-1, Junior Great Books constitutes our Read Aloud curriculum before becoming a reading comprehension curriculum in grades 2-5.

Great Books fits our educational vision because of the content to which it introduces students and the skills it develops. Research demonstrates that the Junior Great Books program has led elementary students to improve literal and abstract reading comprehension; critical thinking/higher level reasoning skills; expository writing in response to literature; and self-esteem as a result of sharing ideas in a respectful, collaborative atmosphere.[xvii] When used by diverse populations, research indicates that Junior Great Books is part of a successful literacy program. Junior Great Books provides audiocassette versions of all stories to allow ELL and students with diverse learning needs to engage in multiple readings and supports all students with strategies they can use independently. The Director of Student and Family Supports will provide trainings for families on how to most effectively use these tools in the home and will equip select families, based on needs outlined in IEPs, with audio tools for home use. Our overall purpose is to prepare students to study great literature directly in middle school by building the literacy skills to access texts in their original form or with minimal abridgement. A sample of literature for K–5 is provided in**EXHIBIT 37**.

Teachers play an active role in the planning process for the implementation of this program. Texts are organized and sequenced logically so when students transition to middle school, they have studied creation myths, read a variety of folk tales, and studied abridged versions of famous lives. When students enter middle school at Young or Bunche Middle School and read original versions of speeches by Frederick Douglass as middle schoolers, they will have already studied the social reformer in picture books and abridged texts. Similarly, since students study short stories, novels, and poems in each grade, they are prepared to independently access original work by authors such as Nikki Giovanni, Pablo Neruda, and Martin Luther King, Jr. in middle school. All chosen curricula have proven to produce exceptional results in urban schools, and are suitable for students with special needs, more advanced students, or ELLs. All curricula meet or exceed Georgia Standards of Excellence and reflect our commitment to provide a rigorous and balanced approach to literacy for all students.

Vocabulary.Our vision for 21st century literacy is fortified by a focus on vocabulary and language. In grades K-2, students are introduced to the basics of Greek and Latin roots through Read Aloud study, as a supplementary activity during phonics, and as Word Study practice during independent work centers. In grade 3, students continue within our classically-infused model with their study of Greek and Latin Roots through the Dynamic Literacy Word Build curriculum. Focused on building morphemic awareness, Word Build sequences common prefixes, suffixes, and root words into 15-minute lessons. Students study Word Build during a 15-minute vocabulary block in grades 3-5, moving through Foundations and Elements courses of study.

Studies indicate that "the SAT Verbal average for those taking the Latin Achievement Test was 144 points higher than the national average . . . [W]hile national SAT Math averages also dropped slightly, Latin Achievement Test participants scored 122 points higher than

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the mean for all students."[xviii] Once students enter college, the dividends of a classical language background continue. One seminal study finds that high school foreign language students "had a cumulative college GPA of approximately 2.80, compared with those students who did not take a high school foreign language (2.38 average).[xix]" While students will likely have their choice of languages to study in high school and college, our focus on affixes, root words, and direct Latin study translates well to subsequent English classes and the study of any Romance Language.See**EXHIBIT 41**for explanation of differentiation of vocabulary instruction across grade levels.

Writing. We utilize our curriculum as a space to make cross-curricular connections, as an expansion of our arts program with creative writing units of study, and as a culturally-responsive space for exploring and understanding personal identity and culture.We provide rigorous writing curriculum for students to produce writing with organization, elaboration, and flow in multiple genres. Classes focus on clarity of expression; students write every day in class and at home. Students expand their ideas in the revision process to correct previous ones and become aware of writing for different audiences, create focus within a topic, and see writing from the reader's perspective. Students learn how to create strong sentences, paragraphs, and papers using templates and teacher modeling until they are confident enough to tackle the task without scaffolding.

Primary Grades (K-2). Lucy Calkins Units of Study for Primary Writing is the core curriculum for our primary writing program. Students are exposed to a range of mentor texts through which they study many authors. Students learn to generate ideas to plan, draft, revise, edit, and publish their writing. We supplement this with Handwriting Without Tears and Daily Oral Language Activities (beginning in grade 1) to ensure students master the craft of writing and have exemplary control of handwriting and writing conventions.

Upper Elementary Grades (3-5). Instruction shifts from a 35-minute Writers' Workshop to a 45-minute daily writing and grammar class. Students continue to use Lucy Calkins Units of Study. Students draft, write, and revise works of writing in a range of genres that meet the criteria outlined in the 6+1 Traits of Writing. As students enter the intermediate grades, a more explicit focus on grammar is necessary. We continue to engage students in increasingly complex Daily Oral Language exercises and explicit grammar lessons are incorporated into the Writers' Workshop. Teachers provide a series of lessons addressing grade level grammar skills; students apply the skills through revision and editing of independent work.

Innovation 3: Conceptual and Procedural Math. Ethos Classical uses research-based curricula such as Singapore Math, Everyday Counts Calendar Math, and curricular approaches such as Cognitively Guided Instruction ("CGI"); we provide 100 minutes of daily math instruction in K-2 and 120 minutes in grades 3-5. All instruction is aligned with the GA Performance Standards of Excellence; all assessments are standards-driven. In all grades, math instruction is provided in two daily classes, Foundations (number sense and computation) and CGI (application), as research suggests that success in foundational math is directly connected to future achievement. Beginning first graders who understand numbers, the quantities those numbers represent, and low-level arithmetic have better success in learning mathematics through the end of fifth grade.[xx]

The primary math curriculum begins with*TERC: Investigations in Number, Data and Space*and is supported using independent practice from Singapore Math and Calendar Math. In K-2, we begin the first of two blocks (the Singapore Math block) with a brief math

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meeting from Everyday Counts Calendar Math, which provides lessons and activities to preview, review, practice, and discuss critical math concepts and skills on place value, measurement, time, money, mental math, geometry, estimation, patterns and functions, graphing, statistics, and algebra. Calendar Math achieves its goals through a brief math meeting and cooperative learning. Research has shown its ability to impact achievement when used for as little as 10 minutes per day. In a case study from New Haven Schools with similar demographics to those of Ethos Classical, Calendar Mathdoubled the frequency of hands-on activities a teacher used and had significant impact on student performance on end-of-year state tests. In teacher feedback, staff singled out the connection between Calendar Mathand ELL students' ability to talk math.[xxi]

After Calendar Math, students transition to a Math Procedures blended learning rotation. In K and 1, students work in three groups— one with a teacher, one completing independent practice, and one on blended learning, adaptive computer stations provided in all classrooms. In grades 2-5, students work in three groups, with two groups on computers while a third works with the teacher. This blended learning approach allows individualized instruction for students during small group instruction and independent practice, helpful to a wide variety of learners. We are constantly reassessing the best programs for our instruction as technology and programming evolves.

