

## PROPOSAL OVERVIEW AND ENROLLMENT PROJECTIONS

Please provide information for the applicant group's **designated representative**. This individual will serve as the contact for all communications, interviews, and notices from the ICSB regarding the submitted application.

**IMPORTANT NOTE:** The full application, including this form, will be posted on the ICSB website. Applicants are advised that local community members, including members of the media, may contact the designated representative for questions about the proposed school(s).

Legal name of group applying for charter(s):

Gateway Preparatory Academy

Names, roles, and current employment for all persons on applicant team, including each board member:

Brandon Clifton, Board member

Carlotta Cooperider, Board member

Ashley Gibson, Board member

David Stiles, Meridian Educator

Heather Neal, Limestone Strategic

Designated applicant representative:

Heather Neal

Address:

5975 Castle Creek Pkwy, North Dec #475

Indianapolis, Indiana 46250

Office and cell phone numbers:

317-426-1223

Email address:

hwn@limestone-strategic.com

Provide the requested information for each school included in this proposal.

(You may add rows to the table if needed.)

Proposed School Name	Opening Year	School Model (e.g., college prep, dropout recovery)	Geographic Community *	School District(s) in Proposed Location	Grade Levels at Full Enrollment
<u>Gateway</u>	<u>2017-18</u>	<u>K-8</u>	<u>Indianapolis</u>	<u>IPS</u>	<u>K-8</u>

NOTE: \* Please indicate the city/town and, if known, potential address or neighborhood of location. Virtual operators should indicate the relevant geographies the operator intends to serve.

**Proposed Grade Levels and Student Enrollment**

Provide the following information for each charter school included in this proposal. Specify the planned year of opening for each, the grade levels served, and both the planned and maximum number of enrolled students by grade level for each year. (You may duplicate the table as needed.)

<b>Proposed School Name:</b>	[Insert name here]	
<b>Academic Year</b>	<b>Grade Levels</b>	<b>Student Enrollment (Planned/Maximum)</b>
Year 1	K-8	205
Year 2	K-8	275
Year 3	K-8	300
Year 4	K-8	325
Year 5	K-8	350
At Capacity	K-8	350

Do any of the proposed schools expect to contract or partner with an Education Service Provider (ESP) or other organization for school management/operation? \* Yes  No

If yes, identify the ESP or other partner organization: Meridian Education

Will an application for the same charter school(s) be submitted to another authorizer in the near future?

Yes  No

If yes, identify the authorizer(s): \_\_\_\_\_

Planned submission date(s): \_\_\_\_\_

Please list the number of previous submissions (including withdrawn submissions) for request to authorize this(ese) charter school(s) over the past five years, as required under IC § 20-24-3-4. Include the following information:

Authorizer(s): N/A

Submission date(s): \_\_\_\_\_

# PROPOSAL NARRATIVE

## EXECUTIVE SUMMARY

### Mission and Vision for Growth in Indiana.

All students deserve access to quality educational options, regardless of where they live, how much money their parents make, or what special needs they have. Children do not all come from the same mold, and neither should schools. We believe all children deserve high quality educational choices, and we endeavor to provide choice an area where high quality options are scarce.

The mission of **Gateway Preparatory Academy** will be to improve the lives of students by providing authentic learning experiences in a collaborative, nurturing environment that will build a foundation for students' success in school, at future work, and in life.

The Board of Gateway Preparatory Academy is committed to providing a high quality school choice option for students in an area underserved by charter schools or other high quality options. To determine the area of greatest need, *The Shared Challenge of Quality Schools: A place-based analysis of school performance in Indianapolis* by IFF (2013) was consulted. The study used school performance and enrollment data for all school types in Marion County (public charter schools, Indianapolis Public Schools (IPS), township schools, private schools) to determine areas of highest need for quality seats in Indianapolis. IFF further separated demand by grade level and divided the county into areas ranked by need. An update to the study using 2013-2014 school data found that the near-west side (I65 south to Washington Street as northern and southern borders and from Speedway east to the White River) to be the highest priority area for quality K-8 seats in all of Marion County. Simply put, students and families in this community do not have the options available to families in other parts of the city and the state. The IFF study, as well as a review of pertinent data, shows a compelling need.

The Board is planning one school serving 350 students at full enrollment in grades K-8 to open in 2017 and with this application formally seeks approval for that one school. But the need is much greater. Governor Mike Pence has set a goal to increase the number of quality (A or B) K-12 seats by 100,000, and we are ready to rise to the challenge. While our current focus is on Gateway Preparatory Academy on the near-west side of Indianapolis, we have our sights set higher. We look forward to coming to the Indiana Charter School Board in the future with applications to provide additional options for families.

In addition, the Board believes in collaboration and is open to exploring various ways to meet student needs. To that end, this Board is open to, and will reach out to plan, discussions with IPS about opportunities in their innovation network. We applaud IPS for its forward-thinking approach to meeting student needs and providing quality options for families.

In terms of administrative capacity, Gateway Preparatory Academy will have a solid foundation. We plan to contract with Meridian Education, a company that provides start-up and expansion support to charter school boards, to assist with the creation of the charter application, site selection, policy development, and vetting of other vendors. These vendors will provide services in the areas of curriculum development and implementation, accounting, insurance and risk management, facility development, facility maintenance, equipment sourcing, information technology (IT) network design and support, student recruitment and marketing, school uniforms, human resources and benefits management, governmental and regulatory support, and related items.

### Educational Need.

The proposed community school will recruit and draw its students from the Indianapolis Public Schools district, which is located in Indianapolis, Indiana. The demographic make-up of the community as reported in the U.S. Census is shown in the table below.<sup>1</sup>

Race/Ethnicity	Indianapolis	Indiana
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<sup>1</sup> <http://quickfacts.census.gov/qfd/states/18/1836003.html>

Race/Ethnicity	Indianapolis	Indiana
White persons, percent, 2010	61.8%	84.3%
Black persons, percent, 2010	27.5%	9.1%
American Indian and Alaska Native persons, percent, 2010	0.3%	0.3%
Asian persons, percent, 2010	2.1%	1.6%
Native Hawaiian and Other Pacific Islander, percent, 2010	<0.1%	0.0%
Persons reporting two or more races, percent, 2010	2.8%	2.0%
Persons of Hispanic or Latino origin, percent, 2010	9.4%	6.0%
White persons not Hispanic, percent, 2010	58.6%	81.5%

The Census further reports the following socioeconomic data:

	Indianapolis	Indiana
Per capita money income in past 12 months (2013 dollars) 2009-2013	\$24,012	\$24,635
Median household income 2009-2013	\$41,962	\$48,248
Persons below poverty level, percent, 2009-2013	20.9%	15.4%

Indianapolis Public Schools is the largest public school district in the state, serving over 30,000 students.<sup>2</sup> The district includes sixty-four (64) schools: three (3) high schools (grades 9-12), four (4) community high schools (grades 7-12), two (2) middle schools (grades 7-8), forty-nine (49) elementary schools (grades K-6), one (1) K-12 school, one (1) grade 2-8 school, and three (3) alternative schools.

The population we anticipate serving at the School will be similar to the School District and is summarized as the following: 50.4% Black, 0.6% Asian, 23.5% Hispanic, 20.7% White, 4.8% Multiracial, 0.0% American Indian, 18.0% Students with Disabilities, 75.8% Economically Disadvantaged (receiving free or reduced price meals), and 15.6% Limited English Proficient.<sup>3</sup>

As shown by the data above, Indianapolis and IPS are more diverse than the state as a whole with significantly more households below the poverty level.

IPS 2014-15 student performance data are provided below.<sup>4</sup>

Indicator	% Passing	
	IPS	Statewide
Indiana Reading Evaluation and Determination (IREAD-3)	66.6%	90.7%
Indiana Statewide Testing for Educational Progress Plus (ISTEP+)	29.1%	53.5%
End of Course Assessments (ECA)	45.0%	73.3%
Indiana Modified Achievement Standards Test (IMAST)	63.0%	51.4%
Four-Year Cohort Graduation Rate	71.8%	90.0%
Average SAT Composite Score	859	991
Advanced Placement (AP) Exam Pass Rate	6.8%	16.5%

IPS students score below the state average on every measure except IMAST. This community is clearly in need of high quality school choice options.

#### Target Population.

The School will focus its recruiting efforts on parents with children eligible to enter grades K-8

<sup>2</sup> <http://www.myips.org/domain/104>

<sup>3</sup> <http://compass.doe.in.gov/dashboard/enrollment.aspx?type=corp&id=5385>

<sup>4</sup> <http://compass.doe.in.gov/dashboard/iread3perf.aspx?type=corp&id=5385>

who desire a rigorous education with authentic learning experiences infused with technology in a collaborative and nurturing environment.

The character traits of students who will excel at our School are students who meet the following:

1. Are able or willing to look at tasks in creative or unique ways (problem solving)
2. Are active learners with a need for kinesthetic learning experiences in addition to auditory/visual learning experiences
3. Prefer to work cooperatively with others and in teams rather than independently
4. Are able to rise to the challenge of ambiguity and energized by the possibility of multiple “right” answers
5. Have supportive families who are willing to commit to ensuring that students are present at school and complete their homework
6. Are willing to put forth effort into their own education
7. Work well, or show a propensity to work well, with other students
8. Generally, are well behaved and do not allow behavior to interfere with their own learning or that of their fellow classmates

While we will focus our recruitment efforts, it is important to note that the School will accept applications from all eligible students. In the event that the number of applications exceeds the number of available spaces, the School will conduct a lottery (See Attachment 14). In accordance with federal and state antidiscrimination laws, the School will not discriminate on the basis of any legally protected category in the admission of students.

Like many other urban areas, this community faces significant challenges in meeting the needs of its student population. This community needs to have options for students whose experiences in traditional public schools, particularly those with low academic ratings, have been less than satisfactory. Our founders came together with the goal of providing a unique opportunity for students interested in an innovative educational program that integrates an experiential-based program with a rigorous and relevant education. We want our students to leave the School with a strong foundation in the skills and abilities necessary to achieve academic excellence, personal growth, and success as lifelong learners.

### **Community Engagement**

As mentioned above, in an effort to assess the need for quality K-8 options on the near-west side, *The Shared Challenge of Quality Schools: A place-based analysis of school performance in Indianapolis* by IFF (2013) was consulted. An update to the study using 2013-2014 school data found that the near-west side (I65 south to Washington Street as northern and southern borders and from Speedway east to the White River) to be the highest priority area for quality K-8 seats in all of Marion County. Furthermore, the study recommended focusing resources on increasing performing seats in this and other priority areas.

The Near West Quality of Life Plan 2015-2017 study<sup>5</sup> was authored by over 25 west side non-profits, businesses, and community organizations. One vision of the study is to guarantee residents access to quality educational opportunities through schools that work with the community to prepare students for post-secondary education and successful careers. Our School will partner with the community on the following education strategies outlined in the Quality of Life Plan and integrate several into our School staffing, resourcing, outreach, and board recruitment plans:

- Schools will have a designated individual to coordinate school and community partnerships
- Hold regular Education Taskforce meetings
- Near West Schools will adopt the surrounding areas of their school and become Adopt-a-block/NEAT Squad captains
- Create feeder school collaboration with early learning programs to increase Kindergarten enrollment

<sup>5</sup> <http://nearwestindy.com/wp-content/uploads/2010/10/QOL-2015-final-version.pdf>

- Increase 5-year-old enrollment in Kindergarten
- Improve access to computer labs and learning materials

Additionally, we have compiled a list of contact information for 19 registered community associations on the near-west side. As our facility options are narrowed in the coming weeks, outreach will begin through board members to neighborhood associations and faith-based communities. Representation on the Near West Education Taskforce will be sought so that alignment with the goals of the Quality of Life Plan can be built. Through this process, we anticipate creating partnerships around recruiting and supporting students as well as sharing resources with the community at large.

### **Education Plan/School Design.**

The School will employ an instructional model that will allow students to develop and apply skills needed for success in the 21<sup>st</sup> century. The educational program at the School has four (4) key design elements that will provide students with a foundation for success: authentic learning, collaboration, a nurturing environment, and technology skills. Students will engage in authentic experiences to make learning relevant and applicable. Instruction will be designed based on the principles of Universal Design for Learning so that content is accessible to all learners. The School's nurturing environment will be deliberately designed to support collaboration among students and teachers. Technology will be infused throughout the curriculum as a tool to access, evaluate, and express information.

Our educational program design will do the following:

- **Improve student learning.** The key design elements of the educational program will motivate and engage students to more effectively apply and retain the essential knowledge and skills they are learning. In addition, the School staff will utilize data in decision making, leading to improved student learning and academic achievement. Teachers will be selected and evaluated, in part, on their abilities to use formal and informal assessment results to make appropriate educational decisions.
- **Increase learning opportunities for all students.** Authentic learning can be the catalyst for an engaging learning experience and create a context for a powerful learning community focused on achievement, self-mastery, and contribution to the community. Embedding instruction into real world experiences will provide students with the ability to learn more efficiently than with a typical curricular approach which segments a student's days into regimented subject area content. Additionally, the curriculum offerings will provide a wide range of instructional materials, efficient use of instructional time, differentiated instruction, and appropriate use of technology so that the needs of all students can be effectively met.
- **Encourage the use of innovative teaching strategies** including, but not limited to, brain-based learning strategies, Universal Design for Learning, balanced literacy, content-specific strategies, and the effective use of technology within a clearly defined instructional framework.

Each element of our School design is grounded in a proven, research-base.

### **Network Governance and Leadership.**

**The School's clearly defined governance and management structure and highly skilled leadership team will ensure the School's success.** The powers of the School's Governing Board members are set forth in the Bylaws. The Board has responsibility for setting the mission, vision, and values of the School as well as determining or approving School policies. The School's governing body will select and oversee the School Director and partner organizations, and all vendors; monitor School performance; evaluate School leaders and partner organizations; and hold School leaders and partner organizations accountable for achievement of the School's mission and goals.

The management company will hire the School Director and staff. The School Director will serve as the building-level leader, will supervise all instructional staff employed at the School, and will be responsible for providing day-to-day leadership of educational and operational activities and ensuring contractual accountability. The Assistant Director will be responsible for the supervision of non-

instructional staff.

The School leadership team has not yet been hired, but based on the past experiences of our Board members, we know that the leader of the School is absolutely critical in the School's ultimate success. The school leader will preferably have earned a master's degree in education, have prior experience as a teacher and school administrator, and have a strong business understanding. The Board will be searching for a personable, enthusiastic, and dedicated professional who is committed to providing a first-rate school for students within the parameters of the School mission. Ideally, the candidate will have prior experiences with setting and managing budgets, and in communicating with diverse populations; and strong understanding of curriculum, instruction, assessment, special needs populations, and the implementation of balanced literacy and universal design for learning.

**The governance and management structure will provide for stable, effective governance and leadership for the School over the long term.** The founding Board of Directors has the capacity to govern the proposed school and ensure the achievement of its mission. This Board has diverse experiences with instruction and educational leadership, community engagement, finance, operations and management, technology, law, public affairs, marketing, and other backgrounds that prove helpful in the organization of the corporation. As board members cycle off the Board, new board members will be recruited to ensure that the board has the appropriate skills and experience level to appropriately govern the School. Current founding board members will be responsible for recruiting and electing new board members to ensure that the mission, vision, and values of the School remain constant.

As positions on the Board become available, the following profile will be considered to appoint new members. The ideal Board candidate will (1) be a resident of the School's greater geographical area and/or be conscious of the population and community from which the student body will be composed – in other words, he or she will offer some form of community association; (2) show a genuine concern (passion) for the education of today's youth, especially those that comprise the School's targeted student population; (3) add to the variety of professions/occupations represented by the existing Board composition, broadening the expertise of the group corporately; and (4) create a cross-section of diverse professions/occupations representative of the community.

## SECTION I: EVIDENCE OF CAPACITY

### Founding Group

#### Founding Group Membership

##### 1. Key members of the Founding Group and qualifications.

Key members of the founding group are: Brandon Clifton, Dr. Carlotta Coopridier, Ashley Gibson, Carlos May. This founding group will transition to the Governing Board of the School. The founding group has reserved up to three spots on the board to further add to the Board's experience and depth. In particular, the board will seek a board member from the immediate community once a site has been selected. Because the near-west side is rich and dense in terms of community organizations and neighborhood groups, the Board wants to ensure a community member selected is one from a community immediate to the school location and likely to feed in to the school.

Board member resumes and board information forms are included in Attachment 1. The members of the founding group together provide robust background and experience necessary to operate the School.

**Brandon Clifton, JD, MBA**, is the Chief of Staff for Indiana Secretary of State Connie Lawson. Brandon has experience in education policy and law; operations and management of a \$10 million, 75-person state office; communications and public relations; finance; stakeholder engagement; ethics law; procurement; and public affairs.

**Dr. Carlotta Coopridier** is an educator with an intense passion for education innovation and key experience in student instruction; instructional practice; school administration; educator development; standards and assessments; charter school development, operations, and closure; and adult education.

**Ashley Gibson** is an education policy and government affairs professional with a deep knowledge of the Indianapolis Public Schools community and experience in parent engagement; stakeholder engagement; education policy; communications and public relations; lobbying and government affairs; staff management; and mentoring.

**Carlos May, JD**, is unrivaled in his knowledge of and relationships with community and neighborhood groups and the individuals dedicated to those in the Greater Indianapolis Area. Carlos, who is fluent in Spanish, has spent a great deal of his professional life in service to the city and has extensive experience in community and stakeholder engagement; management; grassroots organization; outreach; event management; communications; and operations.

## **2. Partners in planning and establishing the school.**

The Board plans to contract with two key partners with charter school expertise and expertise to assist with planning and establishing the proposed School: Meridian Education and Limestone Strategies. Meridian is providing expertise on charter application development, school services, finances, etc. for a successful start-up and opening.

Limestone is coordinating board development, community input, and early stage site selection and neighborhood market analysis.

## **3. Circumstances and motivations that brought the Founding Group together.**

The initial "Founding" Board of Directors formed itself from volunteers within the community who have diverse experience instruction and educational leadership, community engagement, finance, operations and management, technology, law, public affairs, marketing, and other backgrounds that will prove helpful in the organization and operation of the School.

The Board came together with the goal of providing a unique opportunity for students in a neighborhood under-served by school choice options interested in an innovative educational program that integrates an experiential-based program with a rigorous and relevant education. The purpose of this School will be distinctly different from other district options available in the neighborhoods currently under consideration, and will offer families an additional choice in K-8 schooling that will be the best match for their children. The combination of authentic learning, meaningful collaboration, and technology integration will make the School unique in the community. This challenging and hands-on program is not generally available in most traditional school settings.

### **School Leader and Leadership Team**

#### **1. Principal/Head of School candidate.**

The school leader has not yet been identified. Based on the past experiences of our Board members, we know that the leader of the School is absolutely critical in the School's ultimate success. The Board will be searching first for a personable, enthusiastic, and dedicated professional who is committed to providing a first-rate school for students within the parameters of the School mission. Ideally, the candidate will have prior experiences as a teacher and school administrator, with setting and managing budgets, and in communicating with diverse populations; and strong understanding of curriculum, instruction, assessment, special needs populations, and the implementation of balanced literacy and universal design for learning. In addition, the school leader will preferably have earned a master's degree in education and a strong business understanding.

