

Gateway Preparatory Academy

Attachment 1

Founding Group Resumes

Brandon N. Clifton, Esq., MBA

Brandon.N.Clifton@gmail.com

(317) 397-7343 (c)

PROFESSIONAL SUMMARY

Chief of staff and attorney with background in general counsel, procurement, contracts, administrative law, rule promulgation, executive branch lobbying and ethics. Experienced advisor to senior and political officials regarding strategic initiatives, compliance and risk mitigation. Passionate about generating public value and delivering constituent service.

EXPERIENCE

Indiana Secretary of State Connie Lawson

Indianapolis, IN

Chief of Staff

November 2014 – Present

- Administer the duties and responsibilities of the 61st Indiana Secretary of State, Connie Lawson, a constitutional officeholder and the third highest-ranking official in state government
- As the Secretary's chief operating officer, responsibilities include implementation of the office's strategy, and delivering sound business practices and solutions for Hoosier constituents
- Daily responsibilities include operational oversight and management of the office's 75 employees, communications, technology and legal matters of the executive office and Elections, Securities, Business Service and Auto Dealer Service divisions
- Responsible for administering the Secretary's \$10 million general operating budget, the \$9.1 million capital appropriation for the development and maintenance of the state's Business One Stop portal, \$1.5 million in voter outreach and education initiatives, and approximately \$3 million in dedicated fund revenue
- Management and oversight of the Business One Stop portal, per the Secretary's directive as her executive sponsor, which requires unprecedented agency collaboration in an effort to deliver a constituent-focused solution designed to save businesses valuable time by consolidating filings with the Secretary's Business Service Division, unemployment tax filings of the Department of Workforce Development, and revenue and special tax filings with the Department of Revenue
- Additional oversight of the Business One Stop portal requires a full replacement of legacy technology within the Secretary's office, implementation of a customer service call center that captures private sector designs, and the administration of a targeted marketing strategy, all of which is designed to challenge the traditional government service delivery model and promote favorable regulatory and operating environments. In order to maximize satisfaction and the adoption of the Business One Stop portal, assessment tools have included voice of customer studies and focus groups of primary users and professional service agents

Deputy Secretary of State

- Serve as senior advisor to the Indiana Secretary of State on legislative, policy, communications and operational matters
- Responsible for representing the Secretary in all official capacities and authorized to act on Secretary Lawson's behalf at her direction or in her absence
- Manage the legislative and lobbying efforts of the Secretary in her collaboration with the Indiana General Assembly
- Implement a responsive technology strategy in order to enhance the office's internal infrastructure and continue our statewide leadership with the expansion of the Business One Stop portal offerings
- Work with Deputy Directors to implement all policy and personnel initiatives

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Indiana Department of Administration

Indianapolis, IN

Deputy General Counsel

January 2013 – November 2014

- Provided counsel for the executive branch agency employing over 200 employees with an annual budget of approximately \$100 million
- Advised on legal matters, including contracts, procurement, real estate transactions, facility management, Public Works, Minority and Women's Business Enterprise certification and compliance, employee relations
- Responsible for contract administration of all executive branch agencies, which includes presenting on best practices and policies, as well as drafting, negotiations and approving contracts, grants, leases and licenses
- Served as lead counsel on developing Indiana's Veteran Business Enterprise administrative rules, authorized and mandated by statute and executive order, and designed to grant procurement preferences to certified firms in the state's bidding process with a goal to award at least 3% of eligible spend
- Represented the Minority and Women's Business Division at administrative hearings and before the Governor's Commission, which serves as the ultimate authority by statute
- Provided counsel to Governor's Office and smaller executive branch agencies on a diverse range of projects, including the Governor's annual legislative session constitutional review committee
- Drafted proposal for the Governor's Office regarding construction plan review process, which ultimately resulted in legislation designed to increase constituent value and responsiveness (HEA No. 1301)

Director, Executive Branch Lobbying

- Administered and supervised the State's executive branch lobbying program
- Educated lobbyists on policies, laws and regulations and draft advisory opinions on fact-sensitive inquiries
- Managed vendor contract to develop, test and implement new registration and reporting portal designed to ease and simplify the user's experience and enhance public transparency