The second math block, Conceptually Guided Instruction (CGI), begins with students completing a logic problem in the following way: (1) Repeat the problem. Using high-frequency chants, students repeat teacher's word problem from the beginning ensuring they have details correct. (2) See the problem. Selected by the teacher, students come to the front of the room and act the problem out. (3) Draw the problem. Using prior information, students draw the problem in their math journals. (4) Solve the problem. Using strategic checks for understanding, the teacher selects an individual student or asks the class to solve the problem.[xxii] From there, students enter the math workshop, led by a teacher's use of*TERC Math Investigations.*The math workshop combines small group practice, whole group discussion, individual practice, and engages students using math games and manipulatives.

Each curriculum unit of*Math Investigations*provides an intense study of a specific or thematically linked set of mathematical concepts and skills organized into the same strand as the GA Standards of Excellence; strands are taught in isolation or two at a time. Each successive unit builds on the previous one; students make connections across strands each year and across grades, remembering prior instruction in a specific strand. Throughout the CGIblock, teachers are able to differentiate, indicating on lesson plans how they will pair or group students and with which groups they will work during what times, leading to high levels of differentiated support by student and skill.

Innovation 4: Robust Arts Curriculum. Ethos Classical recognizes the positive impact of a strong arts curriculum on achievement across content areas and on social and personal development, as well as the inherent interdisciplinary connections within a classical, blended learning curriculum. In all grades, we dedicate 45 minutes four days per week to arts instruction. In grades K-2, students rotate each trimester through a module of music, arts, and performing arts led by an enrichment teacher. In grades 3-5, students rotate each trimester through a module of music, performing arts, and graphic design led by an enrichment teacher. In grade 3, students move to 1:1 technology to develop skills in computer-based design. We will access units of study and aligned professional development (PD) through partnership with the Woodruff Center for the Arts. Each year

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<table>
<tr><td rowspan="20"></td><td colspan="6">the arts enrichment teacher(s) will attend Woodruff's Educator Conference for field-specific PD.**Figure H**provides an overview of our Arts program across grade levels.**Figure I**shows an example of a course scope and sequence.</td></tr>
<tr><td colspan="6">**Figure H: Arts Curriculum Across Grade Levels**</td></tr>
<tr><td colspan="3">**K-2 Arts Courses**</td><td colspan="3">**3-5 Arts Courses**</td></tr>
<tr><td>Music</td><td>Dance</td><td>Art</td><td>Graphic Design</td><td>Band</td><td>Theater/Improv[4]</td></tr>
</table>

Figure I: Kindergarten Dance Scope and Sequence

UNIT OF STUDY	LEARNING GOALS
UNIT 1 **ARTISTIC PERCEPTION** *Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Dance*	*Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance.* **Development of Motor Skills and Technical Expertise** ●**1.1**Build the range and capacity to move in a variety of ways. ●**1.2**Perform basic locomotor skills (e.g., walk, run, gallop, jump, hop, and balance). **Comprehension and Analysis of Dance Elements** ●**1.3**Understand and respond to a wide range of opposites (e.g., high/low, forward/backward, wiggle/freeze).**Development of Dance Vocabulary** ●**1.4**Perform simple movements in response to oral instructions (e.g., walk, turn, reach).
UNIT 2 **CREATIVE EXPRESSION** *Creating, Performing, and Participating in Dance*	*Students apply choreographic principles, processes, and skills to create and communicate meaning through the improvisation, composition, and performance of dance.* **Creation/Invention of Dance Movements** ●**2.1**Create movements that reflect a variety of personal experiences (e.g., recall feeling happy, sad, angry, excited). ●**2.2**Respond to a variety of stimuli (e.g., sounds, words, songs, props, and images)

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		with original movements. ●**2.3**Respond spontaneously to different types of music, rhythms, and sounds.
	UNIT 3 **HISTORICAL AND CULTURAL CONTEXT** *Understanding the Historical Contributions and Cultural Dimensions of Dance*	*Students analyze the function and development of dance in past and present cultures throughout the world, noting human diversity as it relates to dance and dancers.* **Development of Dance** ●**3.1**: Name and perform folk/traditional dances from the United States and other countries.
	UNIT 4 **AESTHETIC VALUING** *Responding to, Analyzing, and Making Judgments About Works of Dance*	*Students critically assess and derive meaning from works of dance, performance of dancers, and original works based on the elements of dance and aesthetic qualities.* **Description, Analysis, and Criticism of Dance** ●**4.1**Explain basic features that distinguish one kind of dance from another (e.g., speed, force/ energy use, costume, setting, music).
	UNIT 5 **CONNECTIONS, RELATIONSHIPS, APPLICATIONS** *Connecting and Applying What Is Learned in Dance to Learning in Other Art Forms and Subject Areas and to Careers*	*Students apply what they learn in dance to learning across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to dance.* **Connections and Applications Across Disciplines** ●**5. 1**Give examples of the relationship between everyday movement in school and dance movement.
	Innovation 5: Family-Based Special Education Support In addition to the IDEA compliant SPED and ELL services we provide students throughout the school day, Ethos Classical provides families access to a robust catalogue of trainings that are tailored to how to best support the needs of their child. This menu of trainings is developed each trimester by the DSFS. Topics are determined through analysis of RTI data, trends in behavior data from the Dean of Student Culture, and high-frequency learning differences within our	

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	student body. The trainings will be made public for the entire school community and any family is welcome to attend. Special attention will be given to market these workshops to families of SPED and ELL students and will presented as a complement to the child's IEP.**Figure J**outlines a sample of courses that might be made available to parents over the course of a trimester. **Figure J:Sample Family Learning Support Calendar**