After application approval, the Board will use multiple sources to attract interest and resumes from viable candidates for the position as the School's leader. Sources may include, but are not limited to Teachers-Teachers.com, newspapers, national publications like *Education Week*, as well as connections through board members and other community members. We believe that the majority of the staff will come from within the local area. As necessary, the School will use all traditional means of recruitment including newspaper and online ads and professional recruiters.

Once resumes are received, a team consisting of one or more Board members and contracted



consultants will review resumes and narrow the number of candidates based on initial application information. Phone interviews will be scheduled and held. Top ranked candidates will be vetted by checking references, confirming resume details such as degrees earned and employment history, and investigating the candidate through social media. Top candidates will be invited for an in person interview with the team. The team will make a recommendation for the top 1-2 candidates to be interviewed by the entire Board of Directors. A conditional offer/no-offer decision will usually be based upon this interview. Upon the candidate's acceptance of the conditional offer, various employment papers will need to be completed and the appropriate reference and criminal background checks will be executed immediately. Finally, the Board will make a final employment offer and negotiate a compensation package.

All employment will be in accordance with the following Equal Employment Opportunity policy statement: The laws of the United States and the State of Indiana guarantee equal employment opportunity for all persons, regardless of race, gender, age, religion, national origin, sexual orientation, gender identity, or disability, and provide equal treatment opportunity in all aspects of employment including working conditions, pay, benefits, and advancement.

**2. Who will work on a full-time or nearly full-time basis immediately after approval to lead development of the school? How will this person be compensated?**

Meridian Education will lead development of the School. The School will have a contract with Meridian that is two percent (2%) of revenue.

**3. Responsibilities and qualifications of the School's administrative/management team.**

The School's administrative team will consist of the School Director and Assistant Director. The day-to-day operations of the School will be in the hands of the **School Director**, an individual hired by the governing board or its designee with experiences that make him/her qualified to assume the duties as an instructional leader and school manager. The Director will interview and hire staff, serve as the building-level leader, and will supervise all instructional staff employed at the School site.

The **Assistant Director (AD)** will be licensed as required by state and applicable federal statutes and preferably have earned a Master's degree or higher. The AD will support the Director and serve as Acting Director in his/her absence. The AD will be responsible for the oversight of all non-teaching faculty, curriculum design and improvement, coordination of classroom and internship activities, teacher professional development, and teacher assignment in close cooperation with the Director.

Once a School Director is hired, he/she will begin the process of recruiting, interviewing, and hiring an Assistant Director who shares our educational vision for the School. After narrowing the number of candidates based on initial application information, interviews will be scheduled and held. A conditional offer/no-offer decision will usually be based upon this interview. Upon the candidate's acceptance of the conditional offer, various employment papers will need to be completed and the appropriate reference and criminal background checks will be executed immediately. The Director will monitor these on a continuous basis. All employment will be in accordance with the following Equal Employment Opportunity policy statement: The laws of the United States and the State of Indiana guarantee equal employment opportunity for all persons, regardless of race, gender, age, religion, national origin, sexual orientation, gender identity, or disability, and provide equal treatment opportunity in all aspects of employment including working conditions, pay, benefits, and advancement.

**Governance**

**Legal Status and Governing Documents**

**Governance documents.**

Please see Attachment 4 for the following:

- Evidence that the applicant has applied for federal tax-exempt status from the IRS);
- Copy of the Articles of Incorporation;

- Copy of Board Bylaws; and
- Evidence that the proposed charter holder is registered to do business in Indiana.

**Statement of Assurances form.**

Please see the signed Statement of Assurances in Attachment 5.

**Governing Board**

**1. Governance Structure and Composition.**

This School will have an independent governing board. As specified in the Bylaws, the Board of Directors will ideally consist of an odd number of individuals, with at least 1 and no more than 15 members, each serving a term of up to two (2) years.

The following officer positions will exist on the board:

- The **Chairman** shall preside at all meetings of the Board. The President shall be the Chief Executive Officer of the Corporation and shall, subject to the general direction and control of the Board of Directors, have the general supervision, direction, and control over the business and affairs of the Corporation and its officers, agents, and employees. The President may sign, with the Secretary or any Assistant Secretary or any other proper officer of the Corporation designated by the Board of Directors, any contracts, agreements, deeds, leases, mortgages, deeds of trust, or other documents of conveyance or encumbrance of any real property owned by the Corporation. He shall also perform all duties incident to the office of the President and such other duties as may be assigned by the Board of Directors from time to time.
- The **Co-Chairmen**, if any, shall assist the President and shall perform such duties as may be assigned to them by the President or by the Board of Directors. In the absence of the President, the Co-Chairmen, if any (or, if more than one, the Co-Chairmen in the order designated by the Board of Directors, or if the board makes no such designation, then the Co-Chairman designated by the President, or if neither the board nor the President makes any such designation, the senior Co-Chairman as determined by first election to that office), shall have the powers and perform the duties of the President.
- The **Secretary** (or staff if no secretary is elected) shall keep accurate minutes of the proceedings of the Board of Directors and of any committees of the Board of Directors; shall ensure that all notices are duly given in accordance with the provisions of these bylaws; shall be custodian of the records and of the seal of the Corporation and shall attest to the affixing of the seal of the Corporation when authorized by the Board of Directors; and shall perform such additional duties as are incident to such office and as may be assigned to such person by the Board of Directors or the President. Assistant Secretaries, if any, shall have the same duties and powers subject to the supervision of the Secretary.
- The **Treasurer** shall be the principal financial officer of the Corporation; shall have the charge and custody of and be responsible for all funds and securities of the Corporation; shall deposit such funds in the name of the Corporation in such depositories as shall be designated by the Board of Directors; shall keep accurate books of account and records of financial transactions and the condition of the Corporation and shall submit such reports thereof as the Board of Directors may from time to time require; and in general, perform all duties incident to such office and such other duties as may from time to time be assigned to such person by the President or by the Board of Directors. The Treasurer shall be authorized to engage any firm of certified public accountants to assist in the performance of any of the duties incident to the Treasurer's office. Assistant Treasurers, if any, shall have the same duties and powers subject to the supervision of the Treasurer.

The current governing board members are Brandon Clifton, Dr. Carlotta Coopridier, Ashley Gibson, Carlos May. Please see signed Board Member Information Sheets in Attachment 6.

## **2. Pre-Existing Nonprofit Organization.**

This application is not being submitted by an existing nonprofit organization or institution.

## **3. Governing Entity's Responsibilities.**

The Governing Board structure, composition, and responsibilities are set forth in the Bylaws and are designed to ensure active and effective oversight of the School. The School's governing body will select and oversee the Director of the School and the partner organizations; monitor School performance; evaluate School leaders and partner organizations; and hold School leaders and partner organizations accountable for achievement of the School's mission and goals.

**a. Selection of the School Leader.** Based on the past experiences of our Board members, we know that the leader of the School is absolutely critical in the School's ultimate success. The criteria and selection process for this position has been described above in the "School Leader and Leadership Team" section, Question 1.

**b. Selection of the Education Management Organization.** The governing board is not planning to contract with a comprehensive education management organization (EMO). Instead, the Board will contract with Meridian Education to assist with the start-up process, including securing vendors to provide services in the areas of curriculum development and implementation, accounting, insurance and risk management, facility development, facility maintenance, equipment sourcing, information technology (IT) network design and support, student recruitment and marketing, school uniforms, human resources and benefits management, governmental and regulatory support, and related items.

Ultimately, the School's governing board may terminate the agreements with any or all of the service providers with appropriate notice as outlined in each respective service agreement.

**c. Monitoring School Performance.** The Board of Directors will assess the School, the educational program's successes, and areas in need of improvement. The School's Director will be required to report results of School-wide assessments at Board meetings. The Board may be involved in analyzing alternatives and additions to the program by analyzing student and school performance data, thereby making data-driven decisions on behalf of the students. As a part of our commitment to continuous improvement, a parent survey will be distributed at least once per year to determine the level of parent satisfaction with the School, and improve offerings and services to parents and students.

Sound financial practices are critical to the success of the School. Therefore, the governing board retains ultimate control over the School's finances. The School's governing body will annually adopt and maintain the School's official operating budget and exercise oversight over the School's operation and finances. In exercising its oversight and maintaining the budget, the governing body shall provide for a balanced general operating fund. The governing body shall review the School's financial statements monthly to ensure that resources are properly managed.

One member of the Board will hold the office of Treasurer. The Treasurer maintains records of all funds in the name of the Corporation, and will work closely with the Chief Financial Officer of the financial services provider. Current financial records for the proposed school shall be kept at all times and reports on the financial status of the Corporation shall be submitted at all meetings of the Board of Directors with copies to be provided for the Board President's file.

By incorporating such scrutiny, the Board will ensure that the School will continue to consistently and effectively serve our student population in achievement of the School's mission and goals.

**d. Evaluating the School Leader.** The Board, or designee, will be responsible for annual evaluation of the School Director. The evaluation will be consistent with Indiana Code 20-28-11.5 requirements for principal evaluation and include the following components:

- Formative and summative assessments of Director’s performance
- Objective measures of student achievement and growth
- Rigorous measures of effectiveness
- Annual designation using one of the four required ratings

Fifty percent (50%) of the evaluation will be based on the *Indiana Principals Effectiveness Rubric* and fifty percent (50%) will be based on student growth measures.

The Board, a sub-committee of the Board, or the Board’s designee will complete the following for the Director’s evaluation:

- A conference to establish goals and objectives, action plans, and evidence indicators.
- Provision of timely and meaningful feedback, resources, and guidance.
- Formal observations of the Director in the performance of assigned duties and examination of artifacts that provide evidence of high quality leadership.
- Post-observation conference with a written report.
- Summative evaluation.

**e. Evaluating the Vendors and Service Providers.** The agreements with all contractors will be performance-based contracts, with defined deliverables and provisions for termination. Each contractor will have goals and deliverables which align to the academic goals, regulatory compliance areas, and financial goals described in this application and the charter contract.

For practical purposes, the Board will evaluate each vendor’s performance throughout the year based on the School’s performance in a number of areas including the following: academic performance, financial stability, enrollment, student satisfaction, parent satisfaction, student turnover, staff turnover, regulatory reporting, and many other factors. This information will be regularly reported to the Board at their monthly meetings and discussed in detail.

**f. Accountability for the School’s Mission and Goals.** The Board of Directors will hold the School Director accountable for the achievement of the School’s mission and goals. Through the annual Director evaluation process and the regular review of student assessment results, the Board will ensure that the School will continue to consistently and effectively serve our student population in achievement of the School’s mission and goals.

#### **4. Governing Board Procedures.**

**a. Board Meetings.** The Board has met one time prior to submission and will continue to meet as frequently as once each month but no fewer than six (6) times per year and at such other times and places as is directed by the Board of Directors. All meetings of the Board shall be held in the county in which the headquarters are located, as the Board may determine, or at other locations as the Board may determine from time to time. It is anticipated that the Board will schedule regular meetings to be held in the School, or in close proximity to it. Annual Meetings of the Board of Directors shall be held each year for the election of officers and for the transaction of any other business which may properly come before the Board. Special and emergency meetings of the Board may be held at any time upon the written call of the Board President or any Director. The person or persons authorized to call special meetings of the Board of Directors may fix a reasonable time and place for holding them.

**b. Board Subcommittees.** The Board will have a Finance Committee consisting of the Treasurer and at least one other director. The Finance Committee will participate in the annual audit. The Board may have other Standing or Special Committees to perform such functions as the Board of Directors may authorize and direct. Committee members shall be appointed by the President. The chairpersons of such committees shall be selected by the President from among its members.

**c. Public Access.** The Board will comply with Indiana's Public Access Laws, including the Access to Public Records Act and the Open Door Law. Written notice of regular meetings of the Board shall be given at least 48 hours prior to the meeting, excluding Saturdays, Sundays, and legal holidays and shall set forth the reasons for the meeting, which may be for general purposes. Notice of Special Meetings must be given at least 24 hours prior to the meeting and shall state the purpose of the Special Meeting. Any Special Meeting may be made other than by written notice when circumstances dictate.

Notice of meetings shall be posted, advertised, and open to the public. Notice of all meetings shall be posted at the school site and additional public areas, and may be directed to appropriate media. In addition, parents may receive a copy of the Board's meeting schedule.

Board meetings will be conducted in accordance with Robert's Rules of Order. Meeting minutes will be kept that include the following:

- The date, time, and place of the meeting;
- The members of the governing body recorded as either present or absent;
- The general substance of all matters proposed, discussed, or decided; and
- A record of all votes taken, by individual members, if there is a roll call.

The minutes will be available to the public within a reasonable period of time after the meeting for the purpose of informing the public of the governing body's proceedings.<sup>6</sup>

## **5. Ethics and Conflicts of Interest.**

The draft Code of Ethics and Conflict of Interest Policy are provided in Attachment 7. In summary, the purpose of the Code of Ethics is to promote the honest and ethical conduct of the directors, officers, and employees of the Corporation, including the following: (a) the ethical handling of actual or apparent conflicts of interest between personal and professional relationships; (b) full, fair, accurate, timely, and understandable disclosure in periodic reports required to be filed by the Corporation; (c) compliance with all applicable governmental rules and regulations; (d) prompt internal reporting of violations of this Code of Ethics; and, (e) accountability for adherence to this Code of Ethics. The Code of Ethics is intended to supplement but not replace any applicable state laws governing conflicts of interest applicable to non-profit and charitable corporations and charter schools.

**a. Identifying Conflicts of Interest.** In connection with any actual or possible conflicts of interest, an interested person must disclose the existence of his or her financial interest and must be given the opportunity to disclose all material facts to the directors and members of committees with board-delegated powers considering the proposed transaction or arrangement.

**b. Addressing Conflicts of Interest.** After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he or she shall leave the board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall thereupon determine, by a vote of seventy-five percent (75%) of the votes entitled to vote, whether the disclosure shows that a conflict of interest exists or can be reasonably construed to exist.

An interested person may make a presentation at the board or committee meeting, but after such presentation, he or she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement that results in the conflict of interest.

The chairperson of the board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

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<sup>6</sup> Handbook on Indiana's Public Access Laws, Office of the Public Access Counselor, [http://www.in.gov/pac/files/pac\\_handbook.pdf](http://www.in.gov/pac/files/pac_handbook.pdf)

After exercising due diligence, the board or committee shall determine whether the Corporation can obtain a more advantageous transaction or arrangement with reasonable efforts from a person or entity that would not give rise to a conflict of interest.

If a more advantageous transaction or arrangement is not reasonably attainable under circumstances that would not give rise to a conflict of interest, the board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Corporation's best interest and for its own benefit and whether the transaction is fair and reasonable to the Corporation and shall make its decision as to whether to enter into the transaction or arrangement in conformity with such determination.

If the board or committee has reasonable cause to believe that a person has failed to disclose actual or possible conflicts of interest or has violated this policy, it shall inform such person of the basis for such belief and afford such person an opportunity to explain the alleged failure to disclose or violation.

If, after hearing the response of the person and making such further investigation as may be warranted in the circumstances, the board or committee determines that the person has in fact failed to disclose an actual or possible conflict of interest or has violated this policy, it shall take appropriate disciplinary and corrective action.

## **6. Advisory Bodies.**

The School expects to establish a Parent Teacher Organization (PTO) if sufficient interest is expressed. While PTOs are separate organizations from the School, it is expected that the PTO will work in collaboration with the School Director to support the needs of the School. This may include, but is not limited to organizing volunteers, raising funds for additional classroom resources and field trips, organizing parent education events, and disseminating news and information.

A School Advisory Council (SAC) may be formed to provide input from all stakeholders to the School administration and Board of Directors. The membership of the SAC will be comprised of parents, teachers, and community stakeholders.

## **7. Grievance Process.**

**a. Grievance Process.** The School will have a dispute resolution policy approved by the Board and a grievance process to address disputes between the School and parents, students, or others.

- (1) Any person with a complaint, including staff members, parents, students, or others, should first visit with the appropriate school educator or employee to discuss the perceived problem or concern in an effort to seek a satisfactory resolution.
- (2) If a satisfactory resolution cannot be reached, or if, for significant reasons, the individual feels they cannot meet with the appropriate school educator or employee, the individual can seek resolution through the School's Director.
- (3) If the dispute or concern cannot be resolved satisfactorily with the School's Director, the individual may appeal to the Executive Director of the ESP.
- (4) If the dispute or concern cannot be resolved satisfactorily with the Executive Director, the individual may appeal to the Board of Directors. The decision of the Board regarding the dispute or concern is final, provided that the dispute or concern does not involve matters related to an individual's protected liberty or property rights.
- (5) Any appeals to the Board will be sent to the Board President in writing within 5 days of meeting with the Executive Director. The written appeal may be sent via email, regular mail, or fax at the Board President's discretion.
- (6) If no appeal is received by the Board President within 5 days, the Executive Director's decision is final.
- (7) The Board President will review the appeal and may meet formally or informally with the individual to gather more information.

- (8) If the dispute can be resolved within the School and Board's existing policies, the Board President may resolve the dispute. If the dispute has merit and is outside of the School and Board's existing policies, the Board President may present the issue at the next regularly scheduled board meeting.

**b. Document Availability.** The Board will comply with Indiana's Public Access Laws, including the Access to Public Records Act.<sup>7</sup> Any person may inspect and copy the public records of the School during the regular business hours, except as provided in section 4 of IC 5-14. A request for inspection or copying must (1) identify with reasonable particularity the record being requested; and (2) be, at the discretion of the School, in writing on or in a form provided by the School.

No request will be denied because the person making the request refuses to state the purpose of the request, unless such condition is required by applicable statute. Within a reasonable time after the request is received, the School shall either (1) provide the requested copies to the person making the request; or (2) allow the person to make copies on the School's equipment or on the person's own equipment.

If the School maintains or contracts for the maintenance of public records in an electronic data storage system, the School shall make reasonable efforts to provide to a person making a request a copy of all disclosable data contained in the records on paper, disk, tape, drum, or any other method of electronic retrieval if the medium requested is compatible with the School's data storage system.

The School will not charge any fee for a person to inspect a public record; or to search for, examine, or review a record. The governing board shall establish a fee schedule for the certification or copying of documents. The fee for certification of documents will not exceed five dollars (\$5) per document. The fee for copying documents will not exceed the greater of (1) ten cents (\$0.10) per page for copies that are not color copies or twenty-five cents (\$0.25) per page for color copies; or (2) the actual cost to the agency of copying the document.