Ethics Officer

- Advised the department's staff on the Indiana Code of Ethics; particularly the Gift Rule, Conflicts of Interest and the Post-Employment Restriction
- Advised employees seeking informal opinions from the Office of Inspector General and represented the agency during formal proceedings before the State Ethics Commission

Indiana Department of Education

Indianapolis, IN

Staff Attorney

2011 – 2013

- Served as lead counsel for matters involving the department's contracts and procurements
- Drafted multi-state Memorandum of Agreement to transfer procurement authority to Indiana in order to administer over \$100 million in state assessment contracts
- Counseled the department on legislation required to implement education reforms and subsequent administrative rules to effectuate the intended result

Policy Advisor

- Advised the Superintendent of Public Instruction and senior policy officials regarding educator effectiveness compensation, student and school performance, turnaround and accreditation
- Managed and implemented the 2012 General Assembly's compensation legislation
- Managed compliance with IND. CODE § 20-28-2-11, which required the department to coordinate with stakeholders on minority teacher recruitment and hiring practices

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INTERNSHIPS & CLERKSHIPS

Connexions, Inc. <i>In-House Counsel Intern</i>	Orlando, FL 2010
State of Florida, Eighteenth Judicial Circuit <i>Judicial Staff Clerk</i>	Sanford, FL 2009

EDUCATION

<i>Professional</i>	Barry University School of Law <i>Doctor of Jurisprudence</i> Concentrations: Commercial Transactions and Administrative Law President, Real Property, Probate and Trust Law Committee	Orlando, FL 2010
<i>Masters</i>	Webster University <i>Masters of Business Administration</i> Concentrations: Finance, Organizational Strategy and Quality Control in Legal Services	Longwood, FL 2011
<i>Undergraduate</i>	Wabash College <i>Bachelor of Arts</i> Concentrations: History & Psychology Varsity Football Captain, MVP and All American Nominee President and Co-Founder, Wabash Athlete Responsible Mentors n/k/a W.A.R. Council President, Young Republicans Beta Theta Pi fraternity	Crawfordsville, IN 2005

BOARDS & SERVICE

Indianapolis Association of Wabash Men, Vice President & Committee Chair	Indianapolis, IN – Present
Penrod Society, Public Relations Chair; Allocations & New Member Committees	Indianapolis, IN – Present
Indiana State Bar Association, Legal Ethics Committee	Indianapolis, IN – 2014 & 15
Broad Ripple Village Association, Board Member & Secretary	Indianapolis, IN – 2014 & 15
Indiana Republican Party Platform Committee, Marion County Representative	Indianapolis, IN – 2014
Republican State Convention, Marion County Delegate	Fort Wayne, IN – 2014
	Indianapolis, IN – 2012

LICENSURE

Indiana State Bar, 2011

AFFILIATIONS

Indiana Leadership Forum, Class of 2013
Indiana State Bar Association

www.linkedin.com/pub/brandon-clifton/a/324/199/

6145 Riverview Drive
Indianapolis, IN 46208

(317) 319-0994
drcoopriider@gmail.com

Dr. Carlotta Kozlowicz Coopriider

Education

Ed.D Adult, Higher, and Community Education, Ball State University
M.S. Elementary Education, Ball State University
B.S. Elementary Education, Ball State University

July 2007
August 2001
December 1987

Professional Summary

Teach Plus, Inc. (2014 - Present) **Director of Instructional Practice**

- Create the strategic focus, goals and implementation plan for the maintenance of current and growth of new instructional practice work in the Indianapolis region.
- Lead current and develop new partnerships with Districts, principals and funders around teacher instructional leadership work in the Indianapolis region.
- Be the primary external communicator about Indianapolis instructional practice work. Both ongoing conversations with and collaborations with partners and funders as well as conversations with potential partners and industry collaborators.
- Provide leadership coaching, and instructional development to T3 coaches, T3 Teacher Leaders, C2 Facilitators, and C2 Coordinators through regular observation and feedback of all Teach Plus practice programs.
- Design and implement high-impact training and professional development for all teacher leaders, teacher facilitators and coaches in the region, in partnership with the Teach Plus national practice team.
- Supervise, insure, document and report on the high and consistent quality delivery of all practice programs in the Region (aka Instructional Quality Control).
- Collaborates with the co-director to communicate critical support, outcomes, metrics and resource needs to National Program Team.
- Collaborates across Regions and with the National Research & Evaluation Manager to track progress of schools and programs using the Data Dashboard, problem solve, learn and innovate.
- Lead local innovation around instructional customized practice opportunities in the Region. Actively participate in the National dialogue about creating and customizing quality practice programs.
- Participate Teach Plus' growing efforts around instructional practice thought leadership by sharing best practices at conferences, contribute to articles, and sharing knowledge and skills to support the ongoing development of the organization.