TOPIC	CHILD PROFILE	DATE
Using Board Games at Home to Develop Executive Function	Difficulty organizing oneself to accomplish tasks. Kids with these issues often have trouble planning ahead, prioritizing, self-correcting, starting activities and shifting from one task to another. Sometimes referred to as executive functioning disorder.	Friday, September 21 6:00- 7:30
10 Tricks to Help Your Child Follow Directions	Take a long time to respond Misread directions Miss key information Have trouble recognizing what's important information and what's not Have difficulty holding on to important information Mix up what you say Get lost when reading Seem to hear, but not listen Find it hard to remember details Have difficulty responding to direct questions Mix up the order in which things need to be done	Wednesday, October 3 7:00-8:30
Building a Pre-Reading Foundation Phonemic Awareness and Vocabulary	Difficulty learning nursery rhymes Lack of enjoyment when listening to rhyming stories Trouble counting out syllables in words Difficulty noticing sound repetition or alliteration In grade school, kids might struggle with: Identifying the first sound they hear in words	Thursday, November 15 7:00-8:30

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		Blending individual sounds into words Coming up with rhyming words in word play.	
		Interdisciplinary Core CurriculumClassical Science. In classical education, science represents the opportunity to learn the laws of physical science, biology of our species, and vocabulary of our earth. It offers the opportunity to apply literacy and math skills, conduct experiments in chemistry, and explain why experiments work in physics. Starting in kindergarten, we implement a rigorous, standards-based science curriculum that maximizes student learning and engagement with the world. Because of its demonstrated success with implementing a standards-based program to serve the educational needs of urban students, we have selected Full Options Science Systems (FOSS) as a foundational science program.[xxiii] Students develop and master scientific knowledge and skills through the study of multiple scientific fields (earth, physical, environmental, biological, social), apply the scientific method, conduct experiments of their own design, and present their findings professionally. We will develop additional curricula to supplement this research-proven model so students have a rigorous foundational science curriculum and are prepared to enter a more advanced course of study in middle and high school. FOSS aligns with the new GA Standards of Excellence for science.[xxiv] In grades 3-5, students move to a 1:1 technology ratio, allowing unique and innovative movement to a flipped model science classroom. A flipped classroom is a teaching technique that uses video assets as the primary means of delivering direct instruction to students. The approach frees up class time for more challenging tasks best tackled with the teacher present. In science classrooms, those tasks include hands-on labs, guided inquiry, guided practice, and online simulations.*How People Learn*reports key findings on the science of learning, two of which explain the success of the flipped classroom. The first assertion of science learning is that for students to develop competency in the field of inquiry they must "a) have a deep foundation of factual knowledge, b) understand facts and ideas in the context of a conceptual framework, and c) organize knowledge in ways that facilitate retrieval and application."[xxv] Providing opportunity for students to use their new factual knowledge while they have access to immediate feedback from peers and the teacher, an innovatively flipped classroom helps students "learn to correct misconceptions and organize their new knowledge such that it is more accessible for future use . . . . [T]he immediate feedback that occurs in the flipped classroom also helps students recognize and think about their own growing understanding."[xxvi] Bransford and colleagues' assert "a ‘metacognitive' approach to instruction can help students learn to take control of their own learning by defining learning goals and monitoring their progress in achieving them."[xxvii] An example of our flipped science classroom would look like this: On Monday, students are working toward mastery of standard S3E2: "[S]tudents will investigate fossils as evidence of organisms that lived long ago a. Investigate fossils by observing authentic fossils or models of fossils or view information resources about fossils as evidence of organisms that lived long ago. b. Describe how a fossil is formed." It is the first day in the class' unit on fossils. The teacher introduces students to a non-fiction article on fossils to prime their knowledge base. Using "Rocks and the Rock Cycle," the teacher emphasizes	

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non-fiction reading skills, teaching students how to use non-fiction text features to deepen their understanding of new content by looking at headings, subheading, captions, bolded words, colored bubble features, lists, or maps. The teacher models the skill of reading text features during whole-group instruction and breaks students into three leveled reading groups.

The highest-skilled group works together to independently complete Cornell notes on the article. The middle-skilled group works together independently, with the support of a graphic organizer. The lowest-skilled readers work with the support of the teacher and a graphic organizer to complete a deep reading. The teacher dedicates this time to the application of non-fiction reading instruction and small group support because she has flipped the direct instruction of terms, facts, and knowledge for students' homework that evening. Before transitioning to lunch, the teacher brings the class together to share what was learned by each group and then directs students to take out their Chromebooks and access Moodle, an open-source learning program, to review their next homework assignment. When students login to Moodle, they are greeted with a five-minute clip of a*Bill Nye the Science Guy*on fossils, with directions to watch the video and complete the linked mind-map in GoogleDocs, to be virtually turned in by 7:00am the following day. Students take out their agendas, write their Science homework, and return their Chromebooks. When students return to class the next day, the teacher has identified any student who did not submit homework via GoogleDocs and submits their names for Homework Club held during recess.

On Tuesday, the teacher reviews key content students learned from their homework and introduce a hands-on learning activity: making cast fossils using a seashell and three types of soils to determine if the quality of the cast fossil depends on the kind of soil in which it was created. At the end of the experiment, students write a constructed-response paragraph explaining the process and conditions best for fossil formation. By flipping the classroom, the teacher increases her instructional impact while deepening student learning. By flipping direct instruction into the hands of students for homework, the teacher frees instructional time to engage in rigorous non-fiction reading, strategic student support, and hands-on investigations to ensure depth of knowledge through inquiry and written response.