### **School Management Contracts**

#### **a. A brief overview of the ESP's founding year, mission, leadership team, and current geographic footprint;**

The Board of Gateway Preparatory Academy will not contract with an education service provider for comprehensive school management services. Instead, the Board will contract with Meridian Education, a company that provides start-up and expansion support to charter school boards, and will contract with selected vendors in the future to provide services in the areas of curriculum development and implementation, accounting, insurance and risk management, facility development, facility maintenance, equipment sourcing, information technology (IT) network design and support, student recruitment and marketing, school uniforms, human resources and benefits management, governmental and regulatory support, and related items. This will allow for greater Board control and flexibility in each of these areas.

Meridian Education was formed in 2015 with a mission to enhance school choice options for families in targeted areas across the United States. Meridian supports school boards or other groups looking to start or expand charter schools. Meridian is not a comprehensive education service provider and does not manage schools.

David Stiles is the President of Meridian Education who is a seasoned education executive and a creative leader with a wide range of experience in all aspects of charter school development and operations. He has a proven track record of success in managing multiple projects, personnel, and resources to achieve organizational goals. Over the last decade, Mr. Stiles has had extensive experience in all aspects of school board relations and board training, charter application development, facilities selection, charter school leadership recruitment, grant writing, and systems development. Mr. Stiles has also successfully implemented marketing programs for charter schools resulting in as much as 240% increase in school enrollment.

<sup>7</sup> IC 5-14-3, Chapter 3. Access to Public Records

Meridian's role in the start-up process will be to assist the board with the creation of the charter application, site selection, policy development, and vetting of other service vendors. We anticipate that the School will select vendors who will manage the following: curriculum development and implementation, accounting, insurance and risk management, facility development, facility maintenance, equipment sourcing, information technology (IT), network design and support, student recruitment and marketing, school uniforms, human resources and benefits management, governmental and regulatory support, and related items.

Meridian will evaluate the services provided by each vendor, negotiate terms and pricing, and clearly define deliverables for each service vendor to ensure alignment with the School's needs and the charter contract.

**b. A summary explanation of how and why the ESP was selected, the specific due diligence conducted by the organizer on the ESP's academic results with a similar student population as well as financial health and stability, and a list of other ESPs assessed during the due diligence process.**

Meridian was selected for several reasons, but the most important was Mr. Stiles' track record with charter development, site selection, and student recruitment. Unlike many ESPs, Mr. Stiles works collaboratively with the board and the community to ensure that the school's focus and programming are a strong fit for the community. No other service provider exclusively offers the services provided by Meridian.

Mr. Stiles has assisted with the development and start-up of over 70 schools in the past 15 years. These include all manner of K-12 schools, distance learning schools, dropout prevention and recovery schools, and early childhood education programs. Additionally, Mr. Stiles has secured over \$16,000,000 in competitive start-up grant funds to assist the schools with their start-up expenses. Currently, Meridian is helping schools in Ohio, Indiana, and Florida with start-up or expansion activities.

The board and the application team understand the challenges that every new charter school will face in the pre-start phase and the first year of operation. These challenges have been discussed and the team has plans and contingency plans to make sure that the School opens on time with the appropriate resources, staffing, and services at the targeted enrollment level. Several challenges have been identified in the start-up process and first year of operations, with the board and Meridian working to address these issues and have contingency plans for each one.

**Enrollment, Recruitment and Marketing:** One of the most significant challenges new charter schools face is not meeting budgeted enrollment figures. When a school significantly misses its enrollment targets, it has a negative financial impact for the first one to two years of operations. To mitigate the potential impact of missing enrollment targets, the School and Meridian will do the following.

- Hire a marketing firm experienced with charter schools and educational marketing.
- Use software, such as Salesforce, to track leads of interested parents to ensure that parents understand and can easily navigate the enrollment process.
- Utilize social media (such as Facebook, Instagram, etc.) and similar forms of communication (constant contact) to keep parents informed about the School.
- Budget appropriately and have a contingency budget for enrollment at 60% of targeted enrollment.

**Facility Selection:** Selection of the School's facility is one of the two most important decisions for any new school. The location, proximity to competitors, ease of access, proximity to parents, renovation costs, and maintenance costs all play a role in a school's financial performance for the life of the school. To ensure that the School selects the best possible facility, Meridian and the board will complete the following tasks, many of which are already underway.

- Conduct an analysis of school competitors in the immediate area. This will include charter, public, private a voucher options. The analysis will review their academic performance, location, waiting lists, and operational history.



- Conduct a demographic analysis of the general area around the School to determine educational, demographic, cultural, and growth trends and projections.
- Thoroughly inspect the proposed facilities and negotiate the best price and terms for purchase or lease of the property. The goal of the School will be to limit its financial obligations for tenant improvements, common area charges, and property insurance.

The preferred method for the School to secure a facility will be to work with a property developer or owner to have them provide a turn-key facility with the improvements included in the lease.

**School Leadership:** Recruiting, vetting and selecting a high-quality school leader is the other one of the two most important decisions for any start-up school. The school leader has more impact on the school's success and trajectory than any other single factor. While a national search may be conducted, there will be a specific focus on hiring a person who has had leadership or educational experience in Indiana. This type of experience is important because it will serve as the foundation for accountability systems, cultural implications of the school environment, and will assist the School in its ramp-up process. The vetting process will include interviews by Meridian and the board (or subcommittee), review of performance in prior leadership roles, reference checks, review of writing samples, and review of marketing and school start-up plans.

To assist with school operations and leadership continuity, the School is planning to recruit and hire an assistant principal during the first year of operations. This is strategically important in knowing the impact of a school leader on the success of the school in the early years, and is an acknowledgement of all of the work required to ensure that the school's early years are a success.

**Financing:** Securing financing for pre-opening activities and assistance with cash management for the first year is an important element to ensuring a successful first year of operations. Meridian has relationships with several companies that specialize in supporting school finance needs. Several of these companies will provide a line of credit to the school, which will roll-over into a term loan at the end of the first year of operations. This structure will give the School the ability to complete the activities prior to receiving revenue (staffing, marketing, purchasing FFE, etc.) and will give the School assistance with cash flow needs during the first year.

**c. A term sheet setting forth a proposed duration of the contract.**

The following outlines the proposed plan for a consulting engagement between Meridian Education (Contractor) and Gateway Preparatory Academy (School).

**Duration:** Begin December 1, 2015 and end at the termination of the school's charter contract, June 30, 2022 ("Engagement period") or a final denial of the charter application for Gateway Preparatory Academy.

**Responsibilities/Scope of Services**

- Establish a working relationship between Contractor and the School leadership team to initiate a long term relationship.
- Support the charter application submission and approval process for Gateway Preparatory Academy in Indianapolis, Indiana including all elements of the school model as documented in the charter application.
- Review and edit charter application as appropriate to maximize the likelihood of approval.
- Prepare board members and other community stakeholders for charter applicant interviews and similar processes related to approval of the charter application.
- Recommend community partnerships to enhance the School and academic program and likelihood of approval of the charter application.
- Assist with securing a school facility including recommending locations and developers.
- Assist with finding and securing a school leader.

- Assist with securing vendors for facility support, financing, accounting, curriculum development and assessment, marketing and branding, IT infrastructure and support, school lunch vendors, human resource management, and school equipment sourcing.
- Other responsibilities, work, or deliverables as mutually agreed during the Engagement Period.

**Compensation**

- To ensure alignment of interests, payment will be based on overall school revenue.
- Contractor will be entitled to a payment of two percent (2%) of the School’s monthly revenue through the engagement period.
- Payment to the Contractor will only be due if the charter is approved and the school opens.

**Evaluation Measures:** The relationship will be evaluated based on results and deliverables.

**Financial Controls and Oversight:** Contractor will have no financial control or oversight of school finances.

**Contract Oversight and Enforcement:** Each party will be responsible for enforcing the terms of the contract.

**Investment Disclosure:** Contractor will make no financial investment in the school, but will assist the school in securing a line of credit from a third-party to assist with start-up activities.

**Conditions for Renewal and Termination:** This contract may be terminated by either party after notification of a breach of the contract and the specific breach not being cured 60 days after notification in writing.

**d. A draft of the proposed management contract detailing all of the above terms.**

A draft of the proposed contract with Meridian is provided in Attachment 8.

**e. Explanation of the relationship between the school governing board and the ESP.**

The relationship between Meridian and the School will be an arms-length relationship defined by the terms of the contract. This “arm’s length” relationship will be established and maintained through the use of checks and balances that exist by utilizing multiple specialized service providers. The School intends to use the following measures to establish and maintain such an “arm’s length” relationship:

1. The School intends to use an independent CPA/audit firm that specializes in charter school accounting and auditing and which is unaffiliated with the accounting firm or the ESP.
2. The School will use a separate, external accounting firm to provide and manage all accounting, bookkeeping, check writing, and cash management activities on behalf of the School.
3. The School will use independent service providers with separate agreements and responsibilities from those of the accounting firm or auditing firm, and whose staff at the School will not issue checks or handle cash with the exception of lunch, clubs, uniforms, or petty cash related items.
4. The School intends to use outside legal counsel with expertise in charter school matters and similar contractual relationships.
5. And finally, proper governance of the School will include regular board meetings, financial reporting and review at every board meeting, a complete operational review at every board meeting, and direct visits to the School on a regular basis.

**f. Disclosure and explanation of any existing or potential conflicts of interest between the school governing board and proposed service provider or any affiliated business entities;**

There are no predicted or potential conflicts of interest between the board and any proposed service providers or affiliated businesses.

**g. Evidence that the service provider is authorized to do business in Indiana.**

Evidence of authorization to do business in Indiana is provided in Attachment 8.

**h. Assurance that the organizer will be structurally independent of the ESP and shall set and approve school policies.**

The Board will be structurally independent of any and all service providers and shall set and approve school policies. The terms of the service contract will be reached by the Board and the service providers through arms-length negotiations in which the Board is represented by legal counsel. The legal counsel will not also represent the service provider.

**Network Vision, Growth Plan & Capacity**

1. Describe the organization’s strategic vision, desired impact, and five-year growth plan for developing new schools in Indiana and other states, if applicable.
2. Summarize the organization’s capacity to support and ensure the quality and long-term success of the new school(s) proposed.
3. Provide evidence of organizational capacity.
4. Describe the greatest anticipated risks and challenges to achieving the organization’s desired outcomes in Indiana.

This question is not applicable as the Board is not proposing a replication and a single education service provider will not be providing management services to the School.

**Network Management**

1. Shared or centralized support services the network organization will provide.

This question is not applicable as there is no network organization or ESP.

2. Using the table below, define school- and organization-level decision-making authority as it relates to key functions, including curriculum, culture, staffing, corrective actions, etc. Indicate where primary authority for each function resides.

Function	Network/ Management Organization Decision-Making	School Decision-Making
Performance Goals	Make recommendations to Governing board	Governing board to accept or edit
Curriculum	Make recommendations to Governing board	Governing board to accept or edit
Professional Development	Vendor to deliver training	School leader will decide upon trainings needed based on school performance or areas of need
Data Management and Interim Student Assessments	Vendors will make recommendations	Governing board to accept or edit recommendations
Grade Level Promotion Criteria	Vendors will make recommendations	Governing board to accept or edit recommendations
Culture	Vendors to implement plan per board direction	Board and School leader to determine cultural benchmarks

<b>Function</b>	<b>Network/ Management Organization Decision-Making</b>	<b>School Decision-Making</b>
Budgeting, Finance, and Accounting	Vendor to provide services	Board to approve budget and monitor status via financial reports
Student Recruitment	Vendor to provide services	Board to approve marketing plan and student enrollment targets
School Staff Recruitment and Hiring	Vendors to provide services	Board to select school leader. School leader to hire all other staff
HR Services (payroll, benefits, etc.)	Vendor to provide services and draft plans and policies	Board to review and approve plans and policies
Development	Vendors to provide services	Board to determine development needs
Community Relations	Vendors to provide services and make recommendations	Board to determine level of desired involvement
Information Technology	Vendors to provide services and make recommendations	Board to review and approve plans and policies
Facilities Management	Vendors to provide services and make recommendations	Board to review and approve plans and policies
Vendor Management / Procurement	Vendors to provide services and make recommendations	Board to review and approve plans and policies
Other operational functions, if any		

**3. Provide, as Attachment 10, the following organizational charts:**

The School organizational chart is included in Attachment 10.

**SECTION II: SCHOOL DESIGN**

**Education Plan**

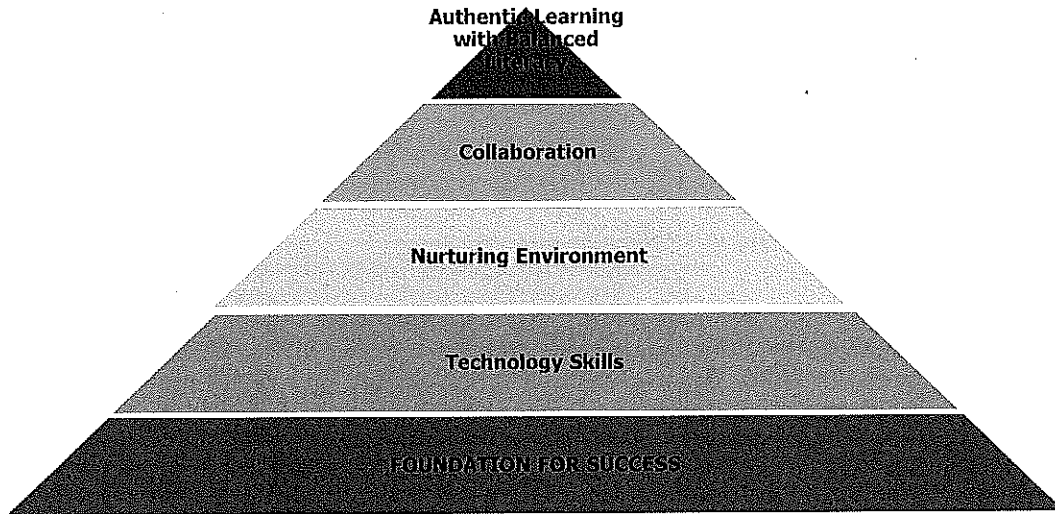
**Curriculum and Instructional Design**

**1. Framework for the proposed instructional design.**

Much of the education system currently utilized within the United States was developed for the Industrial Era when segmenting subjects and content areas may have been effective. However, we are now preparing students for a new world, where creativity and the ability to think and solve problems are more important than segmented pieces of information. Our students need to be able to look at a problem and find ways to resolve that problem by incorporating a multi-disciplinary perspective. They need to not only have the basic educational foundation with facts and knowledge, but even more importantly, students must be able to apply this knowledge and understand how to utilize tools to acquire, create, and develop a more cohesive understanding. They must also have the interpersonal skills necessary to work cooperatively with others to achieve results.

The School will employ an instructional model that will allow students to meet or exceed the Indiana Academic Standards as they develop and apply the skills needed for success in the 21<sup>st</sup> century.

The educational program at the School has four (4) critical elements that will provide students with a foundation for success at school, future work, and in life: authentic learning, collaboration, a nurturing environment, and technology skills.



a. **Basic Learning Environment.** During the planning phase of the charter, a comprehensive Standards Tracking System (STS) will be designed and developed to be used in the planning and assessment phases of instruction. This system will allow teachers to identify which specific state standards are being covered during instruction, and afterwards, will allow the teacher to identify the mastery level of individual students in regards to each standard. These data will then be able to be extracted in such a way as to provide the following: individual reports of student progress, class reports to support future planning for standards that have not been mastered, and administrative oversight of the progress of individual classes. This system will also identify where class interventions may be necessary or where level two or three interventions [as defined by the Response to Instruction (RTI) system] may be required for small groups or individual students.

When students are not meeting the required standards, they will receive focused assistance in those areas through individualized instruction and work with staff members (such as the Special Education teacher, or with lessons prescribed by the teacher and carried out by instructional assistants). The assessments will be developed in-house and assess the standards, which will be identified in the curriculum documents.

The key design elements of the educational program will motivate and engage students to more effectively apply and retain the essential knowledge and skills they are learning. In addition, the School staff will utilize data in decision making, leading to improved student learning and academic achievement. Teachers will be selected and evaluated, in part, on their abilities to use formal and informal assessment results to make appropriate educational decisions.

**(1) Authentic Learning.** Authentic learning is defined as "...whole-task experiences based on real life (work) tasks that integrate skills, knowledge, attitude, and social context. Instruction is organized around the whole task, usually in an easy to difficult progression, which 'scaffolds' learning support from 'lots to little' as learners progress" (Gram Consulting, n.d.). Authentic learning experiences will take place by using a variety of educational and instructional techniques focused on connecting what students are taught in school to real-world issues, problems and applications.

**(2) Collaboration.** Authentic learning will be supported at the School by collaboration among students through peer learning and among teachers. Peer learning is a collaborative experience in which students

learn from and with each other. Students reflect upon previously taught material by helping peers to learn and develop, as well as hone, their social skills. They must listen to others and make their own ideas clear. Depending on the assignment, students may be asked to collaborate with same-age peers in their class or in another class, with older or younger students in another grade, or with members of the local community.

The School will require that teachers collaborate to plan projects and lessons in order to build on the strengths and interests of each team member. Teachers will work together to plan lessons, and will meet weekly in teacher-based-team meetings to discuss instructional strategies and monitor student progress. They will be able to implement flexible groupings of students to focus on students who may need targeted instruction or support. A key component in the design of the School will be physically adjoined classrooms, allowing classes to work together. This will also encourage unity and social development within the classroom.

#### Self-Directed Learning

- Learners work independently as responsible owners and managers of their own learning process.

#### Peer/Group Learning

- Learners work in either informal, formal or study groups to enhance learning in content areas.

#### Small Group Instruction

- Differentiated instruction offers an environment for teachers to provide students extensive opportunities to express what they know and don't know.

**(3) Nurturing Environment.** A nurturing environment will support children's social and emotional development, which are essential to academic success. Every effort will be made to support children as they learn to trust themselves and others, manage conflict, and take risks. This will be evident through a school-wide behavior plan that ensures a safe, respectful atmosphere where students feel supported and comfortable.

An important element of nurturing students' development will be our relationship with their parents. These relationships will be encouraged by supporting effective home-school communication to ensure that students are wrapped in an environment at school that is an extension of their home.

**(4) Technology Skills.** Students at our School will develop increasingly sophisticated technology skills as they use technology as a tool to access, evaluate, and express information. Students in K-3 may focus on basic computer operations, using search tools, using digital cameras, and becoming comfortable with the interactive whiteboard. Students in grades 4-8 may use technology to create multi-media presentations, improve keyboarding skills, create and use databases, and communicate with people locally, state-wide, and the nationally.

The School will utilize state of the art technology, incorporated into all classrooms to assist students with their technological proficiency and with the acquisition of core academic content. Technology resources may include but are not limited to mobile devices, document cameras, LCD projectors, video cameras, Chromebooks, and desktop computers, and access to a variety of on-line resources such as using Google applications for turning in assignments, communication, etc.

The School supports the safe, ethical, and legal use of technology resources and will provide for compliance with the acceptable use of technology through appropriate student supervision and filtering techniques and software.