Independent Educational Training & Development Consultant (2007 - 2014)

Organizational Client List

- **The Archdiocese of Indianapolis - Andrew Academy Charter School (2013, 2014)**
Complete all training activities needed to develop and implement long term strategic planning process, manage and oversee technology and organizational functions, build effective relationships with the community, and supervise and evaluate all staff members of Andrew Academy

- **Ball State University Charter School Office (2013)**
Complete all training needed for revocation activities including parental notifications, governance and operations, finances, contracts and creditors, state and federal reporting, and coordination with Indiana Department of Education
- **Indiana Department of Education (2012, 2013)**
Administer and interpret policy related to the development of the next generation assessments and manage statewide transition of the PARCC grant which was awarded by the U.S. Department of Education in the amount of \$185,862,832. Develop and lead the Indiana Educator Leader Cadre team and serve as the project manager responsible for the tracking of implementation metrics.
- **National Math and Science Initiative (2012, 2013)**
Create and deliver complete curriculum for adult trainers to implement Common Core aligned classroom ready lessons for 26 states
- **Indianapolis Mayor's Office of Education Innovation Charter School Division (2011, 2012)**
Complete all revocation activities including parental notifications, governance and operations, finances, contracts and creditors, state and federal reporting, and coordination with Indiana Department of Education
- **Greater Educational Opportunities (GEO) Foundation Charter School Network (2011)**
Direct and maintain all instructional programs and staff of charter school network including six charter schools and external partners with a total enrollment of 3,500 students and 178 faculty members
- **Goodwill Education Initiatives – Indianapolis Met Charter School (2007 - 2011)**
Administer instructional and operational activities of Indianapolis Metropolitan high school serving 432 students with 43 faculty. Complete multiple grants for sustainability and mission growth including the Excel Adult Learning Centers.
- **University of Phoenix (2010 - 2013)**
Faculty - College of Education
Deliver foundation of teaching and methods courses to undergraduate and graduate students

Ball State University (2004 - 2007)

- **Project Manager (March 2004 - May 2007)**
Key driver, on behalf of the College of Humanities at Ball State University, of all logistics, training, and strategic activities related to administration of Lumina Foundation for Education Grant
- **Indiana Academy Instructor (August 2002 - May 2004)**
Deliver instruction around interdisciplinary economics and literature courses to students in grades 9-12 at residential gifted high school and serve as strategic advisor on leadership team.

Westfield Washington School Corporation (1996 -2002)

- **Lead Teacher** – Intermediate grade high-ability students

Honors & Presentations

Honors

- Lumina Foundation for Education Sustainability, Award Recipient 2006

- Outstanding Education Fellowship Award, Indiana Academy for Science, Math, and Humanities located at Ball State University 2003

Presentations

- 33rd Annual Research to Practice Conference in Adult/Higher Education 2014
- TAP National Conference Leadership Panel 2014
- Stand for Children Solutions Academy, Common Core Presenter 2013
- Indiana Association of Colleges for Teacher Education Conference Presenter 2013
- HASTI Conference Presenter 2013
- Council of Great City Schools, National Conference Presenter 2012
- Leadership Models for Community Engagement, Ball State University Presenter 2011, 2012
- Casey Family Programs, National Conference Presenter 2006, 2007
- Indiana Pathways to College Network, Conference Presenter 2004, 2005
- Child Welfare League of America, Conference Presenter 2004
- Indiana Association for the Gifted, Conference Presenter 2001-2003

Professional Associations

Appointed by Governor Pence to Indiana Charter School Review Panel 2014

United Way of Central Indiana, "Connected by 25," Board Member 2007

Indianapolis Private Industry Council, Inc. (IPIC) Neighborhood Development, Board Member 2008