Classical Social Studies.Ethos Classical believes a social studies education is essential to building content and historical knowledge for literacy achievement and is an essential element of study. We believe this to be especially for low-income students of color, as Social Studies provides rich opportunities to learn and discuss a wide-range of content that represents a variety of cultures, backgrounds, and experiences and meaningfully validates the identity of groups who have been historically marginalized. In K-2, social studies concepts are integrated into the literacy block. Students read a range of non-fiction texts during guided and independent reading. Teachers connect daily Read Aloud texts to social studies concepts, building vocabulary and background knowledge needed to comprehend more complex social science content encountered in the intermediate grades and middle school. Every other day, students participate in Social Studies lessons based on the Scott Foresman curriculum which builds knowledge of fundamental concepts and provides opportunities to answer logic-based questions. In grade 3, students have a daily social studies class. We strategically draw from the Core Knowledge Sequence as it outlines knowledge a student should know at specific points within their academic development. Grade-by-grade sequencing of topics gives teachers assurance that children come prepared

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with a shared core of knowledge and skills, as children learn more effectively when instruction follows the psychological principle that we learn new knowledge by building on what we already know.[xxviii] Students become active, informed citizens in alignment with state standards and teachers have the flexibility to design engaging lessons that are responsive to the experiences and strengths their students bring to the classroom and the infrastructure to provide the content and skill development.

Beginning in third grade, Social Studies will mirror the flipped classroom employed in science. Students will engage in content reading or factual practice via an online platform to set the stage for primary source investigations, simulations, and Socratic Seminars during class. This format will further develop the community-oriented classroom of Ethos Classroom by focusing students on topics that promote civic discourse and empowering them to work towards social justice.

1.*Describe the anticipated student-to-teacher ratios and the reasoning for choosing theseratios.***Teacher: Student Ratio.**Reading skill affects a student's entire academic life. Examining the effects of small class size, Project Star states that "the [positive] class size effect reaches its maximum very early, in grades 1 and 2."[xxix] We capitalize on the opportunity that small instructional groups provide during early grade literacy instruction. Class size is 27, with two teachers and an adaptive literacy-based computer station used during all literacy instruction, allowing literacy instruction to occur in a 9:1 ratio. This produces three benefits. (1) Small, strategic literacy groupings allow teachers to plan for specific student needs. (2) Small group size supports teachers' execution of lessons with frequent opportunities for and feedback on student interaction. (3) Small group instruction supports frequent student responses and high levels of engagement, particularly beneficial to ELLs and students with special needs. Research supports the impact of our decision: "Academic success, as defined by high school graduation, can be predicted with reasonable accuracy by knowing someone‘s reading skill at the end of third grade. A person who is not at least a modestly skilled reader by the time is unlikely to graduate from high school."[xxx]

2.*Describe how the charter school intends to meet the needs of students identified as gifted and talented. Include in your description any diagnostic methods or instruments that will be used to identify and assess these students.*

Academic Enrichment for Gifted and Talented Students. Entering students scoring in the upper quadrant of the NWEA MAP are placed on a list of students considered for Gifted and Talented services. Continuing students are identified by scoring advanced on state tests, above-grade level proficiencies on the STEP assessment, in the upper quadrant on the NWEA MAP, and/or exceptional performance on the GA Milestones. Any teacher of Gifted and Talented students (1) monitors progress and provides recommendations to adapt the student's class and homework and (2) is assigned to monitor the student's progress on SMART goals and recommend adaptations to the student's Advanced Learning Plan. Students may receive modified homework and differentiated extension materials. During the tutoring block, gifted students may be grouped and provided additional enrichment with additional access to technology.

[1] Our proposed Head of School, Emily White visited Summit Schools on January 19, 2016 to study their best practices in the implementation of blended learning.

Title I, Part A – Instructional Programs

| | [2] The implantation of a trimester schedule is one example of an autonomy afforded through a charter that allows us to maximize the impact of our program through strategic alignment to assessment cycles and data collection.

[3] In the 2014 "Blended Learning Report" published by the Michael and Susan Dell foundation research showed a greater impact on students' procedural skills development compared to higher-order thinking skills.

[4] In grades 3-5, Dance will be offered as an after-school elective.

[i]*What Studies Say About College Readiness. EWA Research Brief.* 2012.

[ii]*Class Size Reduction: A Proven Reform Strategy.*NEA Policy Briefing. 2008.

[iii] Gee, J. (1989). "Literacy, discourse, and linguistics: introduction and what is literacy." In Cushman, E., Kintgen, E.R., Kroll, B.M., & Rose, M. (Eds.)*Literacy: A Critical Sourcebook*(pp. 525-544). Boston: Bedford/St. Martin's.

[iv] "Proof Points: Blended Learning Success in School Districts." DISTRICT OF COLUMBIA PUBLIC SCHOOLS Washington, D.C.

[v] http://www.timeandlearning.org/sites/default/files/resources/timeandtechnologyguide.pdf.

[vi] Schmoker, M. (2006).*Results now: how can we achieve unprecedented improvements in teaching and learning.* Alexandria, VA: ASCD.

[vii] Chetty, Raj, John Friedman, and Jonah Rockoff, (*2012) The Long Term Impact of Teachers: Teacher Value-Add and Student Outcomes in Adulthood.* Retrieved from: http://obs.rc.fas.harvard.edu/chetty/value_added.html.

[viii]*Blended Learning: A Wise Giver's Guide to Supporting Tech-assisted Teaching.* Laura Vanderkam. 2013.

[ix] Ibid.

[x] Ibid.

[xi] Summit Public Schools: Our Results. http://summitps.org/approach/results.

[xii] Ibid.

[xiii] Ibid.

[xiv] Ibid. |

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[xv] Ibid.

[xvi] http://www.greatbooks.org/programs-for-all-ages/junior/research-effectiveness/scientific-research-on-student-learning/for-grades-2.

[xvii] Ibid.

[xviii] Begley, S. 1996. ?Your Child‘s Bra[xviii] http://www.greatsource.com/GreatSource/pdf/EveryDayCountsResearch206.pdf p. 16. [xviii] "Strategy-based problem solving is especially effective for children with exceptionalities" Montague, M., Warger, C.L., & Morgan, H. (2000). "Solve It! Strategy instruction to improve mathematical problem solving."*Learning Disabilities Research and Practice, 15*, 110-116.in.?*Newsweek*. Feb. 19, 1996, 55-61.

[xix]*http://teach.valdosta.edu/whuitt/files/latin.html* .