**(5) Foundation for Success.** The foundation of our School will be preparing students for success in school, career, and in life. By embedding instruction into real world, authentic experiences, students will learn more efficiently than with a typical curricular approach. This real life application of learning will

motivate and engage students to more effectively apply and retain essential knowledge and skills.

**b. Class Size and Structure.** The expected student/teacher ratio will not exceed 25:1. Classroom-based learning opportunities will be embedded in an instructional framework that includes small group instruction, self-directed learning, and peer/group learning, as well as whole group instruction.

The overall instructional model is an integrated model, consisting of the above components, plus hands-on activities and a digital curriculum that will be used to supplement the educational experiences of the students (such as Khan Academy and Brain Pop). Therefore, students will use the technology in the classrooms to work on products related to their content learning and complete supplemental assignments from the digital curriculum.

Students will receive direct instruction, work individually and in small groups with licensed teachers to master course content, remediate and relearn difficult concepts, and review/revise written work. An important component of our framework is small group instruction, which allows teachers to work more closely with each student, reinforce skills learned in whole group instruction, and check for student understanding. It allows students more of the teacher's attention and gives them a chance to ask specific questions they may have about what they learned.

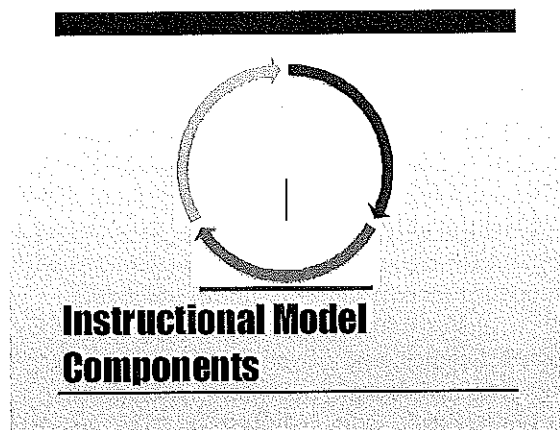
In addition to small group instruction, students may participate in self-directed learning, which helps learners become empowered to take increasingly more responsibility for various decisions associated with the learning endeavor. Self-directed learners appear to be able to transfer learning, in terms of both knowledge and study skill, from one situation to another more readily and take more ownership of their learning. In contrast to self-directed learning, students will also participate in peer learning, which is a collaborative experience where students learn from and with each other. Students reflect upon previously taught material by helping peers to learn and develop and hone their social skills.

**c. Curriculum.** All curriculum materials to be used at the School have been selected because of their alignment with the state standards and the components of the School's model as well as because of the research base supporting the development of these materials. Our intent is for the selected textbooks series to support the curriculum rather than for the textbooks to be the curriculum.

Below is a list of the main curricular areas and the materials intended for use for each area. However, curriculum materials may be replaced and/or supplemented to create the best possible curriculum and learning experiences based on the needs of our students. Curriculum materials would only be replaced after careful consideration of data showing that the materials are ineffective and that other materials would be more effective. Any such decisions would be made by the Curriculum Advisory Committee, approved by the governing board, and then submitted to the sponsor to determine if an amendment to the contract is required.

**(1) Core Curricula.** All curriculum materials proposed for use at the School are state approved, research-based and aligned with the state standards and the School's model of instruction. Specifically, these curricula support authentic learning, integrated curriculum, technology integration, and critical thinking skills.

The core Reading/Language Arts curricula will be Macmillan/McGraw-Hill *Wonders* for K-5 and *Literature 2010* for grades 6-8, along with the "6+1 Trait® Writing" program. The *Wonders* series offers daily support for students that are approaching level, on level, beyond level, and the English Language Learner. The *Wonders* program provides the support students need to: Build a strong reading foundation; Access complex text; Find and use text evidence; Engage in collaborative conversations; and



Write to sources. The leveled readers in *Glencoe Literature 2010* include explicit skill instruction, vocabulary development, writing, assessment, teacher support, and ancillary student support. *Glencoe Literature 2010* was built upon a strong, sequential skills foundation. This structure provides students with the reading skill and literary element they need at each grade level providing both a horizontal and vertical progression of learning.

The School intends to use the *Wilson Reading System*® as the primary intervention reading curricula for Tier 2 and Tier 3 instruction and interventions for below grade level readers in grades K-8. The *Wilson Reading System*® is a multisensory, structured, systematic, cumulative, and explicit program with a clear and thoroughly documented research base. The program focuses on student development, differentiation of instruction, and active engagement for student learning. The *Wilson Reading System*® is integral to an RTI model, providing scientifically based instruction in Tier 1 as well as an early intervention program for students at risk. Progress monitoring is built into the program, so that students requiring a more intensive program can be identified.

Based on the *Wilson Reading System*® principles, *Wilson Foundations*® provides research-based materials and strategies essential to a comprehensive reading, spelling and handwriting program. *Wilson Foundations*® will be the curriculum used with below grade level elementary readers for Tier 2 and Tier 3 instruction and interventions. *Wilson Foundations*® provides teachers in K-3 classrooms with a systematic foundational skills, spelling, punctuation, and handwriting program for all students. Additionally, it significantly reinforces other English Language Arts standards, particularly vocabulary, comprehension, and writing goals, in an integrated approach.

Math skills will be integrated throughout the curriculum, but a separate time will be given to math instruction. The core Math curricula will be My Math! for K-5 and McGraw-Hill *Glencoe Mathematics* for grades 6-8. My Math! emphasizes Big Ideas and depth of understanding through interactive lessons, research based instructional approaches, best practices from around the world, and differentiated instructional resources to ensure student success. *Glencoe Mathematics* is an innovative middle school program which helps develop understanding of important mathematical concepts, skills, procedures, and ways of thinking and reasoning, in number, geometry, measurement, algebra, probability, and statistics.

Two curricular material sets will be used for Social Studies for grades K-5: *Timelinks* supplemented by Macmillan/McGraw-Hill *Indiana in the Nation and the World* fourth grade textbook. The middle grades social studies curriculum will use a sequential approach to unify history and the social sciences, and promote the development of concepts and the mastery of methods on inquiry. Students will gain an understanding of the factors that have most affected people and societies from the earliest points of recorded civilization. The four (4) components of the social studies curriculum are Time, Continuity, and Change; People, Places, and the Environment; Government and the Citizen; and Production, Distribution, and Consumption. The School intends to use *History of Our World* in World History, *World Explorer: People, Places and Cultures* in World Geography, and *America: History of Our Nation* in American History and *Civics: Government and Economics in Action* in Civics.

The elementary science program will be McGraw-Hill's *Inspire Science*. This program offers many opportunities for hands on experiences related to the subjects being studied. Each *Inspire Science* lesson is designed with the familiar and proven 5E instructional model (Engage, Explore, Explain, and Evaluate) beginning with pre-assessment and the exploration of a phenomenon. The actual sequence of the instruction will be modified to incorporate the curricular themes being used within the School. Scientific inquiry and the science standards will be heavily infused into the instructional designs to ensure students are meeting the required standards.

For middle grades, the School intends to use McGraw Hills's *iScience* series in Life Science, Earth Science, and Physical Science Courses. *iScience* meets students where they are through engaging features and thought-provoking questions that encourage them to relate the science concepts to the world around them. The inquiry-based 5E lesson cycle provides active, hands-on explorations of the concepts, visual learning, reading support, and educational technology. *iScience* is a research and standards-based program that allows students to explore content through hands-on investigations,



rigorous science content, and engaging real-world applications to make science exciting, stimulating and engaging to the digital learner.

**d. Instructional Technology.** Students at our School will use technology as a tool to access, evaluate, and express information. Attention to the development of these skills is grounded in our commitment to an academic foundation based on the state standards as technology is infused throughout the academic program. Examples include the following:

- Kindergarten: Tell what was learned using technology tools (e.g., use a computer drawing/paint program to draw a picture that explains what was learned).
- Grade 1: Find information in a technology-based resource (e.g., Web site, database, DVD, software program, video).
- Grade 2: Use technology resources with teacher assistance for communication and illustration of thoughts and ideas (e.g., creative stories, drawings, presentations, publication software).
- Grade 3: Show how you can find answers to problems by using electronic resources including the Internet.
- Grade 4: Generate a document that includes graphics from more than one source (e.g., find images that match assignment needs and insert them into a document).
- Grade 5: Apply primary and secondary sources to investigate a person, place, thing or event, and identify each source as primary or secondary.

It is expected that students will develop increasingly sophisticated technology skills resulting in students in the upper grades using technology to a higher degree than students in lower grades. For example, technology use with students in the primary grades may include basic computer operations, using search tools, using digital cameras, and becoming comfortable with the interactive whiteboard. Students in the intermediate and middle grades may create multi-media presentations, improve keyboarding skills, create and use databases, and use technology to communicate with people locally, state-wide, and across the nation. The Google Apps for Education platform will be utilized as an educational resource with students in grades 3-8. All middle school students will complete a technology course so that they are proficient in the latest technologies and will master the technology skills needed to be effective in the 21<sup>st</sup> century.

**e. Ensuring Highly Effective Teachers.** All teachers, including classroom teachers, Special Education teachers, resource teachers, and specialty teachers (reading, art, music, and/or P.E.), will be licensed as required by state and applicable federal statutes and preferably have earned a Master's degree or higher.

In addition, the "ideal" teacher will possess the following characteristics:

- (1) personal character, integrity, and reputation that is above reproach;
- (2) understanding, acceptance, and passion for working in pursuit of the School's mission;
- (3) the ability to use formal and information assessment results to make appropriate educational decisions;
- (4) caring and compassionate;
- (5) energetic personality;
- (6) firmness and fairness;
- (7) punctuality;
- (8) preparedness;
- (9) cooperative nature; and
- (10) professionalism, which we believe encompasses all of the above.

The Director, on an on-going basis, will observe and create a presence in all classrooms. On-

going communication and collaboration between the Director and each teacher will help foster a productive and professional relationship that is supportive and leads to each teacher's professional growth and development, which, in turn, leads to higher student achievement. Observations of teaching will provide important evidence when assessing a teacher's overall performance and effectiveness.

To improve the quality of instruction, the teachers will be provided with on-going, reflective, and specific feedback to identify strategies and resources for the teacher to incorporate into future lessons to ensure our students are receiving the best possible instruction.

**f. Evidence-Based Support for the Instructional Design.** The School's educational program has been deliberately designed to integrate key elements with strong research-based evidence of effectiveness.

**Authentic, real-world learning** activities activate multiple pathways in the brain, and promote dendrite growth and maintenance (Kaufeldt, 2002). Authentic learning helps the students to create meaning through experience, and stimulates brain activity through complex interactions, contexts, and inquiry (Konecki & Schiller, 2003). A natural interconnectedness of content, concept, and context results from experiential learning, which tends to incorporate diverse learning styles and intelligences in a variety of settings. According to Caine and Caine (2001), "context provides indispensable input and stimulation for the grasp of any complex idea or skill...The context always teaches." The advantage of experiential context in memory is that the learner experiences it on both conscious and unconscious levels of perception. Caine and Caine astutely observed that there is a difference between knowing content or information, which is important, and being able to apply it, which is essential.

According to Wolfe (2001), real-life problem solving, projects, and simulations are excellent types of authentic learning activities to help develop knowledge application skills. Each is useful in promoting active learning and long-term retention. Problem-solving activities that feature actual or realistic problems from the students' school or community provide a meaningful framework for students to encode the application and importance of content. Projects act to enrich the learning environment and aid motivation and interest in content beyond abstract presentation. Simulations, or role-playing, help to activate physical and emotional learning pathways and enhance episodic memory input. Martin (1993) also found that these types of activities help to create a rich, stimulating environment that encourages active processing and aids synaptic growth in memory for better retention and recall.

The School plans to use Professional Learning Communities with teachers as a **collaboration** component of the overall educational model and design. We believe that the collaboration, creativity, and sense of community in this model is how people learn best and is very similar to how the students will learn in the classroom.

A Professional Learning Community (PLC) can contribute to instructional improvement and school reform (Annenberg, n.d.; Little, 2003). PLCs can be most effective when their purpose is to enhance teacher effectiveness for the ultimate benefit of students (Stoll et al., 2006). By participating in PLCs, teachers may experience a variety of benefits that contribute to improved student achievement, including the following:

- Reduction of isolation
- Increased commitment to the mission and goals of the school
- Shared responsibility for student success
- Greater job satisfaction and higher morale
- Lower rates of absenteeism (Hord, 1997)

PLCs often are defined by the presence of certain characteristics (Stoll et al., 2006). Researchers have attempted to identify characteristics in PLCs that are operating smoothly, such as supportive and shared leadership, belief that the school is a learning community, shared vision, focus on student achievement, continuous inquiry and reflective dialogue, collaboration, and participants' perceptions about those characteristics (Hord & Rutherford, 1998; Huffman, 2000; Thompson et al., 2004).

Improvement in student performance is at the center of PLC work. Several studies have evaluated

this relationship.

- Researchers (Hughes & Kritsonis, 2007) selected a sample of schools from a database of schools with staff who had attended PLC workshops and that were implementing PLCs. The mean length of time that sample schools (n=64) reported functioning as a PLC was 2.5 years. During a three-year period, 90.6 percent of these schools reported an increase in standardized math scores; 81.3 percent reported an increase in English/language arts scores between 5 points and 26 points.
- Case studies of three elementary schools showed that during a five-year period, students from minority and low-income families improved their scores on state achievement tests from less than 50 percent proficient to 75 percent proficient. Strahan (2003) conducted interviews to examine the role of a collaborative professional culture on instructional improvement and found that working collaboratively in PLCs was a foundational characteristic of these schools.
- Using multiple sources of data from a four-year evaluation of PLCs in an urban district, Supovitz (2002) found that an explicit focus on instructional improvement is necessary for PLCs to have a positive impact on improving teaching and learning. Without such focus, PLCs may have a positive effect on culture and teachers' feelings of well-being, but not necessarily on student achievement. Researchers found similar results in another large urban district (Supovitz & Christman, 2003).
- Louis and Marks (1998) found that when a school is organized into a professional community, the following occurs:
  - Teachers set higher expectations for student achievement.
  - Students can count on the help of their teachers and peers in achieving ambitious learning goals.
  - The quality of classroom pedagogy is considerably higher.
  - Achievement levels are significantly higher.

The amount of **technology** available for education has increased exponentially over the past decade and thus it is important to discover what types of tools exist and in what ways they are most effective. Technology also becomes increasingly important for the development of 21<sup>st</sup> century skills. The 21<sup>st</sup> Century Framework (2004) promotes technological literacy because students must know how to use technology effectively and ethically in order to succeed in a global community. To educate students who can compete in a global job market, it is necessary to improve upon their technology skills as well as their skills in core content, according to the 21st Century Framework. Thus integrating technology into core content courses promotes technological literacy as well as a better understanding of core concepts.

As noted by the National Council of Teachers of Math (NCTM) (2008):

Technology is an essential tool for learning mathematics in the 21st century, and all schools must ensure that all their students have access to technology. Effective teachers maximize the potential of technology to develop students' understanding, stimulate their interest, and increase their proficiency in mathematics. When technology is used strategically, it can provide access to mathematics for all students.

Kulik (2003) used measures of effect size to summarize findings from eight (8) meta-analyses of instructional technology in elementary and secondary schools to show:

- Computer enrichment programs have positive effects on students' writing, mathematics, and performance in the natural and social sciences. In fact, "simply giving students greater access to computers and Internet resources often results in gains in writing skill."
- The effects of using Integrated Learning Systems (ILS) can be increased by providing more time for students to spend on the ILS instruction and by enabling students to work in pairs on the ILS instruction, rather than individually.
- Student familiarity with and knowledge of computers influences effectiveness of technology-based instruction.

- The effectiveness of simulation programs for helping students to acquire higher order thinking skills can be increased with additional hands-on activities, and when the simulations are used as preparation for further instruction.
- Writing skills programs that provide prompts independent of student requests are most effective.

Waxman, et al. (2003) conducted a meta-analysis of the effectiveness of instructional technology on student outcomes. The results of this quantitative synthesis show a positive effect of teaching and learning with technology on student outcomes. The findings also revealed no significant differences across the contextual categories of study quality, teaching, and technology characteristics. In other words, the results can be generalized across a wide variety of conditions that have been investigated as well as across student, school, and study characteristics.

Most importantly, the School's integration of technology is aligned with the initiatives of the Indiana Department of Education's Office of eLearning. Their focus is "...on connecting learners to one another and to great ideas for technology-infused classrooms, supporting new learning models for schools, and providing leadership in digital innovation for Indiana."<sup>8</sup>

## **2. Instructional strategies including differentiated instruction.**

A variety of instructional strategies supported by current research will be used to ensure that students have the knowledge and skills required to be successful within the School's instructional framework and demonstrate increased academic achievement. Best pedagogical practices, including the 9 research-based instructional strategies identified by Marzano, Pickering, and Pollock (2001), will be incorporated throughout instruction. These strategies have been found to have positive effects on student achievement.

- Setting objectives and providing feedback helps students to develop their own metacognitive abilities and a general awareness of both what they are learning and how they are learning it.
- Using cues, questions, and advance organizers helps students develop greater interest by encouraging deeper connections to presented information, and supports the tendency of the brain to organize knowledge for long-term storage and recall.
- The use of nonlinguistic representations addresses key visual elements in different learning styles and modalities, and supports dual-coding of various stimuli to increase neural activity.
- Identifying similarities and differences is a core strategy for initial processing of information.
- Summarizing and note-taking supports the natural plasticity and pruning functions of the brain as it selects information to both cross-code into memory and personalizes it into meaningful chunks of content for deeper understanding.
- Generating and testing hypotheses supports research in both inductive and deductive thinking as actions that inherently trigger connections with prior knowledge.
- Homework and practice support the memory enhancing strategy of rehearsal, while cooperative learning naturally increases episodic intensity in learning new information.

Ample opportunities will be provided for students to delve into cross-curricular topics through an integrated curriculum approach so that students recognize that subject areas do not stand in isolation from one another. The strategies identified by Marzano, et al. can form a working framework for instructional delivery that is strongly supported by current brain-based research and will be integrated into all content area instruction.

Teachers will also integrate the principles of brain-based learning throughout instruction. According to Madrazo and Motz (2005), brain-based learning is the use of "research in neuroscience on how the brain works to gain an understanding of how students learn and develop in a classroom." Brain-compatible instruction is education that is specifically tailored to reflect current knowledge of how the

<sup>8</sup> <http://www.doe.in.gov/elearning>

brain processes and utilizes knowledge. The underlying rationale behind the value of brain-based learning is that neural connections in the brain, those connections that represent the formation of knowledge, are dynamically created and modified throughout a person's lifetime (Berger, 2005). This potential for continual growth in response to new information is critical to the efforts of modern educators to advance the concept and value of lifelong learning. Madrazo and Motz (2005) described this trait of plasticity in the working functions of the brain as the fundamental advantage in enhancing the retention and recall of knowledge, the common goal of both the educator and the learner. Banikowski and Mehring (1999) stated succinctly that "for educators, memory is the only evidence that something or anything has been learned." Tapping into the power of memory must become a priority for educators.

Brain-based learning includes creating a safe climate for learning, encouraging a growth mindset, emphasizing feedback, getting bodies and brains in gear, starting early, and embracing the power of novelty (Edutopia, 2011). These strategies for brain-based learning are a natural fit with the elements of our educational model. The instructional methods to be implemented have been carefully selected to actualize brain-based learning in every classroom.

Authentic learning is defined as learning that mirrors real-life contexts, integrates practical and useful skills, and addresses topics that are relevant and applicable to students' lives.<sup>9</sup> This can be achieved by simulating real-life situations, creating lessons with ambiguity to encourage creativity and problem-solving, and by culminating in meaningful expressions of what has been learned.

Authentic learning experiences will take place at the School by using a variety of educational and instructional techniques focused on connecting what students are taught in school to real-world issues, problems and applications. To support the integration of authentic learning experiences, the School will implement Universal Design for Learning (UDL). UDL provides a "...blueprint for creating instructional goals, methods, materials, and assessments that work for everyone--not a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs."<sup>10</sup> This includes providing multiple means of representation, multiple means of action and expression, and multiple means of engagement, which mirrors how people acquire and express knowledge and skills in the real world.

The School will emphasize reading throughout the curriculum and will utilize a Balanced Literacy Approach that integrates embeds whole language and phonics strategies into the School's instructional framework. These strategies will include, but are not limited to the following:

- Phonological Awareness
- Whole Language
- Phonics
- Active vs. Passive learning
- Integration of the state standards with current events
- Direct Instruction
- Read Aloud
- Guided, Share, Independent Reading
- Use of community resources for learning
- Development of language arts skills to communicate with real audiences

The goal of a balanced literacy program is to include the strongest elements of multiple instructional methods to authentically engage students. High quality reading instruction will be provided in every classroom during a daily ninety (90) minute reading block and reading instruction will be differentiated based on the needs of individual students. Reading instruction for students in grades K-3 will focus primarily on acquiring skills in the areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension. Whereas reading instruction in the primary grades will emphasize learning to read, reading in the intermediate grades will emphasize reading to learn. Skills in the upper grades will include the use of, but not be limited to context clues, main idea, cause and effect, fact vs. opinion, etc. All reading instruction will be aligned with the state reading standards.

An elementary reading lesson might be organized as follows<sup>11</sup>:

<sup>9</sup> The Glossary of Education Reform. (2013). <http://edglossary.org/authentic-learning/>

<sup>10</sup> National Center on Universal Design for Learning. (2012). <http://www.udlcenter.org/aboutudl/whatisudl>

<sup>11</sup> Florida Department of Education, 90 Minute Reading Block, <http://www.justreadflorida.com/90-minute-chart.asp>

Time	Task
30-45 minutes	Whole group instruction focused on a core reading skill.
45-60 minutes	Differentiated small group instruction: students with similar needs meet with the teacher in small, flexible groups for direct instruction in a particular skill. Groups not meeting with the teacher work independently to practice and apply reading skills. Practice might include reading silently or with a partner, or using letter tiles to segment sounds in words.
15 minutes	Additional focused, explicit instruction to students with more intensive needs.

Students who are reading above grade level will be supported with strategies such as the use of authentic books and texts related to the student's project, theme, or interests; leveled readers appropriate to the student's reading ability; vocabulary development; and emphasis on reading as an active process using analytical and critical thinking skills.

Specific strategies for use with students reading below grade level may include, but are not limited to: think alouds, explicit modeling, clearly stated lesson goals and objectives, advance organizers, guided reading, and choral reading. Additional reading strategies may include Choral Reading, Cloze Reading, Silent Reading with a Clear Task, Echo Reading/ Alternate Reading, and Partner Reading.

A variety of assessment tools (teacher observations, oral reading samples, writing samples, spelling samples, portfolios, and local and state standardized assessments) will be used to determine student progress while incorporating a variety of instructional focused strategies. The School's long-range literacy goals include all students becoming proficient readers, writers, and speakers to become successful, adults and lifelong learners.

In order to support the School's educational model, the stories, materials, and resources provided by the publisher may be rearranged to support grade level themes. Stories will be interwoven into instruction during the project portions of the day, and the supporting lessons that go along with the units (such as the word study skills, fluency instruction, oral language, shared reading, and reading/writing workshops) will be included as mini-lessons to be used to support and enhance the work students are completing as part of their overall projects. We believe that by infusing literature instruction into real world scenarios, students will be more engaged in and retain their instruction more effectively.

Focusing on content standard mastery, intermediate and middle grade teachers will use the guided reading and independent reading elements of the Balanced Literacy program at a more demanding level. Students will be able to select reading pieces that fit within their developmental level as determined by their Lexile score. Students will receive this score after taking their Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) assessment at the beginning of the year. They will work with their teachers to be sure that reading material is challenging, but not overwhelming. As before, guided reading will take place one-on-one or with small, ability-level or need based groups. This will be done by the classroom teacher, the Title I inclusion teacher, or with the inclusion of a Special Education teacher within the context of the classroom. Students will be given a specific text to be read. The teacher will listen to each student as he or she reads a section of the text. From here the teacher is able to determine a focus for targeting future lessons which can include fluency, expression, comprehension, sight word identification, and practice with phonics concepts.

A variety of instructional methods will be used across the curriculum in order to ensure that teachers are meeting the individual learning needs of all students. These strategies may include, but are not limited to, direct instruction, guided practice, structured review, scaffolded instruction, cooperative learning continuous assessment, and ample opportunities for problem-solving and real-world connections.

Even with a plethora of curricular resources available, it is the expertise of the teacher to be able to modify, differentiate, and accommodate these resources for all students, including students identified with special needs, in order to ensure success. "Given the unique and highly varied needs of students with disabilities, special educators will need to remain flexible in their instructional approaches and seek out

innovative practices for some students who do not respond to EBPs (Evidence Based Practices)<sup>12</sup>. Whenever possible, it is practical for teachers to use proven, Evidence Based Practices in lesson delivery, but if the needs of the student are not being met, teachers must continue to try innovative practices within the classroom. Professional development opportunities in lesson design and delivery will be of major focus for all building staff.

**3. Key educational features that *differ* from the current education model.**

There are no educational features that differ from the current education model.

**4. Core curriculum scope and sequence by subject and grade.**

A core curriculum scope and sequence by subject, for each grade level proposed, that demonstrates clear alignment with the Indiana Academic Standards is provided in Attachment 11.

**5. For *Blended Learning Operators* only...**

The proposed school is not a blended learning model.

**Pupil Performance Standards**

**Pupil performance standards, consistent with the Indiana Academic Standards.**

**1. Exit standards for graduating students for each *division of the school*.**

Exit standards for graduating student in each division of the School (elementary and middle) are provided in Attachment 12.

**2. Policies and standards for promoting students from one grade to the next.**

The School's policies for promoting students from one grade to the next will align with IPS policy.

1. The promotion or retention of students will be based on what is best for each student within laws, regulations, and policies. Consideration will be given to the student's current level of achievement and the potential for successful work at the next grade level. Guidelines for grading and promotion shall emphasize the attainment of passing grades in each subject or course of study. The curriculum will define the goals and objectives for each student or course of study, including acceptable minimal standards.

2. In order for a student to receive a passing grade in any subject area, the student must demonstrate to the appropriate teacher successful completion of the acceptable minimal standards. Multiple assessments will be utilized in order to determine if the student has attained completion of these requirements. The goal is to determine achievement of basic requirements by objective measures, and through subjective measurements when appropriate.

3. Demonstration of achievement for grading decision purposes, and for decision on promotion or retention, may include but are not limited to the following:

a. Formative and Summative Assessment Tests

1) Implementation of the Indiana Statewide Testing for Educational Progress (ISTEP+) testing program as mandated by IDOE at grades 3, 4, 5, 6, 7, 8, and 9, and Graduation Qualification Examination for classes graduating through 2011.

2) Indiana Reading Evaluation And Determination (IREAD) for grades K-3.

3) Tests provided by a publisher for a textbook series.

4) School-wide tests.

5) Teacher-designed tests.

<sup>12</sup> M. Cook, Tankersley, L. Cook, Landrum, 2015

b. Student work Products

- 1) Student work products including journals, portfolios, projects, performances, and similar artifacts.
- 2) Demonstration in various subject areas, such as science, career and technology courses, etc.
- 3) Teacher assignments, oral reports, projects, and class discussion and participation.
- 4) Homework

Special Education students will be promoted on the basis of standards set forth in the student's Individualized Educational Program (IEP). Limited English Proficient Students will be promoted or retained based on the students' academic skills, and not upon English language proficiency alone. Retention will be considered when it is in the student's best interest, and will be viewed not as a punitive measure, but as an enhanced opportunity to meet ultimate graduation requirements.

Promotion/retention decisions will be made for each grade level as set forth below:

- a. Kindergarten students must meet the minimum Kindergarten Indiana Academic Standards in Language Arts and mathematics by receiving a grade of "Outstanding" or "Satisfactory".
- b. Grades one (1) through six (6): students must receive a passing grade of "D" or higher in Reading, Math, English, Social Studies, and Science.
- c. Grades seven (7) through eight (8): the student must receive a passing grade of "D" or higher in Language Arts and Mathematics. The student must also maintain at least a "D" average in all other subject areas combined.

In the event a student does not pass the required course or courses, the teacher with the concurrence of the School Director will decide on the promotion or retention of the student, subject to the provisions of the State law and Board Policy. While promotion should be based on merit, it is generally not advisable to retain a student more than one time in the primary grades (K-3), one time in the intermediate grades (4-6), and one time in the middle school grades (7-8). The final decision on promotion or retention in grades K-8 shall rest with the School Director.

Teachers and administrators are to develop systems of communication with parents and guardians concerning students who are in danger of failure or being retained.

- a. These communications should occur early enough in the semester or school year so that intervention strategies can take place from both the parent's and teacher's perspectives.
- b. Interim reports for students having D and F grades must be sent home halfway through each grading period. These reports should be signed by the parent and returned to the School. These reports shall provide space for parent and teacher comments and a space to indicate if the parent desires to have a conference with the teacher.
- c. Parents of elementary and middle school students who are in danger of being retained must be contacted and encouraged to attend a conference to discuss their child's academic progress.

**High School Graduation Requirements.**

The proposed school is not a high school.

**School Calendar and Schedule**

**1. Proposed calendar for the first year of operation, as well as the weekly schedule of classes.**

The School's proposed calendar for the first year of operation, as well as the weekly schedule of classes, is provided in Attachment 13. Also included are an overview of academic and non-academic programs; the total number of instructional days in an academic year; the length of the school day, including start and dismissal times; and the number of instructional hours/minutes in the day for core subjects such as language arts, mathematics, science, and social studies.

**School Culture**



## 1. Culture of the proposed school.

We believe that a clear focus on academics, data-driven decisions, and a student-centered culture will make our school community unique and committed to achieving our goals. Nevertheless, we realize that the culture of the School goes far beyond academics; it is inclusive of staff behavior, parents' contributions, and much more. We understand that children develop skills at different rates and at different times. Rather than blaming the child, we will make every effort to support children as they learn to trust themselves and others, manage conflict, and take risks. This will be evident through a school-wide behavior plan based on the Positive Behavioral Interventions and Support (PBIS) process that focuses on providing a safe, respectful atmosphere where students feel supported and comfortable engaging in their education. Students who feel safe and respected are willing to work hard and are far more likely to succeed than those who have an innate intelligence but lack motivation. Engagement, motivation, and effort will be topics discussed regularly and emphasized with the staff and the students.

Another key component in the design of the School both physically and operationally that will contribute to the School culture is the use of collaborative grade level teams. Our staff will be structured in such a way as to support professional collegiality in working with students. While classroom placement will be done relatively traditionally, classes will be physically adjoined and teacher collaboration/team teaching will be required.

An important element of nurturing the academic, social, and emotional development of our students will be our relationship with their parents. Relationships with the parents will be encouraged by setting systems and processes in place to emphasize the importance of home-school communication. We hope to ensure that students are wrapped in a nurturing environment at School that is an extension of their homes.

## 2. Implementing the culture.

Our School culture will be established from the first day of school by providing a nurturing and creative environment for our students. This means that we will focus on effort, motivation and academics. By providing an engaging curriculum, we will significantly reduce the number of behavioral issues that exist at many schools. However, we plan to proactively deal with any behavioral issues that may arise with students. The focus on the behavior plan of the School will be on providing a safe atmosphere where students feel comfortable participating and engaging in their education.

In order to provide for a comprehensive approach for identifying risks and reducing the impact of losses, the School shall develop on an annual basis a plan which includes, at a minimum the following guidelines:

### a. Safety

- An evaluation of the Director's performance regarding school safety, monitoring, and evaluating the implementation of the plan.
- Clearly defined roles and responsibilities of the Director and other school personnel for restoring, if necessary, and maintaining a safe, secure, and orderly school environment.
- The mechanisms for identifying and serving the needs of students most at risk for engaging in disruptive and disorderly behavior.
- Arrangements to work with local emergency officials.
- Safety issues and policies at School sponsored events
- Processes by which the School will instruct parents and the local community as how to respond to an emergency situation.
- A plan for potential attacks against the School site or students and incorporates appropriate School responses to the emergency procedures checklist.
- A plan for the School to participate in the school district emergency notification system.
- An emergency team at the School that provides counseling and other support aid in dealing with people's reactions, making adjustments after the emergency, and re-entering the School environment.

- A media response plan which includes communicating necessary information to the media and parents, identifies established separate staging areas for media and parents, and provides guidelines on how to respond to media questions and interviews.
- A checklist that explains step-by-step emergency procedures is readily available in every classroom, the emergency situations include at a minimum, weapons-use and hostage situations, terrorist acts, bomb threats, hazardous materials or toxic chemical spills, weather emergencies including tornados, hurricanes and severe storms, and exposure as the result of a manmade emergency.
- The emergency checklist contains emergency contact numbers and provisions for backup communication with faculty, support services, and emergency agencies.
- The emergency checklist includes evacuation, lockdown, and shelter-in-place procedures developed with transportation personnel, the fire marshal, law enforcement agencies and other local agencies as appropriate.
- Procedures for emergency drills in accordance with state law.
- An annual self-assessment to identify potential hazards.
- Procedures for verifying the required and planned emergency drills have been conducted.
- A process in place and identified the training required for all types of school staff as well as the staff that are required to have specialty training.
- Appropriate safety equipment.

**b. Behavior**

- The School's required training in school discipline, classroom management, conflict resolution and other safety training components are included in the School's master plan for training.
- The School uses the relevant training opportunities provided by the Department of Education.
- The School Director can demonstrate that the staff has received training based on the needs identified in the Master Plan.
- Teachers at each grade level are provided training to teach students positive social skills and violence prevention, conflict resolution, and communication/decision making skills.
- The School promotes a zero tolerance policy for crime, substance abuse, and victimization.
- Alternatives to suspension and expulsion have been built into the disciplinary policy and are appropriately and consistently used.
- The School has in place a process to relocate students who are regularly dismissed from their classroom.
- Disciplinary policies include statement regarding anti-harassment, anti-bullying, and anti-violence policies and due process rights in accordance with state and federal laws.
- Disciplinary policies include procedures regarding student interviews by law enforcement and Ohio Department of Job and Family Services/ Office of Families and Children.
- Disciplinary policies include procedures governing locker searches as applicable.
- The School's discipline policies are consistent with state and federal requirements for students with disabilities.
- The School outlines the standards for use of reasonable force by school personnel that complies with the relevant state and federal laws.
- The School has a process to determine placement of a student when a teacher withholds consent for the student to return to the teacher's class.
- The School teaches staff and students the early warning signs associated with students who pose a threat of future violent behavior, how to recognize them and what to do once they are suspected.
- The School has a Student Assistance Program that provides assistance for students who are experiencing learning/behavioral difficulties.
- The School has in place procedures for guarding the confidentiality of information regarding students exhibiting early warning signs, or posing a threat of future violence.

- The School reviews and revises as needed the process to identify the warning signs of student violence.

### **3. Typical day from the perspective of a student in a grade level of your choice.**

A typical day for a student will include:

- Uninterrupted blocks for reading and math of at least 90 minutes.
- Language arts (reading, writing, speaking, and listening) and math will be integrated throughout science and social studies themes to provide for additional instruction and application of key skills.
- Class schedules will be optimized for the use of a reading specialist.
- Creative/constructive play and expression is essential in the development of children, and, therefore, recess time will be built into the day, preferable breaking apart the two main academic blocks.

### **4. Typical day from the perspective of a teacher of any subject or grade of your choice.**

A typical day for a teacher will include:

- Designing and presenting classroom learning experiences with consideration to individual student learning styles and abilities.
- Assessing learning through a variety of methods including daily performance and intervention tools.
- Using data to evaluate student performance and designing lessons to meet individual student needs.
- Coordinating with specialists to provide additional supports for students, when needed.
- Meeting with students to discuss individual performance.
- Meeting with parents to discuss student performance.
- Supervising extra- or co-curricular activities after school.

## **Supplemental Programming**

### **1. Summer school.**

Summer school is not planned, but may be used, if necessary, for remediation if student performance does not meet targets.

### **2. Extra- or co-curricular activities or programming.**

Students will have many opportunities to engage in learning outside of their classrooms. These opportunities may include, but are not limited to, fieldtrips, professional speakers, community engagements, environmental activities, and outside learning experiences. These activities will occur throughout the year as they are linked to educational objectives and included in the instructional budget. Extra-curricular activities may be added after school opening based on student and staff interest and will be funded through parent contributions.

### **3. Programs or strategies to address student mental, emotional, and social development and health.**

Each year students will participate in a unit of study about character development (this will probably be one of the first units of study at each grade level). This study will emphasize and support a positive school culture that is focused on learning. In addition, we realize that the culture of the School goes far beyond academics; it is inclusive of staff behavior, parents' contributions, and much more.

A nurturing and creative environment will be provided for our students that focuses on effort, motivation and academics. By providing an engaging curriculum and motivating students to do well, the number of behavioral issues that exist at most schools will be reduced. However, any behavioral issues that may arise with students will be dealt with proactively. The behavior plan of the School will focus on providing a safe atmosphere where students feel comfortable participating and engaging in their education.

#### **4. Other student-focused activities and programs.**

The School will develop additional student-focused activities and programs based on student interest and need, such as peer tutoring, athletics, robotics clubs, student council, etc.

#### **Special Populations and At-Risk Students**

##### **1. Serving students with special needs.**

The School's innovative educational model will ensure that all students, including but not limited to those with Individualized Education Programs (IEPs), students with Section 504 plans, English Language Learners, students identified as intellectually gifted, and students at risk of academic failure or dropping out will engage in and benefit from the curriculum. We believe that through the use of authentic, collaborative learning and differentiated instruction the needs of both those advanced students who need additional challenge in the classroom, and those who may be struggling academically can be met. In addition, a reading resource teacher will be hired to work with students who are struggling with reading.