[xx] Geary, D. C., Hoard, M. K., Nugent, L., & Bailey, D. H. (2012). "Mathematical cognition deficits in children with learning disabilities and persistent low achievement: A five year prospective study."*Journal of Educational Psychology, 104*, 206–223.

[xxi] http://www.greatsource.com/GreatSource/pdf/EveryDayCountsResearch206.pdf p. 16.

[xxii] "Strategy-based problem solving is especially effective for children with exceptionalities." Montague, M., Warger, C.L., & Morgan, H. (2000). "Solve It! Strategy instruction to improve mathematical problem solving."*Learning Disabilities Research and Practice, 15*, 110-116.

[xxiii] Kahle, J., J. Meece, K., and Scantlebury. (2000). "Urban African-American middle school science students: Does standards-based teaching make a difference?"*Journal of Research in Science Teaching*37, 9. 1019-1041.

[xxiv] http://www.deltaeducation.com/science/foss/correlations/georgia.pdf.

[xxv] Bransford JD, Brown AL, and Cocking RR (2000).*How people learn: Brain, mind, experience, and school*. Washington, D.C.: National Academy Press.

[xxvi] Ibid.

[xxvii] Ibid.

[xxviii]http://www.coreknowledge.org/CK/about/sequence_glance.htm .

[xxix] Folger, John, and Carolyn Breda. "Evidence from Project STAR about Class Size and

Title I, Part A – Instructional Programs

<table>
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<td>Achievement."Peabody Journal of Education. 1998.

[xxx]Nat‘l Research Council.Preventing Reading Difficulties in Young Children. Edited by Catherine E. Snow, Susan Burns, and Peg Griffin. Committee on the Prevention of Reading Difficulties in Young Children. Washington, DC: Nat‘l Academy, 1998.NA</td>
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4. REQUIRED QUESTIONS

4.4 Title I Part C

Required Questions

Title I, Part C – Migrant Intrastate and Interstate Coordination

Describe how the district (Direct Funded and Consortium) will promote interstate and intrastate coordination of services and educational continuity through:the use of the Title I, Part C Occupational Survey during new student registration and back to school registration for all students;the timely transfer of pertinent school records, including information on health, when children move from one school to another; andhow the district will use the Migrant Student Information Exchange (MSIX).	Ethos Classical will promote the interstate and intrastate coordination of services and educational continuity through a series of steps, outlined below: 1. Beginning in August, the Title I, Part C Occupational Survey will be in included in student enrollment paperwork which will be reviewed by the Manager of Operations who manages all student records and enrollment paperwork. 2. Upon identifying eligible students, Ethos Classical will access the MSIX and submit all records to the system, including pertinent school records and health information. 3. Ethos Classical will then contact the ABAC to ensure eligible student receive supplemental supports provided through ABAC.

Title I, Part C – Migrant Supplemental Support Services

1. Describe how the district will ensure the local delivery of academic instructional support services to its unenrolled migratory preschool children, dropouts, and out-of-school youth during both the school year and summer periods. (A consortium member LEA should describe how it facilitates collaboration with ABAC consortium staff to ensure that these vulnerable populations receive appropriate instructional support services.) 2. Describe how the district will ensure the local delivery of non-academic support services, i.e., health services, nutrition programs, and social services to migrant families, preschool children, dropouts, and out-of-school youth during both the school year and summer periods. (A consortium member LEA should describe how it facilitates collaboration with ABAC consortium staff to ensure that these vulnerable populations receive appropriate non-academic support services.)	Ethos Classical is committed to recruiting, retaining, and supporting the academic and instructional needs of migratory students. 1. We will identify and recruit eligible migrant students 2. Identify priority service students 3. Complete comprehensive needs assessment of eligible students 4. Provide opportunities for migrant parent involvement. 5. Create implementation plans for service. 6. Provide resources for continued educational opportunities during the summer and throughout the year. Upon the identification of eligible students, we will immediately collaborate with local agencies including: IRC Atlanta, Lutheran Services of Georgia, Migration and Refugee Services, Catholic Social Services, Inc. We will partner with these agencies during the regular school year and summer months to ensure full wrap-around services for eligible students.

REQUIRED QUESTIONS

Title I, Part C – Migrant Supplemental Support Services

4.4 Title I Part C

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4. REQUIRED QUESTIONS

4.5 IDEA

Required Questions

IDEA Performance Goals:

| Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 1: Improve graduation rate outcomes for students with disabilities. What specific post-secondary outcome activities (school completion, school age transition, and post-secondary transition) are you implementing in your LEA to improve graduation rates? Include:Description of your district's proceduresSpecific professional learning activitiesPlan to monitor implementation with fidelity | The successful transition of our scholars with disabilities is of the utmost importance to our school.   In order to facilitate a smooth transition from 5th grade to Middle School, there are a number of concrete systems and structures in place to support scholars with disabilities and their family. Below is an overview of our approach:

1. Fall of 5th grade: Collect baseline assessment date in Reading and Math using the NWEA MAP and UChicago STEP in order to determine their progress towards curricular and IEP goals. This data is incorporated into the first IEP meeting of the school year and is discussed with families to begin thinking about the most appropriate school placement.

In addition to this data, scholars with disabilities engage in a middle school transition fair that guides families through the process of evaluating scholar readiness and interest in particular school models and provides access to 6-10 different schools that could be a good fit for their needs.

2. Winter of 5th Grade: Once again, scholars are assessed mid-year in Reading and Math using the NWEA MAP and UChicago STEP in order to determine their progress towards curricular and IEP goals. This data is then used to provide families and scholars and accurate understanding of their growth to date so that an aligned middle school transition plan can be developed.

This transition plan is then used in supporting scholars with applications or enrollment documents to schools that best fit the needs and desires of the scholar and family. This process is facilitated by our Scholar Recruitment and Scholar Services teams.

3. Spring of 5th Grade: Our scholar support team connects with the intended middle school of choice in order to provide all needed documentation in order to facilitate a smooth transition. Scholar placement is formally tracked for continued monitoring over time and families are advised of the fit of placement and equipped with tools to support their scholar as they transition to middle school.