##### **2. Identification of and services for students with mild, moderate, and severe disabilities.**

###### **a. Identifying students with special education needs.**

The School will conduct Child Find to identify students with special education needs as required by state and federal law. A strong Multi-Tiered System of Support (MTSS) process, including Response to Instruction (RtI) will be implemented for students who are not performing at grade level: ensuring continued progress and academic growth. Research-based interventions, a philosophy advocating an educational process of continuous reflection, rethinking, and restructuring of strategies, will be afforded to students. The School will have an Intervention Assistance Team (IAT) to apply a progressive change system utilizing consensus building, infrastructure development, and implementation. The system will revolve around the study and optimization of the interactions of curriculum, instruction, assessment, students, and learning environments.

MTSS is "...the practice of providing high-quality instruction and interventions matched to student needs, monitoring progress frequently to make decisions about changes in instruction or goals and applying child response data to important educational decisions" (NASDE, 2005). The model uses 3 tiers of interventions that become increasingly more focused, intense, and individualized.

Tier 1 will focus on strong core programs using research-based curricula. The School will have systems in place to regularly review and analyze data on student progress at the school, grade, classroom, and individual levels. Adjustments will be made through whole and small-group differentiation of instruction based on analysis of student data and identified areas of need for additional opportunities for learning. Differentiation will allow these students to become proficient by allowing them to learn the materials in ways that suit their unique needs. This could include small groups, modifying materials, additional practice, and changes to materials or scope of task all while in the general classroom.

Tier 2 will focus on students who need additional academic support beyond what can be provided through differentiation in the general classroom for all students. Data analysis will reveal those students who continue to demonstrate achievement that is not at a commensurate pace as their peers. Additional screenings may be provided to these students to pinpoint specific areas of strength and need. Interventions will be provided in a small group setting with more frequent progress monitoring than is used in the general classroom. Increased time for instruction in the target area will be provided.

Tier 3 will focus on students who require intensive, focused, small group or individual interventions of longer duration than that which is provided in Tier 2. Tier 3 interventions will include targeted content and specialized instruction with extraordinary time and focus. Individual assessments will be conducted to provide frequent monitoring of student progress.

Throughout the MTSS process, student progress will be assessed, analyzed, and reviewed by the IAT. This team will include the student's teacher, an administrator or designee, a Special Education teacher, and other personnel as appropriate. The team will be responsible for tracking school-wide academic growth; documenting student need, interventions, and results; making decisions about the

effectiveness of instruction; making recommendations for adjustments to instruction and/or interventions; and initiating referrals for evaluation for specially designed instruction and/or related services.

Students who do not make adequate academic progress, even with the most intensive Tier 3 interventions, will be referred for evaluation for Special Education. The evaluation will be comprehensive and conclusive, looking at all areas related to the suspected disability.<sup>13</sup>

For students identified as needing 504 accommodations after they have been enrolled at the School, the 504 Committee will work with the information presented to determine the need for a 504 plan. The process will be as follows:

- After a determination that special education services are not appropriate, but believing that accommodations would help the student, the parent or teacher will alert the 504 Coordinator of their concerns.
- The Principal or designee, serving as the 504 Coordinator, will convene a meeting of the 504 Committee to evaluate the documents and make a determination of the accommodations to be implemented.
- The effectiveness of the accommodations will be evaluated based on the schedule determined in the 504 plan or as requested by the teacher or parent.
- Accommodations will be provided by the person or people identified in the 504 plan. This could include the general education teacher, special area teacher, or teachers providing testing accommodations. The effectiveness of the accommodations will be evaluated based on the schedule determined in the 504 plan or as requested by the teacher or parent.

**b. Specific, evidence-based instructional programs, practices, and strategies.**

Pursuant to federal and state regulations, in particular the Least Restrictive Environment Mandate (LRE), students will have access to a continuum of specialized instruction and related services. The continuum begins with full general education immersion and ends where appropriate for the individual student as determined by the IEP team, up to all academic time in a resource room with all specialized curriculum. Students will be placed in the least restrictive environment possible. A student with a disability will only be removed from a regular classroom if the nature or severity of the disability interferes to such a degree that education even with additional supports and services cannot be satisfactorily achieved in a regular class.

An Individualized Education Program (IEP) will be developed for each student eligible to receive Special Education services that will consider the parents' concerns, and student's strengths, evaluation results, and academic, developmental, and functional needs. Language needs of ELL students with disabilities will also be considered. The School shall provide the accommodations and related services on the student's IEP as necessary to permit access to the general curriculum as appropriate for the student. Accommodations shall include, but are not limited to: presentation, response, setting, scheduling, test accommodations, pacing and remediation, and adaptive technologies.

Students who do not have success in the general classroom with the above mentioned accommodations will work directly with the Special Education teacher in individual and small group settings. Instruction will be based on formative and summative assessments in all academic areas, as well as observations of student performance. Students will be grouped flexibly based on assessment results and the skill to be taught, so that individual skills and learning differences can be taken into account. Alternative resources may be utilized so that each student has the opportunity to successfully access the regular curriculum. In cases where the foregoing solutions are not working and a greater disability is suspected, the IEP team will meet to review the student's IEP, making necessary revisions to permit students with disabilities to access learning opportunities on the same basis as general education students.

**c. Evaluation and monitoring the progress and success of special education students.**

<sup>13</sup> Navigating the Course: Finding your way through Indiana's Special Education rules, <http://www.doe.in.gov/sites/default/files/specialed/navigatingthecourse.pdf>

The Special Education teacher will be responsible for (a) ensuring that IEPs are provided to each general education teacher serving a student with disabilities and (b) monitoring IEP implementation needs to ensure the attainment of each student's goals set forth in the IEP. The progress of students with disabilities will be reported to their parents at least as often as progress of non-disabled students is reported to parents.

IEPs will be reviewed, at a minimum, annually to determine progress and achievement of the student's goals. IEPs will be revised to address any lack of progress, recent evaluation results, additional information about the student, and anticipated needs.

**d. Plan for promoting graduation for students with special education needs.**

Students will be provided with access to the general education program whenever possible; therefore, students with disabilities will use the same curriculum and resources (including technology) provided to students without disabilities. This will keep students with disabilities on track to meet graduation requirements along with peers without disabilities. Modifications and accommodations will be integrated as needed. A large variety of curriculum resources will be available for scaffolding student understanding in order to access the general education curriculum as appropriate in accordance with free, appropriate public education (FAPE) requirements.

**e. Providing qualified staffing for students with special education needs.**

The School will initially employ 1 full-time Special Education teacher and will staff teachers dependent upon actual enrollment and need. The number of students who require Special Education services will drive the staffing model of the program. The on-site teachers will primarily serve students identified with learning disabilities, emotional/behavioral disorders, and others as appropriate.

Students will receive all services as outlined in their IEP. Services which cannot be provided by existing school staff will be contracted for with outside providers such as speech/language services, occupational therapy, and physical therapy.

**f. Provide examples from your existing network of schools of how you have adjusted the course scope and sequence, daily schedule, staffing plans, and/or support resources to meet the diverse needs of students at your existing schools.**

A network of schools does not exist and is not planned. However, the School will differentiate course scope and sequence, daily schedule, staffing plans, and/or support resources to meet the diverse needs of students. Adjustments will be made in classrooms through whole and small-group differentiation of instruction based on analysis of student data and identified areas of need for additional opportunities for learning. Data analysis will reveal those students who continue to demonstrate achievement that is not at a commensurate pace as their peers. Differentiation will allow these students to become proficient by allowing them to learn the materials in ways that suit their unique needs. This could include small groups, modifying materials, additional practice, and changes to materials or scope of task all while in the general classroom.

**2. Meeting the needs of English Language Learner ("ELL") students.**

**a. Identifying ELL students.**

At enrollment, all students will be given a Home Language Survey, unless such a form already exists in that student's cumulative records. If the parent indicates a positive response to any of the questions on the HLS, the student will be scheduled for a more formalized assessment with the WIDA ACCESS Placement Test (W-APT) an English language proficiency test, (or similar state approved assessment), within 30 days after the start of the school year or 14 calendar days after enrollment.

**b. ELL instructional programs, practices and strategies.**

If the student is identified as limited English proficient (LEP) and, therefore, an English Language Learner (ELL) student, an Individual Learning Plan (ILP) will be developed. The ILP will be

created by the student's classroom teacher and the ELL teacher, and will document the student's accommodations and/or strategies to be used in the classroom and on state assessments. The ILP will be provided to each of the student's teachers and implemented daily.

ELL students will be placed in the grade level with their same age peers. The level of English language proficiency will not be a determining factor in placement decisions. ELL students will have equal access to appropriate English language instruction in the core subject areas that is (1) understandable to their given level of English proficiency; and (2) equal and comparable in amount, scope, sequence, and quality to that which is provided to English proficient (non-ELL) students. General curricula and materials will be the same as those used with non-ELL students. The schedules of ELL students will be comparable to those of non-ELL students containing the same subject area classes and are equal in scope, sequence and content.

Teachers of ELL students will supplement their instruction with a wide variety of materials designed to help students acquire language proficiency and academic content. Classroom accommodations may include using frequent visuals and graphic organizers, providing cooperative learning activities, simplifying the language of instruction without changing the content, and providing for alternate assessment as necessary. Additional strategies may include, but are not limited to:

Instructional Modifications	<ul style="list-style-type: none"> <li>• Bilingual Dictionaries</li> <li>• Use of illustrations and diagrams</li> <li>• Individual instruction</li> </ul>
Vocabulary	<ul style="list-style-type: none"> <li>• Interactive word walls</li> <li>• Word banks</li> <li>• Using context clues</li> </ul>
Visuals and Graphic Organizers	<ul style="list-style-type: none"> <li>• Flow charts</li> <li>• Maps</li> <li>• Timelines</li> <li>• Venn diagrams</li> </ul>
Audio/Visual Support	<ul style="list-style-type: none"> <li>• Audio books</li> <li>• Captioning</li> <li>• Music/songs/chants</li> </ul>
Interactive strategies	<ul style="list-style-type: none"> <li>• Dialogue journals</li> <li>• Group projects</li> <li>• Peer pairs</li> </ul>
Other strategies	<ul style="list-style-type: none"> <li>• Field trips</li> <li>• Demonstrations</li> <li>• Anticipation guides</li> </ul>

**c. Assessing and monitoring progress and success of ELL students.**

The ELL teacher will monitor the academic progress of each student and make sure that proper accommodations are being provided in the regular classroom setting.

All ELL students will be administered the Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs)<sup>®</sup> annually during the state testing window.

ELL students who have exited the program will be monitored for two (2) years after exit by the ELL teacher. Student progress will be monitored by regular review of report cards, test scores, classroom performance, and teacher observations. If the academic performance of former ELL students is not on grade level, the ILP committee will meet to review the available data. The ILP committee can continue to monitor, refer students back to the ELL Program, reclassify them as ELL, or place them into other appropriate programs. Parents will be invited to attend the ILP Committee meeting, and a record of the

decision will be placed into the student's folder.

**d. Qualified staffing for ELL students.**

The School will hire appropriate staff to serve ELL/LEP students based on the number and requisite needs of ELL students. Additional staff may also be employed or contracted with to provide support as needed.

**4. Identifying, monitoring, and meeting the learning needs of students performing below grade level.**

As reading is typically an area of particular concern with at-risk and low-performing students, time will be allotted during a 90-minute reading block for focused, explicit instruction for students with more intensive needs. Reading instruction will be targeted to students' specific areas of need as identified through both formal and informal assessment results. Students' specific areas of need will be identified (phonemic awareness, phonics, fluency, vocabulary, and/or comprehension) for explicit, targeted instruction. Specific strategies for use with students reading below grade level may include, but are not limited to: training in phonological awareness, decoding skills, word study, think alouds, explicit modeling, advance organizers, guided and independent reading of progressively more difficult text, choral reading, writing exercises, vocabulary development, and comprehension strategies.

The School's curriculum options (described previously) will address a comprehensive array of reading and math skills at different levels. By combining these various research-based curriculum options, the School will provide the building blocks for systematic and explicit teaching of skill components, while offering the wide array of skill levels necessary to accommodate all students.

For all students achieving below grade level, a comprehensive system of learning supports, including a system of continuous improvement and Response to Instruction (RtI), will be used that allows teachers to do the following:

- Identify the student's specific area(s) of need
- Provide explicit instruction with targeted interventions followed by guided and independent practice with clear, corrective feedback
- Assess to determine mastery
- Reteach as needed

Throughout the RtI process, student progress will be assessed, analyzed, and reviewed by an Intervention Assistance Team (IAT). This team will include the student's teacher, an administrator or designee, a Special Education teacher, and other personnel as appropriate. The team will be responsible for tracking school-wide academic growth; documenting student need, interventions, and results; making decisions about the effectiveness of instruction; making recommendations for adjustments to instruction and/or interventions; and initiating referrals for evaluation for specially designed instruction and/or related services.

**5. How the school will identify and meet the needs of intellectually gifted students.**

**a. Specific evidence-based instructional programs, practices, strategies, and opportunities.**

The School will comply with all state requirements for High Ability Students as per IC 20-36-2 as applicable to charter schools.

**(1) Identification.** Screening, referral, and identification policies and procedures will be adopted that include multiple measures to identify high ability students in the general intellectual and specific academic domains. These measures may include results from state assessments, Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP), and classroom assessments; as well as evidence from student work and teacher observation in order to develop a comprehensive profile of student achievement and aptitude. The School will ensure that students not identified through traditional measures because of economic disadvantage, cultural background, underachievement, or disabilities are



included.

**(2) Instruction.** The School's educational program design is well suited to meet the needs of high ability students through authentic, collaborative learning experiences. Services to high ability students will include meaningful content and learning opportunities that focus on the use of higher-level thinking skills, and advanced content and skills that will support students' academic growth. Instructional strategies will be differentiated to provide challenge that is appropriate to each student's abilities, readiness, and interests. Teachers will integrate content of greater depth, breadth, abstractness, and/or complexity than that provided to non-gifted same-age peers.

**b. Qualified staffing for intellectually gifted students.**

The School will initially employ one (1) teacher to provide services to eligible high ability students. The staffing will be adjusted based on the number of high ability students who enroll and the services required.

**c. Assessing and monitoring the progress and success of intellectually gifted students.**

Monitoring and evaluating the progress and success of high ability students will be the same as for all students. Baseline data will be important for identifying the strengths and needs of our students early in the school year and monitoring their progress over time. To obtain a baseline for student achievement the School will collect the following data:

- Previous school year grades
- Previous scores on state assessments, where applicable
- Baseline data from a nationally recognized norm referenced instrument, such as DEA

The data will be used to establish a baseline from which to measure student learning gains, develop instructional plans, and develop individual progression plans. Teachers will utilize the data to assist in the development of lesson plans, creation of individual learning plans, and staff development.

The School intends to utilize DEA to measure and demonstrate academic growth and achievement for all students in reading, language arts, mathematics, and science. Each student will take an initial assessment upon entry into the program to gauge current performance levels and identify academic strengths and needs. DEA testing will be done in the classroom setting with a highly qualified teacher at all times.

The state assessment will be administered in the spring according to the state administration schedule. The results of each of these assessments will allow teachers and administrators to compare the baseline rates to the academic progress of these students attending our School. Finally, project rubrics will help determine authentic measures of learning, growth, and mastery. Teachers will receive in-service training in how to analyze their classroom data as well as how to generate action plans for students based on the data.

**Student Recruitment and Enrollment**

**1. The plan for student recruitment and marketing that will provide equal access.**

The School has a comprehensive plan that will attract the target population and ensure that enrollment projections are met. The School will use a variety of strategies to publicize the school. At all times, the School's admission and enrollment practices will comply with Federal guidelines (Charter Schools Program, Title V, Part B, Non-Regulatory Guidance) and with IC 20-24-5. The School intends to contract with a vendor with expertise in charter school marketing and media development. The Board will be seeking a provider with a track record of supporting the marketing, branding, and outreach efforts for charter, private, and public schools. Their services must include brand development, images, logos, websites, collateral materials, blogs, print campaigns, and video production.

The School will develop a comprehensive marketing plan with outreach activities taking place from the fall of the pre-opening year through the School opening. Marketing efforts will begin with a

website with video and text content that will provide families with information related to curriculum, enrollment, targeted student expectations, and staff qualifications. Visitors will be directed to this website through all communications as well as an ongoing Google “AdWords” online ad campaign.

The School will develop a comprehensive brochure and informational flyers to provide families with information, including the School’s mission. The School will provide marketing materials in languages other than English and will also make bilingual staff available to answer parent questions.

The School will distribute information to the parents of appropriately-aged students, hold open houses, and advertise via the local media. The School will utilize local public radio and print media to make announcements regarding enrollment opportunities and parent information meetings. Marketing materials will be distributed in local shopping areas, public places, local youth programs, local athletic programs, and other areas as deemed appropriate to serve our mission and reach all families, including those that are typically hard to reach. The School will canvass neighborhoods considered “harder to reach” and distribute the flyers with school information.

The School believes that this focused marketing approach will help to meet or exceed enrollment targets and achieve a demographic balance that accurately reflects the community at large.

**2. The school’s Enrollment Policy.**

The School’s Enrollment Policy is included in Attachment 14.

**Student Discipline**

**1. The philosophy of student discipline that supports the school model.**

The School anticipates creating an environment in which all students feel safe, where respect is the norm and academics are the focus. A nurturing and creative environment will be provided for our students. This means that we will focus on effort, motivation, and academics. By providing an engaging curriculum, and hands-on, learning experiences, the number of behavioral issues that exist at many schools will be significantly reduced. However, we plan to proactively deal with any behavioral issues that may arise with students. The focus on the behavior plan of the School will be on providing a safe atmosphere where students feel comfortable participating and engaging in their education.

The overall behavior goal at the School is to eliminate the problem behaviors typically seen on a daily basis in schools. The School will have common behavior expectations for all persons on campus: a) be respectful, b) be on task, c) always be safe, and d) be responsible. These expectations will be reflected in language throughout the School and will always be stated positively.

Students will be expected to do their work to the best of their ability and on time. It will be communicated to all students that cheating is considered to be: the act of inappropriately and deliberately distributing or using information, notes, materials, or work of another person in the completion of an academic exam, test, or assignment. Students will have secure passwords for all software programs and the School will follow appropriate security protocols for delivering assessments.

**2. The school’s discipline policy.**

The School’s Discipline Policy is included in Attachment 15.

**Parents & Community**

**1. Other school options in the targeted location for your proposed school(s).**

<b>School</b>	Wendell Phillips School 63	Clarence Farrington Elementary School 61	Ernie Pyle School 90	St Michael School	Northwest Community Jr High	George Washington Jr High School
<b>Type</b>	Traditional	Traditional	Traditional	Private	Traditional	Traditional

	Public (IPS)	Public (IPS)	Public (IPS)		Public (IPS)	Public (IPS)
<b>Enrollment</b>	414	646	389	337	306	255
• <b>Grade 1</b>	71	105	55	28		
• <b>Grade 2</b>	67	97	58	38		
• <b>Grade 3</b>	54	103	67	40		
• <b>Grade 4</b>	62	90	67	33		
• <b>Grade 5</b>	53	89	47	25		
• <b>Grade 6</b>	47	73	50	37		
• <b>Grade 7</b>	40	69	45	35	139	102
• <b>Grade 8</b>				42	167	153
<b>School Grade</b>	F	D	A	B	F	D

**2. Unique or compelling features about the proposed school to ensure sufficient demand.**

Our School will provide a unique opportunity for students interested in an educational program that allows them to focus their academic efforts toward an experiential-based program that offers a rigorous and relevant education. This challenging and hands-on program is not generally available in most traditional school settings. There are currently fifty-seven (57) schools [4 community high schools (grades 7-12), 2 middle schools (grades 7-8), 49 elementary schools (grades K-6), 1 K-12 school, and 1 grade 2-8 school] serving students in grades K-8 in IPS. The majority of these schools are using a standard school model of direct instruction. None of the schools have an integrated educational program design that matches our proposal.

Consideration was given to areas of need when determining the location, grades to serve, and enrollment projections. Major factors considered were the following: total population, school age population, household size, household income, free and reduced lunch qualification, charter competition and performance, and public school performance. All indicators were factored using a 5 mile radius from the city center. Based on historical enrollment data, most students who are enrolled in a local charter will reside within a 3 to 5 mile radius of the School.

The School's target service area is comprised of 7,337 families. Over 10,500 school-aged children live in the 10 census tracts that make up the service area, and the poverty level for families with children ranges between 26.3% and 62.3% within these tracts. Similarly, the unemployment ranges between 12.1% at its lowest and 62.3% at its highest.

Based on historical data parents who reside in lower income areas, particularly those students who qualify for free and reduced lunch, are more likely to engage in school choice. About 37% of households within a 5 mile radius of Indianapolis reported total annual income of less than \$25,000. The median household income for Indianapolis was \$41,962, compared to a state median of \$48,248 for 2009-2013 as reported by the United States Census Bureau.<sup>14</sup>

Currently, sixteen (16) charter schools serving students in grades K-8 are located in Indianapolis. These charters have a combined enrollment of about 1400 students. In the near-west side area where Gateway will locate, only one charter school is currently operating. Christel House Academy West, with an enrollment of 197 in grades K-3, is on the southern border of the area under consideration. This school does not have a letter grade for the most recent school year. The area in and surrounding the IFF-designated Zone 1 in Indianapolis has sufficient population to add additional charter schools when compared to similar sized cities and communities.

**3. Engaging parents in the life of the school, starting from the time that the school is approved.**

The School realizes that its strength lies in the hands of its parents/guardians and the extent to which they become involved in the daily activities of the students. For this reason, the School will

<sup>14</sup> <http://quickfacts.census.gov/qfd/states/18/1836003.html>

actively encourage the participation of parents/guardians in all of its activities. Opportunities for involvement may include, but are not limited to the following:

- Prior to opening, the School will engage parents through a variety of strategies that may include: a presence on social media, open houses, meet the teacher days, newsletters, etc.
- A School Advisory Council (SAC) will be formed to provide input from all stakeholders to the School administration and the Board.
- As required by law, parents will be invited and encouraged to participate in the development of their child's IEP when a student meets the necessary requirements for Special Education services.
- Parents/guardians shall be asked to attend school events and volunteer for a minimum of 10 hours of service to the School each year their child is enrolled. Volunteer opportunities may include, but are not limited to: assisting teachers in classrooms; assisting in the cafeteria; assisting teachers with tasks outside of school, such as filing, preparing curriculum materials, etc.; mentoring students; volunteering with the School's Parent Teacher Organization, if one is formed; chairing a school committee; chaperoning field trips; and/or attending school events.
- The School shall hold at least 1 parent open house per semester and offer teacher conferences every fall.
- Parents or guardians will be given the opportunity to evaluate the School at least annually.
- Parents will be notified of the governing board's schedule of meetings and invited to attend and provide input.

**4. Community resources available to students and parents.**

The near-west side of Indianapolis is comprised of a number of smaller communities. Once a facility has been finalized, we will work quickly and intensively to engage the specific and immediate school community. With the depth of experience on both our founding board and in our partners, Meridian Education and Limestone, we are confident we will be able to provide students with strong ties to the community and robust resources to enrich student learning opportunities.

**5. Evidence of demand from the community, community engagement, and support.**

Evidence of community need and a community engagement plan are included in Attachment 16. We are confident that the community will embrace and demand this School and that the public hearing will provide further evidence of the community demand.

**Performance Management**

**1. School goals other than the ICSB Accountability System.**

School goals are growth oriented to ensure that all students are making gains each year.

Target Area	Goal	Timeline
<b>Academic Goals</b>		
Reading	Eighty percent (80%) of students will show annual growth over baseline IREAD and Diagnostic Measures.	The percent of students proficient in reading will improve by five percent (5%) annually until the goal is met.
Math	Eighty percent (80%) of students will show at least one (1) year of academic growth as determined by observed means gains as measured by Diagnostic Measures.	The percent of students proficient in Math will improve by five percent (5%) annually until the goal is met.
State Standards	Eighty percent (80%) of students will demonstrate mastery of eighty percent	The percent of students demonstrating mastery of state standards through

Target Area	Goal	Timeline
	(80%) of the state standards.	classroom-based assessments will improve by five percent (5%) annually.
<b>Non-Academic Goals</b>		
Finance	<ul style="list-style-type: none"> <li>The School will have clean annual audit reports with minimal comments and no material weaknesses</li> <li>Any previous year's findings corrected by the following year.</li> </ul>	This goal will be met by the second year of school operation.
Parent Satisfaction	Ninety percent (90%) of parents will indicate satisfaction with the School.	The percent of parents indicating satisfaction with the School will improve by five percent (5%) annually until the goal is met.

**2. Primary interim assessments the school will use to assess student learning needs and progress.**

The School intends to utilize Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) to measure and demonstrate academic growth and achievement for all students in Reading, Language Arts, and Mathematics. Each student will take an initial assessment upon entry into the program to gauge current performance levels and identify academic strengths and needs. Students will be assessed up to 2 more times with the NWEA MAP, during the year for formative measures of progress and at the end of each school year for summative data. The School believes that data driven decisions are essential for making decisions regarding individual student educational needs, attaining the School mission, and guiding each student toward the path to graduation.

Teachers will also use formative and summative assessments, such as quizzes, tests, and classroom-based assessments, to inform and improve instruction, and provide students with feedback to help them reflect on their current standing and needs to meet the expected goals. These will be developed by the teachers and aligned to instruction. Informal assessments, such as the use of running records, project work, and other teacher created activities will also play a vital role in allowing the teachers to form a comprehensive understanding of student abilities. In addition, the assessments in our core content area curriculum resources will be used to track and monitor student progress weekly, and determine areas of extension and remediation needed on an individual and group level.

**3. How the school will collect, analyze, use, and report student academic achievement data.**

**a. Data Analysis.** The School's Director will be responsible for regular review and analysis of assessment results at the School, grade, classroom, and sub-group levels. Teachers and administration will meet monthly to discuss data and evaluate instructional practices as well as resources. Monthly Data Chats will be held to ensure data and student progress are fully understood, and instructional practices and interventions are being implemented with fidelity. During the monthly Data Chats, teachers will discuss assessment results by grade level and by class. Regular Student Data Chats will be conducted with each student to review assessment results, monitor progress, and celebrate successes. Drill down analysis will show specific individual weaknesses which will drive instruction in classrooms. A data wall will be created for administrators and faculty to visually track student progress. Professional development, coaching, and mentoring will be provided to ensure that teachers know how to read the assessment reports and how to use the information to ensure student progress.

The results of student performance on MAP assessments will be reviewed and analyzed, at a minimum, three (3) times annually, or more often if needed. Student performance results, including spring state assessment results, will be disaggregated to illuminate the performance of the School, grade levels, classrooms, sub-groups (i.e. students by demographic group, students with disabilities, etc.), and individuals.

**b. Improving Instruction.** The School staff will utilize data in decision making, and teachers will be selected and evaluated, in part, on their abilities to use formal and information assessment results to make appropriate educational decisions. Teachers will use assessment information to identify content, knowledge, and skills for whole class instruction; to identify individuals and groups of students who may need direct, targeted instruction; and to identify specific skills that can be integrated within the project and theme that students need to practice and reinforce as well as skills that will stretch students' abilities and help them make progress.

Assessment results will be used in a student-centric way to do the following:

• Identify students' strengths and needs	• Develop student profiles of success
• Identify best practices	• Determine starting points for instruction
• Identify immediate intensive interventions	• Differentiate instruction
• Remove barriers to student learning and continuous improvement	• Re-teach non-mastered content and key concepts
• Determine mastery and grade promotion	• Determine need for additional resources to support learning
• Modify instructional program at the classroom, school, and program levels	• Develop targeted professional development so that teachers have requisite competencies to ensure that all students are successful

**c. Data Reporting.** The School's **student information system (SIS)** will allow parents to view their child's progress, grades, attendance, school calendar, missing homework, school updates and notes from teachers in real-time. Daily classroom assessments and other informal assessment data will be shared with parents through this online grading system. Teachers and Parents will also be able to send messages to each other through the student information system.

Student assessment results and performance information, including progress reports and report cards, will be **sent home** for families to review, at a minimum, four (4) times each year, as well as possibly made available through the student information system.

Student assessment results and performance will also be shared with parents through regularly scheduled **teacher-parent conferences** and portfolios of student work. Conferences will be held twice yearly for all students, and more frequently as requested by parents or the teacher to ensure academic success for individual students.

Students in the upper grades will track and monitor individual success and achievement through personal graphs and data measurement sheets in a **data folder**. Parents will be asked to initial these folders as data are added to increase home-school communication and help students understand their current level of success.

The School believes that parents are an integral part of the educational process and will make every effort to keep parents apprised of their child's progress.

#### **4. The information system the school will use to manage student performance data.**

The School's data manager will be responsible for warehousing the data; the School administrators will be responsible for interpreting the data for classroom teachers, and leading or coordinating professional development to improve student achievement.

Student performance will be managed and monitored through a Student Information System (SIS). The SIS will provide administrators, teachers, students, and parents with real-time secure access to progress reports, course schedules, course progress, activity schedules, grades, and other critical performance information.

During the planning phase of the charter, a comprehensive Standards Tracking System (STS) will be designed and developed to be used in the planning and assessment phases of instruction. This system will allow the School's Director and teachers to identify which specific state standards are being covered

during instruction, and afterwards, will allow the teacher to identify the mastery level of individual students in regards to each standard. These data will then be able to be extracted in such a way as to provide individual reports of student progress, class reports to support future planning for standards which have not been mastered, and administrative oversight of the progress of individual classes. This system will also identify where class interventions may be necessary or where level two or three interventions [as defined by the Response to Instruction (RtI) system] may be required for small groups or individual students.

#### **5. Training and support in analyzing, interpreting, and using performance data to improve student learning.**

School leadership will provide initial and ongoing professional development (PD) in the area of data driven instruction, including analysis, interpretation, and classroom use.

The methods of delivering the professional development will depend on the number of teachers skilled in analyzing and using data, and the number of teachers who need additional support. Professional development delivery may include, but will not be limited to large groups, small groups, individuals, and electronic functions such as development and training through computerized programs, video conferencing, and web-based delivery. Staff will attend, as directed, per their perceived need.

All teachers will participate in monthly data chats by grade level in Professional Learning Communities (PLCs) to examine student performance, refine instruction in the classroom, create appropriate curriculum maps, and provide supports and resources for student academic growth.

#### **6. Corrective actions if the school falls short of student academic achievement expectations or goals.**

If it appears that our School is not on track to meet the School's academic expectations and goals further analysis will be conducted to determine if the results can be improved with changes to instructional strategies, the curriculum, or other variable. The effectiveness of instructional strategies and the curriculum will be evaluated based on the assessment data available, which will include, but may not be limited to the following:

- Reading and math assessment results
- Analysis of formative classroom assessment results
- Teacher observations / anecdotal records
- Standardized summative test data
- State report card results

The School will stay apprised of new curriculum and assessment resources to ensure that the best match is made between student needs and the School's resources.

The Board will hold the School Director and contracted service providers accountable for the achievement of the School's mission and goals. All contracts for service vendors will be negotiated by the board and the board attorney. Each service contract will contain the following provisions:

- Specific deliverables for the vendor, which align to the School's academic goals and regulatory requirements.
- Termination provisions to allow the School to terminate the contract if:
  - The vendor knowingly submits false information to the board or any other regulatory agency
  - The vendor does anything to directly endanger the health, safety, or welfare of children
  - The vendor breaches the contract and that breach is not cured after a reasonable period
- Payment terms that provide incentives and penalties based on service levels
- Fee structures to the School's goals

Through the annual Director evaluation process, regular review of student assessment results, and tight fiscal controls, the Board will ensure that the School will continue to consistently and effectively serve our student population in achievement of the School's mission and goals.

**SECTION III: IMPLEMENTATION PLAN**

**Human Capital**

**Network-wide Staffing**

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of elementary schools	1	1	1	1	1
Number of middle schools	0	0	0	0	0
Number of high schools	0	0	0	0	0
<b>Total schools</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
Student enrollment	205	275	300	325	350
<b>Elementary School Staff</b>					
Principals	1	1	1	1	1
Assistant Principals	0	1	1	1	1
Receptionist/Administrative	1	2	2	2	2
Classroom Teachers (Core Subjects)	10	11	13	14	15
Classroom Teachers (Specials)	1.5	2	2	2	2
Student Support Position 1 [Special Education]	1	1.5	2	2	2
Teacher Aides and Assistants	2	3	3	3	3
School Operations Support Staff	0	0	0	0	0
<b>Total FTEs at elementary schools</b>	<b>16.5</b>	<b>21.5</b>	<b>24</b>	<b>25</b>	<b>26</b>

**School Leadership & Staff Hiring, Management and Evaluation**

**1. Applying for more than one charter.**

The organization is only applying for one charter.

**2. Strategy and timeline for recruiting and hiring teachers.**

Once a Director is hired, he/she will begin the process of recruiting, interviewing, and recommend hiring teachers that share our educational vision to staff the School. As with any school, high quality, effective education begins with these teachers. All teachers, including classroom teachers, Special Education teachers, resource teachers, and specialty teachers (reading, art, music, and/or P.E.), will be licensed as required by state and applicable federal statutes and preferably have earned a Master's degree or higher. In addition, the "ideal" teacher will possess the following characteristics:

- a. personal character, integrity, and reputation that is above reproach;
- b. understanding, acceptance, and passion for working in pursuit of the School's mission;
- c. the ability to use formal and information assessment results to make appropriate educational decisions
- d. caring and compassionate;
- e. energetic personality;
- f. firmness and fairness;
- g. punctuality;
- h. preparedness;
- i. cooperative nature; and
- j. professionalism, which we believe encompasses all of the above.

As necessary, the School will use all traditional means of recruitment including newspaper, online ads, and professional recruiters. The hiring process will include interviews, reference checks, background tests, and screening that are aligned with the mission, vision, and goals of the School. Teachers will be selected for their experience, expertise, and commitment to the School's educational mission.



**3. The staffing plan to ensure that every student at each school has access to excellent teaching.**

The staffing plan for each year of the charter is outlined in the table above and is integral to the budget included in this application. The staffing is aligned to and driven by the School's enrollment. Staffing will vary up or down based on actual enrollment while always staying within class size requirements.

The School will utilize an academic coaching model with frequent feedback loops to ensure teachers are constantly improving their practice and ensure all students have access to excellent teaching. The School will use an online classroom walkthrough and coaching tool to provide teachers with feedback about their performance and suggestions for improvement.

**4. Evaluating the performance of the school leader and teachers.**

School leader and teacher evaluations will align with Indiana Code 20-28-11.5. Both school leaders and teachers will be evaluated annually on both professional practice (planning, instruction, leadership, and core professionalism) and student learning (growth and achievement). Teacher evaluation results will be a consideration in compensation in accordance with P.L. 90-2011.

	<b>School Leaders</b>	<b>Teachers</b>
<b>Professional Practice: 50%</b>	Teacher effectiveness and leadership actions	Planning, instruction, leadership, and core professionalism
<b>Student Learning: 50%</b>	Student growth and achievement	Student growth and achievement

Evaluations will include the following process:

- Beginning of the year conference
- Collection of evidence of practice (on-going) including artifacts and data
- Required Direct Observation or at least thirty (30) minutes
- Mid-year conference to provide written and oral feedback
- Required Direct Observation
- Determine student learning rating.
- Completion of rubric
- Determine a final practice score: highly effective, effective, improvement necessary, or ineffective.
- End of year conference

The Board (or designee) will conduct the School Director evaluation; the School Director will evaluate the Assistant Director and teachers.

**5. Unsatisfactory leadership or teacher performance, as well as leadership/teacher changes and turnover.**

If a school leader or teacher receives a rating of ineffective or improvement necessary, the evaluator and the employee will develop a remediation plan to correct the deficiencies noted in the evaluation. The remediation plan will require the use of license renewal credits in professional development activities intended to help the employee achieve an effective rating on the next performance evaluation.

It is our desire to pay all regular employees wages and salaries that are competitive with other employers in the marketplace in a way that will be motivational, fair, and equitable. In addition to receiving an equitable salary and having an equal opportunity for professional development and advancement, employees may be eligible for other benefits that will enhance their job satisfaction. Teachers will have a voice in School leadership through staff meetings, regularly scheduled committee meetings, and the School Advisory Council. We believe that competitive salaries and comprehensive benefits combined with teacher empowerment will encourage staff retention.

In the event of leadership and/or teacher turnover, applicant resumes will be kept on file and

positions will be filled as quickly as possible. Appropriately qualified substitute teachers will be used until the vacancy is filled.

Professional learning will be connected to the School's mission and specific performance data for the students to whom the teacher is assigned. Teachers and administrators will consider the academic progress of students in determining what professional learning is needed to increase student achievement. The School plans to use Professional Learning Communities (PLC) as a component of the overall educational model and design. We believe that the collaboration, creativity, and sense of community in this model is how people learn best and is very similar to how the students will learn in our classrooms. Every teacher will be expected to participate in the PLC.

Staff members may be asked to complete written survey instruments that address in-services/training that may be beneficial to them. In order to meet staff needs, the survey will have the respondents rate items on a Likert Scale. The items will include such things as balanced literacy, collaborative teaching, behavior management, organizing groups for instruction, meeting the needs of special education and ELL/ESOL students, interpreting and using test data, using the School technology more effectively, working with parents/family members, inclusion, conflict resolution, ethics and professionalism, curriculum and instructional strategies, and final open sections for staff suggestions/comments. A specifically tailored Professional Development program will be implemented utilizing the highest rated variables from the respondents' surveys.