We will improve our graduation rate for students with disabilities by having all relevant school staff and community members collaborate in order to provide the most appropriate educational services for each individual student.These staff members may include, but are not limited to all or some staff from special education, ESOL, gifted education, counselors (you can add or take away additional individuals). Additional support personnel will be included in the |

IDEA Performance Goals:

	development and implementation of the IEP, if needed.Collaboration will occur on an as needed basis but at least once a year. The Special Education Case Manager will initiate and document the collaboration through sign-in sheets.The Head of Schools, the Special Education Lead Teacher, and the Director of Student and Family Services will ensure this collaboration is occurring by reviewing the sign-in sheets, the special education paperwork, and the progress monitoring data for individual students on a monthly basis during staff meetings (place how this would fit for your system). Professional learning will be provided to all special education staff through special education meetings and school-based department meetings. The Director of Student and Family Services will also provide one-on-one professional learning to individual teachers, as needed, based on the information gathered from the special education paperwork and the progress monitoring data. The data will be kept on the student's progress toward meeting grade level promotion and/or graduation.This data will be reviewed on a monthly basis and instructional strategies will be adjusted if necessary.Instruction adjustment based on the information obtained through analyzing progress monitoring data will also be ongoing for our students.Training will be provided to special education staff on how to use data to provide appropriate instruction.This training will be provided by the Director of Student and Family Services during preplanning and revisited at least twice per year. Additional training will be provided for new special education teachers and other teachers as deemed appropriate by the Director of Student and Family Services.Staff will be identified for additional training through review of their progress monitoring data and through classroom observations.The Director of Student and Family Services will review the progress monitoring data for each special education teacher at least twice a year.The Progress Monitoring Data Checklist will be used to document compliance.When the data indicates a student is not making progress the Director of Student and Family Services will meet with the special education case manager to determine appropriate instructional strategies for the individual student.

Describe how the district will meet the following IDEA performance goals: **IDEA Performance Goal 2: Improve services for young children (3-5) with disabilities.** **What specific young children activities (environment, outcomes, and transition) are you implementing in your LEA to improve services for young children (ages 3-5)? Include:LEA proceduresServices that are offered and provided within your district as well as where the service options are located. (e.g. local daycares, Head Start, homes, community-based classrooms, PreK**	The smooth transition of our kindergarten scholars with disabilities from early learning (i.e. Babies Can't Wait, outside evaluations, etc.) is critical to their academic and social success. In order to facilitate this process, there are a number of systems and supports in place, as outlined below: 1. Upon receiving outside evaluations/ documentation of prior specialized services, a referral team to discuss whether additional data is needed or if the student is eligible for an IEP. 2. After the referral team meets, a meeting is held with the scholar and family to establish eligibility for special education services as well as to provide families with the context and resources needed to successfully transition into kindergarten. 3. After this meeting, outreach is completed by family and school to secure any additional documentation needed from prior school or evaluations, including

IDEA Performance Goals:

classrooms)Staff that will be designated to support the 3-5 populationCollaboration with outside agencies, including any trainings conducted by the LEAParent trainings	outreach to Fulton County Schools or APS.
	4. Sch
	Ethos will ensure the fidelity of implementation of the GELDS in the classroom. Participation with the Metro GLRS and GaDOE trainings will provide further knowledge and strategies to use to increase the learning of our students 3-5 years of age.
	The Director of Student and Family Services will ensure the fidelity of the implementation of by meeting with the Preschool Special Education Teacher and the Preschool Speech Therapist twice a year.Collaboration with Atlanta Public Schools and Fulton County will ensure early identification and supports for all scholars.
	Also, a variety of speech and language assessments and psychological evaluations are being purchased for the 2019-20 school year.Using a systematic approach to developing play skills in young children with developmental delays, intellectual disabilities, and autism.It encourages imaginative thinking, pretend play and age-appropriate social skills. The Director of Student and Family Services will ensure the fidelity of implementation through classroom observations and review of progress monitoring data.
	Other services available for young children with disabilities, in addition to classroom instruction, includes:speech therapy, occupational therapy and physical therapy. We also extend out and collaborate in other settings (community daycare, home environment, Head Start, church preschools, etc.) if needed.
	Professional learning is provided to all school staff who work with young children with disabilities.The Director of Student and Family Services works collaboratively to arrange professional learning during monthly meetings.Agencies that assist with professional learning include GLRS. Training is provided in the following:GELDS, strategies to use with children with autism, strategies to improve communication, and IEP development.
	Once a year, a meeting is held with outside agencies that provide services to young children with disabilities.These agencies include Babies Can't Wait, Head Start, daycare centers, Jump Start, and church-based preschools.The purpose of the meeting is to explain the services that are available from the school system, to identify professional learning needs of outside agencies and to disseminate child find information. Child Find activities are advertised in our local newspaper and on our system web page.Information is also disseminated to local doctor's offices, daycare centers, church-based preschools, and DFCS.
	Informational handouts are given to parents to help the children transition from an outside agency. Handouts are also given to parents at the initial special education placement meetings.
	The Director of Student and Family Services offers technical assistance to school staff as needed.The need for technical assistance is determined by classroom observations, review of progress monitoring data, review of special education paperwork, and through consultations with the Christine Keck.
	The following universal screeners are utilized in order to identify young children in need of services(STEP Assessment, MAP Assessment).

IDEA Performance Goals:

| Describe how the district will meet the following IDEA performance goals: **IDEA Performance Goal 3: Improve the provision of a free and appropriate public education to students with disabilities. What specific activities align with how you are providing FAPE to children with disabilities? Include:How teachers are trained on IEP/eligibility procedures and instructional practicesHow LRE is ensuredThe continuum of service options for all SWDsHow IEP accommodations/modifications are shared with teachers who are working with SWDsSupervision and monitoring procedures that are being implemented to ensure that FAPE is being provided** | DESCRIBE HOW THE DISTRICT WILL MEET THE FOLLOWING IDEA PERFORMANCE GOALS GOAL 3: Improve the provision of a free and appropriate public education to students with disabilities TRAINING/DEVELOPMENT JULY 2022 Prior to the start of the school year, the Director of Scholar and Family Services provides training to the staff entire school team. In July, general education teachers serving scholars with disabilities attend a two day workshop on Individual Education Plans (IEPs), eligibility procedures, and high level instructional practices for scholars with disabilities. SImilarly, special education teachers attend a six hour workshop internalizing the same action items from the lens of case manager and special educator. AUGUST 2022 During summer professional development in August, the entire school team received a 1.5 hour session led by the Director of Scholar and Family Services on school wide accountability and implementation of services. SEPTEMBER 2022 - MAY 2023 Throughout the school year, the Director of Scholar and Family Services provides monthly professional development to both general educator teachers and special education teachers in the form of small group sessions, one on one coaching, and data team meetings. LRE ASSURANCE Ethos Classical ensures the least restrictive environment by providing multiple opportunities for scholars with disabilities to engage with non-disabled peers. Morning meeting, lunch, recess, writing, english language arts, and enrichment are 6 of the 9 of the blocks in which scholars with disabilities participate in the least restrictive environment. CONTINUUM OF SERVICES Ethos Classical continues to expand its continuum of services as necessitated by scholar needs and IEP team decisions. Presently, Ethos Classical offers specialized services in the form of: consultative, co-taught, and small group classes. Services are offered in core academic subjects by special education teachers and by related service providers. The IEP team determines individual scholar placement on the continuum of services, details specialized service frequency and duration, and designates who implements such services. The DIrector of Scholar and Family Services then oversees the implementation of school based services by hiring, training, and managing all specialized service |

IDEA Performance Goals:

providers.

ACCOMMODATIONS AND MODIFICATIONS
At the start of the school year, teachers serving scholars with disabilities receive a caseload international form, or a digital graphic organizer, from the Director of Scholar and Family Services that supports their internalization and organization of scholar IEP accommodations and modifications. Teachers are expected to confirm receipt of scholar accommodations and modifications from the DSFS via email, complete his or her graphic organizer, and refer to it when planning instruction . The Director of Scholar and Family Services communicates directly to teachers when providing scholar additions or revisions which are to be reflected on each teacher's graphic organizer.

SUPERVISION AND MONITORING PROCEDURES TO ENSURE FAPE

The Director of Scholar and Family Services supervises and monitors all procedures in the identification, support, and discipline of scholars with disabilities to ensure FAPE. The entire school team receives training on Child Find and special education procedures at the beginning of the school year. Scholars receiving special education services are monitored closely by their special education case manager whose job is to collect progress monitoring data on a scholar's IEP goals. At the end of each trimester, progress monitoring reports are shared with the scholar's teachers and families, unless otherwise requested by the IEP team. Special education case managers consistently and frequently review IEP goal data trackers with the Director of Scholar and Family Services on a bi-weekly basis. Similarly, progress monitoring also occurs for scholars who have behavior intervention plans. The Director of Scholar and Family Services oversees all discipline matters concerning scholars with disabilities to ensure that there are no violations to FAPE.

WE ARE UBABLE TO EDIT THE TEXT BOX FOR PERFORMANCE GOAL #4, SO WE ARE INCLUDING OUR RESPONSE HERE:
All new information is redelivered to necessary personnel through professional learning and technical assistance consisting of systemwide meetings, emails, Lead Teacher meetings, webinars, handouts, forwarding Friday email blasts, and through one-on-one technical assistance to individual teachers and/or administrators.Agendas, sign in sheets, and emails will be used as documentation of professional learning.Ethos Supervision and Monitoring Manual will explain our procedures and practices.The manual is reviewed and revised annually by the Director of Student and Family Services and the Lead Teachers with input being provided by members of our Special Education Stakeholders committee which consists of teachers (regular ed and special ed), parents, administrators and high school students.The Director of Student and

IDEA Performance Goals:

	Family Services will use the Georgia DOE Special Education Reports and Data: Due Dates Chart to ensure reports are submitted before the due date.This chart will also be shared with the personnel at the board office who is responsible for the special education financial reports.The Director of Student and Family Services will also review the information in the Special Ed Dashboard in the Student Information System (PowerSchool) on a monthly basis to ensure that data is submitted in a timely manner.The Director of Student and Family Services will address any areas of noncompliance concerning timely and accurate data submission by providing one-on-one technical assistance to the person responsible for the noncompliance.

| Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations. How procedures and practices are implemented in your district to ensure overall compliance? Include:LEA procedures to address timely and accurate data submissionLEA procedures to address correction of noncompliance (IEPs, Transition Plans)Specific PL offered for overall compliance, timely & accurate data submission, and correction of noncomplianceSupervision and monitoring procedures that are being implemented to ensure compliance | div role="presentation"div role="list"div data-qa="slack_kit_scrollbar" role="presentation"div role="presentation"div data-qa="slack_kit_list"div aria-expanded="false"The Director of Student and Family Services participates in Special Education webinars, GLRS Collaborative Communities meetings, Friday email blasts and other conferences in order to remain informed of current state and federal laws and regulation regarding special education.All new information is redelivered to necessary personnel through professional learning and technical assistance consisting of systemwide meetings, emails, Lead Teacher meetings, webinars, handouts, forwarding Friday email blasts, and through one-on-one technical assistance to individual teachers and/or administrators.Agendas, sign in sheets, and emails will be used as documentation of professional learning.Ethos Supervision and Monitoring Manual will explain our procedures and practices. The manual is reviewed and revised annually by the Director of Student and Family Services and the Lead Teachers with input being provided by members of our Special Education Stakeholders committee which consists of teachers (regular ed and special ed), parents, administrators and high school students. The Director of Student and Family Services will use the Georgia DOE Special Education Reports and Data: Due Dates Chart to ensure reports are submitted before the due date. This chart will also be shared with the personnel at the board office who is responsible for the special education financial reports. The Director of Student and Family Services will also review the information in the Special Ed Dashboard in the Student Information System (PowerSchool) on a monthly basis to ensure that data is submitted in a timely manner. The Director of Student and Family Services will address any areas of noncompliance concerning timely and accurate data submission by providing one-on-one technical assistance to the person responsible for the noncomThe Director of Student and Family Services participates in Special Education webinars, GLRS Collaborative Communities meetings, Friday email blasts and other conferences in order to remain informed of current state and federal laws and regulation regarding special education. All new information is redelivered to necessary personnel through professional learning and technical assistance consisting of systemwide meetings, emails, Lead Teacher meetings, webinars, handouts, forwarding Friday email blasts, and through one-on-one technical assistance to individual teachers and/or administrators. Agendas, sign inEthos |