**6. Compensation system (including benefits) and how this aligns with the performance evaluation process. For legislative requirements regarding employee benefits, see for example IC § 20-24-6-7.**

It is our desire to pay all regular employees salaries that are competitive in the local marketplace in a way that will be motivational, fair, and equitable. As referenced in the budget, the salary ranges are as follows:

School Director	\$70,000 - 90,000	Assistant Director	\$45,000 - 65,000
Classroom Teachers	\$35,000 - 45,000	Special Education Teachers	\$35,000 - 45,000
Resource Teachers	\$35,000 - 45,000	Instructional Aides	\$18,000 - 24,000
Secretary/Clerical	\$24,000 - 32,000	Custodian	\$25,000 - 33,000

The School Director will determine salary offers for initial employment based on each candidate's knowledge, experience, and evidence of success with the target student population and key elements of the educational model. Compensation will vary with individual performance and in compliance with all applicable statutory requirements. Salary increases or increments will align with P.L. 20-2011 and will be based on a combination of factors including: a teacher's experience, education, teacher evaluation, instructional leadership role (teachers supporting teachers), and academic needs of students (teachers supporting students). The combination of education and experience will not account for more than 33% of the calculation to determine a teacher's increase. The School will apply the same principles of fairness to all employees, regardless of organizational level, race, color, citizenship status, national origin, ancestry, gender, sexual orientation, age, religion, creed, physical or mental disability, marital status, veteran status, political affiliation, or any other factor protected by law.

Employee benefits will include:

Insurance Coverage	A comprehensive, quality insurance program in the areas of health, dental, and life insurance. Insurance will also be available to eligible family members.
Recognized Holidays	Regular full-time employees will be eligible for holiday pay. Recognized holidays include those school holidays recognized by the public school district (according to the district calendar) in which the employee is employed with the School. This does not include the summer holidays.
Sick Leave	Each full time employee may earn sick time at the end of each completed month of service.

**Professional Development**

**Professional development offered to school leadership and teaching staff.**

**1. How school leaders will be supported and developed throughout the year.**

Prior to the initial year of operation, the School Director will participate in 3 to 5 days of intensive training provided by Meridian Education and/or Limestone Strategies on the following topics:

- Enrollment Strategies
- Recruiting, Hiring and Evaluating Staff
- Board / Stakeholder Relations
- Planning Professional Development
- Data analysis to inform school improvement
- School Budget Management

The process for the School Director’s annual evaluation will provide support and inform development throughout the year. As part of the School Director’s overall performance evaluation, the Board, a sub-committee of the Board, or the Board’s designee will complete the following for the Director’s evaluation:

- A conference at the beginning of the year to establish goals and objectives, action plans, and evidence indicators.
- Provision of timely and meaningful feedback, resources, and guidance throughout the school year.
- Formal observations of the Director in the performance of assigned duties and examination of artifacts that provide evidence of high quality leadership. These would occur, at minimum, mid-year and at the end of the year.
- Post-observation conference with a written report.
- Summative evaluation at the end of the school year.

Additional professional development may be provided through attendance at the state charter school conference as well as other local and state opportunities.

**2. Schedule and explanation of professional development prior to school opening.**

Prior to the initial year of operation, all staff will participate in 3 to 5 days of intensive training on the following topics:

- Data analysis to inform instruction
- Differentiated Instruction
- Higher-order competencies
- Effective use of curriculum tools and resources, including assessments
- Balanced Literacy Approach
- Technology Integration
- Cooperative Learning

In addition, all teachers will participate in annual two-day professional development training at an "All Staff Retreat" prior to the beginning of the school year. Following this intense introduction to the education model, teachers will work together with their leadership team for school-specific pre-service training. A key component of the training will surround the instructional implementation of the education model in each grade level. Model classroom videos will be viewed during the training to ensure teachers clearly understand how the educational framework supports student learning and academic success.

A sample schedule of Professional Development prior to School starting may be as follows:

Day	Training Topics
Days 1 & 2: 8:00 – 3:00 All Staff Retreat	Sample Agenda: Welcome Session – Vision, Values, History and Goals Team Building Activity Keynote Address: Leadership in the Classroom Whole Group Presentation on Differentiated Instruction Sample Break-out Sessions <ul style="list-style-type: none"> <li>• Differentiated Instruction</li> <li>• Teaching to the Left Brain and Right Brain</li> <li>• Content areas/grade groups - Best Practice Sharing</li> </ul>

Day	Training Topics
	<ul style="list-style-type: none"> <li>Curricular/Instructional tools and resources</li> </ul>
Day 3: 8:00 – 3:00	Differentiated Instruction and Instructional Framework
Day 4: 8:00 – 3:00	Balanced Literacy Approach Training
Day 5: 8:00 – 3:00	Technology Resources Integrating technology into classroom instruction
Day 6: 8:00 – 3:00	Using data to inform instruction
Day 7: 8:00 – 3:00	Effective Learning Strategies Incorporating higher-order competencies into instruction Incorporating literacy instruction into all content areas
Day 8: 8:00 – 3:00	All curricular resources: electronic and print materials

Mentor teachers will be assigned to any teacher who is in the first three (3) years of teaching. Mentors will be selected who have evidence of success with our student population within the School's model. Mentors will be expected to provide logistical and emotional support, focus efforts on improving instruction and learning, and provide ongoing support and encouragement to their beginning teacher. Time will be scheduled for mentors to observe their beginning teacher in the classroom, and for mentors and their beginning teacher to meet regularly. Model Classrooms will be identified within the School to allow the scheduling of observations and discussions between new teachers and their assigned Mentor Teacher.

**3. Expected number of days/hours for professional development throughout the school year.**

Teachers will report to work eleven (11) days prior to the first day of school. Eight (8) of these days will be used for professional development (64 hours), while the other three (3) days will be for the teachers to prepare for the students to return to school.

The School's calendar has been designed to accommodate days for professional development activities by scheduling non-students days. Early Release days are scheduled into the instructional calendar to allow for afternoon professional development activities for teachers on these days. In addition, professional development sessions will be held after school at least once per month for the months of September through May (minimum 9 hours). The School will assure that the instructional calendar includes 180 full instructional days for students as required, including making up snow days and/or other days cancelled for unexpected reasons throughout the year.

Additionally, the daily schedule requires that teachers are on campus thirty (30) minutes before students arrive and stay at least one hour beyond the end of the student day. A minimum of one day per week after school will be devoted to staff meetings, child study team meetings, parent conferences, professional learning community (PLC) meetings, and professional development training sessions.

We believe that the success of our students rests in the hands of high quality, effective teachers. Staff training and an extensive array of ongoing professional development will be incorporated into the program as described to build an effective, ongoing professional development program. Teachers at the School will be trained and supported so they a) understand instructional assessments and each of the major reading components, and b) are able to utilize assessment results to appropriately adjust instruction.

**4. How the professional development program will be evaluated.**

The effectiveness of the professional development program will be evaluated using a framework from the University of Akron.<sup>15</sup> The following elements will be considered:

- Participants' Learning: Did teachers meet their intended goals as a result of participation in professional development?

<sup>15</sup> <http://agpa.uakron.edu/p16/prof-dev.php?id=evaluation>

- Organization Support and Change: Do the policies and practices of the School support the implementation of new knowledge and skills?
- Reactions to the professional development: Did teachers find the information useful? Did the content make sense?
- Participants' Use of New Knowledge and Skills: Did teachers use the knowledge and skills gained through the professional development? Is there evidence of implementation?
- Student Learning Outcomes: Is there evidence of improved student achievement as a result of teachers' professional development?

Gathering data to answer these questions may involve direct observation; interviews with the participants, supervisors, and/or students; focus groups; reflective journals; and, participants' portfolios. Analysis of data will provide evidence of current levels of goal-attainment and can help restructure future activities.

### **Start-Up & Operations**

- 1. Start-Up Plan.** Provide, as Attachment 17, a detailed start-up plan for the period leading up to the first day of student attendance for the first proposed school described in the application (or schools, if the organization intends to open more than one school in Year 1). NOTE: Limit attachment to ten (10) pages.
  - a. The Start-Up Plan must indicate the targeted first day (month, day, year) of student attendance.
  - b. The Start-Up Plan must specify planning tasks by month, and responsible individuals.

A detailed start-up plan is provided in Attachment 17.

- 2. Start-Up Staffing and Costs.**

The Start-Up Budget and Staffing worksheets are provided in Attachment 19.

- 3. Transportation.**

Parents will provide transportation to the School on a daily basis. Carpooling will be encouraged through a student directory and bulletin board system, and will be facilitated via online signups accessible through the School's website. The School will provide transportation for any student with a disability who has transportation indicated as a related service on the IEP.

- 4. Safety and Security.**

We will work closely with local officials to ensure that the School facility is in complete compliance with all zoning regulations, building and renovation permits, safety codes, occupancy permits and all other applicable federal, state and local laws and regulations as required prior to School opening.

In addition, in order to provide for a comprehensive approach for identifying risks and reducing the impact of losses, the School shall develop a plan which includes, at a minimum the following guidelines:

- The School will be a secure campus with one entry open during school hours.
- Process for screening of school visitors will include sign-in sheets and verifying identity.
- Remote access doors will prevent entry to the School.
- Security cameras will be located throughout the campus.
- An evaluation of the Director's performance regarding school safety, monitoring, and evaluating the implementation of the plan.
- Clearly defined roles and responsibilities of the Director and other school personnel for restoring, if necessary, and maintaining a safe, secure, and orderly school environment.

- The mechanisms for identifying and serving the needs of students most at risk for engaging in disruptive and disorderly behavior.
- Arrangements to work with local emergency officials.
- Safety issues and policies at School sponsored events.
- Processes for instructing parents and the local community about how to respond to an emergency situation.
- A plan for potential attacks against the School site or students.
- A plan for the School to participate in the school district emergency notification system.
- An emergency team at the School that provides counseling and other support aid in dealing with people's reactions, making adjustments after the emergency, and re-entering the School environment.
- A media response plan which includes communicating necessary information to the media and parents, identifies established separate staging areas for media and parents, and provides guidelines on how to respond to media questions and interviews.
- A checklist that explains step-by-step emergency procedures that is readily available in every classroom. The emergency situations will include at a minimum, weapons-use and hostage situations, terrorist acts, bomb threats, hazardous materials or toxic chemical spills, weather emergencies including tornados, hurricanes and severe storms, and exposure as the result of a manmade emergency.
- The emergency checklist will include the following:
  - Emergency contact numbers and provisions for backup communication with faculty, support services, and emergency agencies; and
  - Evacuation, lockdown, and shelter-in-place procedures developed with transportation personnel, the fire marshal, law enforcement agencies and other local agencies as appropriate.
- Procedures for emergency drills in accordance with state law.
- An annual self assessment to identify potential hazards.
- Procedures for verifying that the required and planned emergency drills have been conducted.
- Required training for all school staff as well as the staff that are required to have specialty training.
- Appropriate safety equipment.

A school-wide behavior plan will be developed that ensures a safe, respectful atmosphere where students feel supported and comfortable. As part of the school-wide behavior plan, the School will follow the Positive Behavioral Interventions and Support (PBIS) process. PBIS is a decision-making framework that includes the application of evidence based strategies and systems to assist schools in increasing academic performance, increasing safety, decreasing problem behavior, and establishing a positive school culture.<sup>16</sup> The PBIS process results in the creation of effective intervention plans that will impede problem behaviors, teach new skills, and create support systems for students.

The School supports the safe, ethical, and legal use of technology resources and will provide for compliance with the acceptable use of technology through appropriate student supervision and filtering techniques and software. These techniques, in addition to blocking inappropriate materials, will automatically notify School staff of such attempts immediately. All School staff will be required to participate in the School's professional development modules on effective use of technology and demonstrate proficiency in delivering and supporting instruction using technology.

#### **5. Technology Specifications and Requirements (for Blended Learning and Virtual Operators only).**

This applicant is not a blended learning or virtual operator.

#### **6. Insurance Coverage.**

An estimate from an insurance agent/broker for insurance coverage that aligns with ICSB

<sup>16</sup><http://www.indiana.edu/~crpbisin/wp-content/uploads/2014/06/PBISDescription062614.pdf>

insurance requirements is included in Attachment 18.

## Facility Plan

### 1. Facility Options

a. **Facility Criteria.** A facility has not yet been identified. The Board anticipates leasing a facility that is approximately 65 square feet per student. The School will utilize a facility that meets the following requirements:

- Meets or exceeds all local building and fire/safety codes
- Has appropriate space for classrooms, specialty rooms, a media center, a multi-purpose room, and administrative areas
- Has adequate parking for staff, students, and visitors
- Is accessible to persons with disabilities
- Has at least 1 flushable toilet per 20 occupants and at least 1 sink per 40 occupants
- Has a monitored fire/burglary system

We will work closely with local officials to see that the School is in complete compliance with all zoning regulations, building and renovation permits, safety codes, occupancy permits, and all other applicable federal, state, and local laws and regulations. The School will pay particular attention to compliance in the following areas: fire exits, parking, traffic, sprinkler systems, alarm systems, and keeping inspections current.

All efforts will be made to make certain that all settings are conducive to learning. This learning environment includes both the interior and exterior of the facility.

b. **Capacity and Experience.** The Board is being assisted with the facility search and permitting and renovation processes by David Stiles with Meridian Education. Mr. Stiles serves as the President of Meridian Education and is a charter school industry professional with extensive experience in all aspects of school board relations and board training, charter application development, facilities selection, charter school leadership recruitment, grant writing, and systems development. Mr. Stiles has been responsible for increasing the graduation rate of a 3,000+ student charter high school by 100%; procuring in excess of \$10 million in total grant revenue; securing the approval of more than forty (40) charter school applications in thirteen (13) different school districts; and successfully opening fourteen (14) new schools in Florida in one year.

c. **Facility Timeline.** Although locating, securing, and renovating an appropriate facility in Indianapolis can be challenging, managed appropriately, excellent facilities can be secured and renovated within a 120-150 day timeline. The School will have more than adequate time to open the School for the start of the 2017-18 school year. The following steps will be taken to secure a facility:

Oct-Dec 2016: Site Selection including site tours and analysis

Nov 2016-Jan 2017: Letter of Intent signed, design finalized

Dec 2016- Feb 2017 General contractor selected, lease signed

Jan-Apr 2017: Plans and permits submitted and approved

Mar-July 2017: Construction

July-Aug 2017: Regulatory approvals, including Certificate of Occupancy; furniture, fixtures, and equipment (FF&E) installed; insurance secured

d. **Facility Costs.** The costs for facilities and occupancy are based on several factors. We are anticipating that a 25,000 - 35,000 square foot facility will be required based on 65 square feet per student, plus multi-purpose space of 10,000 square feet. The amount for rent was based on a survey of commercially available properties in Indianapolis, and estimates on the cost for renovations. The

estimates for rent and renovations are based on Meridian's experience with completing numerous school renovation projects, and the general facility rental rates in Indianapolis.

We are contemplating two scenarios for facility acquisition, both of which will limit the School's costs to develop the facility. Scenario 1: The facility may be purchased and renovated by a developer and leased to the School on a turn-key basis. This would likely be a lease of 10 or more years with lower rent in the first few years to account for the School's enrollment ramp-up. Scenario 2: The School will lease a facility from a landlord who will provide the improvements to the School's specifications. This may be a stand-alone building or the end cap of a large strip center.

Meridian and several board members have started the search for a facility in the targeted area and have several leads on prospective facilities that will meet the School's needs. At this point, we believe that we will be able to have an appropriate school facility ready in time for the 2017-18 school year.

The cost for the other occupancy expenses (utilities, cleaning, maintenance, etc.) are based on estimates from other schools that Meridian has helped to start in the past several years.

**2. Street address and the school district in which the building is located.**

A facility has not yet been identified.

**3. Identifying and financing a sufficient quantity of facilities.**

The applicant is only applying for one charter.

**Budget & Finance**

**1. Systems and processes to manage accounting, purchasing, payroll, and audits.**

Sound financial practices are critical to the success of the School. Therefore, the governing board retains ultimate control over the School's finances. The School's governing body will annually adopt and maintain the School's official operating budget and exercise oversight over the School's operation and finances. In exercising its oversight and maintaining the budget, the governing body shall provide for a balanced general operating fund. The governing body shall review the School's financial statements monthly to ensure that resources are properly managed.

The Board intends to contract with an accounting firm to serve as the school's outsourced accounting office. It is anticipated that this firm will specialize in charter schools and will manage all financial functions for the school at the direction of the Board and with the assistance of relevant school staff. This firm will manage all aspects of accounting, reporting, budgeting, regulatory financial compliance, planning, accounts payable, accounts receivable, and all related areas of financial operations. The accounting firm will issue an RFP for audit services for the School and will assist the School in assessing the received proposals.

The Director, with assistance of School's accounting firm and Meridian will make recommendations to the board related to all equipment purchased for school start-up, payroll service firms, benefits levels and related areas.

**a. Financial Management.** The Board intends to contract with a provider for comprehensive financial and related services support, including the following: preparation of financial reports each month; preparation of vendor payments; reconciliation of bank accounts; preparation of payroll (including payroll deductions and withholdings); preparation and submission of state and federal payroll taxes and associated reports; preparation and transmission of state and federal reporting in accordance with the Uniform Education Reporting System; provide financial, budget, other reports, and data to independent auditor to plan and conduct annual audit; confer with staff and Board as necessary at reasonable intervals; and provide consulting relating to accounting and financial matters.

**b. Financial Controls.** The internal control system will be documented and evaluated regularly by the



Board, school leadership, and financial accountant, and will be reviewed as part of the annual financial audit. An accounting policy and procedures manual will be developed that includes the following: an organizational chart which sets forth the actual lines of responsibility and that shows individual names and titles, accounts payable and accounts receivable listings, listing of all bank accounts and authorized signatories, payroll calendar and processing information, vendor files, lease and contract documents, segregation of duties chart, cash handling procedures, credit card policy, travel and expense policy, and master copies of school-based forms (time sheets, expense reports, etc.). School staff will receive training about the internal control system and their individual responsibilities within the system.

The organizational chart, accounting procedures, record retention policy, vendor list, and chart of accounts will be maintained on a timely basis to eliminate outdated information and include current information. Procedures will be followed by the School's office and leadership team that mirror widely established segregation of duties habits, such as the person making bank deposits is not the same person as who is reconciling those deposits. The School will inventory and track items purchased with School funds, especially those items with an initial value of \$700 or more, and also items purchased as a set with a combined initial value of \$700 or more, such as a textbook adoption. Items in these categories may be considered capital purchases and depreciated over time to accurately reflect the School's real asset position. Items in this category that break or no longer serve a useful function may be disposed of by the School. A disposal form which includes a record of the reason for the disposal as well as relevant tracking information on the item will be used, and noted in the inventory.

**2. Detailed 5-Year Pro-Forma Budget.**

A detailed 5-Year Pro-Forma Budget for the school is provided in Attachment 19.

**3. Detailed budget narrative.**

A detailed budget narrative that provides a high-level summary of the budget and how the budget aligns with the 5-Year business plan is provided in Attachment 20.

**SECTION IV: INNOVATION (IF APPLICABLE)**

Not applicable.

**SECTION V: PORTFOLIO REVIEW & PERFORMANCE RECORD**

Not applicable.