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IDEA Performance Goals:

Message Kierra Gambrell

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IDEA Performance Goals:

	technical assistance to the person responsible for the noncompliance.
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4. REQUIRED QUESTIONS

4.6 Title IV Part A

Required Questions

Title IV, Part A – Activities and Programming

| Provide a description of the Title IV, Part A needs-based activities and programming intended to improve students' academic achievement the LEA will implement:
1. In support of well-rounded educational opportunities, if applicablebrul
2. Include measurable objective and/or intended outcome specific to activity; indicate if this is a new or continuing activity; reference the overarching need and action step
3. In support of safe and healthy students, if applicable
ul
4. Include measurable objective and/or intended outcome specific to activity; indicate if this is a new or continuing activity; reference the overarching need and action step
5. In support of the effective use of technology, if applicable
ul
6. Include measurable objective and/or intended outcome specific to activity; indicate if this is a new or continuing activity; reference the overarching need and action step | Beginning in Semester II, we will implement an enrichment activities program that provides students with the choice to engage in a variety of enrichment activities. The goal is for at least 60% of scholars to engage in one club this school year. Clubs will be led by teachers and will include Lego Club, Girls on the Run, Theater, STEP Team, and others. Clubs will run from 4:30-5:30 on Tuesday afternoons. |

Title IV, Part A – Ongoing Consultation and Progress Monitoring

Title IV, Part A – Ongoing Consultation and Progress Monitoring

Describe how and when the LEA will consult any stakeholders/community-based partners in the systematic progress monitoring of Title IV, Part A supported activities for the purposes of implementation improvement and effectiveness measurements.	**Ongoing Community Engagement.**Ethos Classical intends to change the trajectory of our students' lives and create a viable, sustainable organization in the community. We believe in the importance of transparent communication on our progress with the broader Atlanta Public Schools community and will: (1) publish annual reports of academic and organizational progress and present the reports to community stakeholders through a press release; (2) share annual reports at annual banquets to report the achievements of students, discuss broader implications for our community, and champion the right for families to access high quality educational choice; and (3) invite community leaders, business leaders, and potential advocates to see the school and speak to the Head of School each trimester. A Board Member will lead school tours with a parent and provide the opportunity to see our school up close, provide feedback, and champion our progress. **Ongoing Partnerships** Ethos Classical will continue to cultivate partnerships that will promote the mission of the school and the needs of our students. We are currently in conversations with Sheltering Arms to establish pipelines for student recruitment and are in beginning conversations with a number of arts organizations who are interested in supporting our arts program. In addition to the programmatic partnerships we will establish, we are also committed to investing our resources in local vendors whenever it is fiscally reasonable to do so and does not compromise the integrity of our program. We have established our banking account at Citizens Trust and are seeking additional local businesses to provide services for our work including catering, printing, and marketing materials.

4. REQUIRED QUESTIONS

4.7 Reducing Equity Gaps

Required Questions

Reducing Equity Gaps: Reflect on the previous year's LEA Equity Action Plan

Equity Gap 1Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year?Intervention Effective – Equity Gap EliminatedIntervention Effective – Maintain Activities/StrategiesIntervention Effective – Adjust Activities/StrategiesIntervention Not Effective – Adjust Activities/StrategiesIntervention Not Effective – Abandon Activities/Strategies	● Equity Gap 1 Intervention: Provide targeted teacher development and Equity Intervention 1: Provide targeted teacher development.ul ● Intervention Not Effective – Adjust Activities/Strategies

Provide a brief description of LEA's success in implementation of the prior year LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.	Ethos was able to implement strong professional development model that met the knowledge gaps of teachers, however our coaching model had gaps specifically in coaching and developing first year teachers specifically in classroom culture which led to gaps in student learning in those classrooms. The ineffectiveness of this gap is evidenced through lower student academic data in those classrooms as well higher than normal student transfers from those classrooms. This is specifically evidenced in our first grade classrooms who scored in the 46th percentile in NWEA Math and 43rd percentile in NWEA Reading, which is significantly lower than other grade levels.

Equity Gap 2Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year?Intervention Effective – Equity Gap EliminatedIntervention Effective – Maintain Activities/StrategiesIntervention Effective – Adjust Activities/StrategiesIntervention Not Effective – Adjust Activities/StrategiesIntervention Not Effective – Abandon Activities/Strategies	Equity Gap 2: Inexperienced Leaders and Equity Intervention 2: Provide Leader Development ● Intervention Not Effective – Adjust Activities/Strategies

Reducing Equity Gaps: Reflect on the previous year's LEA Equity Action Plan

Provide a brief description of LEA's success in implementation of the prior year LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.	Equity Gap 2: Inexperienced Leaders and Equity Intervention 2: Provide Leader Development Ethos was able to implement strong leader development for our senior leaders, but our newer middle-manager coaches struggled to find their footing in providing meaningful/ impactful coaching to teachers. This gap resulted in classrooms with less experienced teachers having gaps in student learning. The ineffectiveness of this gap is evidenced through lower student academic data in those classrooms as well higher than normal student transfers from those classrooms. This is specifically evidenced in our first grade classrooms who scored in the 46th percentile in NWEA Math and 43rd percentile in NWEA Reading, which is significantly lower than other grade levels.

4. REQUIRED QUESTIONS

4.8 Overarching Needs for Private Schools

In this section, summarize the identified needs that will be addressed with FY22 federal funds for private schools Include results from ongoing consultation with private schools receiving services from the LEA's federal grants (ESSA Sec. 1117 and 8501; 20 U.S.C. 1412(a)(10)(A)(iii); and 34 C.F.R. §300.134). Information is available on the State Ombudsman [website](#). (Add "No Participating Private Schools" as applicable.)

Title I, Part A	NA

Title II, Part A	NA

Title III, Part A	NA

Title IV, Part A	NA

Title IV, Part B	NA

Title I, Part C	NA

IDEA 611 and 619	NA