Indiana Association for Adult and Continuing Education

ASHLEY GIBSON

970 Fort Wayne Ave, Unit 207, Indianapolis, IN 46202
Cell: 812-396-9414 • ash.gibs@gmail.com

EDUCATION

Indiana University Robert H. McKinney School of Law, Indianapolis, IN
Juris Doctor, Expected graduation May 2016 (Evening Division); Certified Mediator
Activities and Societies: Student Representative, Dean's Student Advisory, Board;
Student Representative, BarBri; Member, Phi Alpha Delta International Law Fraternity—
Hamill Chapter; Member, Women's Caucus

Indiana University–Purdue University Indianapolis, Indianapolis, IN
Bachelor of Arts in Journalism and Public Relations, May 2008
Dean's List (Fall 2006, Spring 2007)

University of Southern Indiana, Evansville, IN
Dean's List (Fall 2005)

EXPERIENCE

Government Relations Director Expected Start Date: March 2016
The College Board, Chicago, IL
Regional director, based in Indianapolis, Indiana, working in five states advocating in support of public policy and other initiatives designed to enhance student access, participation, and performance in rigorous coursework. Through programs and services including the SAT and Advanced Placement (AP), the mission-driven nonprofit strives to work toward the promotion of student opportunity and success, and excellence and equity in education.

Government Affairs Director Sept. 2014–March 2016
Stand for Children Indiana, Indianapolis, IN
Integral staff member of a non-partisan, student-focused education advocacy group. Responsible for researching, developing, and coordinating legislation and regulations that align with the organization's mission and values.

- Represent the organization in front of policymakers at the local and state levels
- Research and draft legislation, regulations, or policy papers that support Stand IN's annual impact planning agenda
- Establish and maintain excellent relationships with the governor's office, key legislators, state board of education members, local education leaders, and other stakeholders as needed
- Develop legislative strategies around education policy issues and prepare briefing materials to support the strategy outcomes
- Influence policy implementation at both the state and local level

Indiana State Director June 2014–Aug. 2014
StudentsFirst, Indianapolis, IN
Fundamental member of an organization that strives to build a national movement to defend the interests of children in public education and pursue transformative reform.

- Developed and pursued education reform policies in Indiana through the legislative and regulatory arenas
- Supported implementation of education legislation and administrative regulations
- StudentsFirst's Board of Directors voted to withdraw their presence in Indiana effective July 31, 2014

Deputy Legislative Director Jan. 2013–May 2014
Office of Indiana Governor Mike Pence, Indianapolis, IN
Key member of the Governor's legislative team, with extensive experience in lobbying, coalition building, and strategic planning at the state level. Represented the Governor before the state legislature, advocacy groups, and the general public.

- Pursued the realization of *Roadmap for Indiana*, the Governor's inaugural legislative agenda, which focuses on promoting private sector job growth, the development of

- world-class schools, protecting taxpayers, and supporting Hoosier families
- Managed the Legislative Assistant and was responsible for overseeing the state agencies' Legislative Directors and Liaisons
- Worked to protect the landmark education reforms enacted by the Indiana General Assembly in 2011, including a dramatic expansion of school choice options
- Continued to cultivate close working relationships with legislators and other vital interest groups to adopt and advance multiple pieces of legislation
- Coordinated major initiatives and strategies with other state agencies to ensure the enactment of legislation aligned to the Governor's policy goals and objectives

Director of Legislative and Intragovernmental Affairs April 2010–Jan. 2013

Office of State Superintendent Dr. Tony Bennett, Indiana Department of Education, Indianapolis, IN
 Primary legislative liaison for the State Superintendent and Department of Education.

Responsible for a wide range of interrelated activities involving state legislative relations

- Skillfully shepherded *Putting Students First*, the nation's most comprehensive education reform agenda, through the state legislature. The sweeping reform package embraced a broad range of issues: teacher evaluation and compensation, collective bargaining reform, school choice and competition, charter schools expansion, and school turnaround and accountability
- Managed direct reports, including legislative interns and Deputy Legislative Director

Deputy Policy Director for Education

July 2009–April 2010

Office of Indiana Governor Mitch Daniels, Indianapolis, IN

Provided expertise to the administration in state legislative deliberations, diplomacy and interpersonal relations, coalition building, and lobbying.

Governor's Fellow

July 2008–June 2009

Office of Indiana Governor Mitch Daniels, Indianapolis, IN

Selected as one of only seven statewide to participate in a year-long fellowship designed to give recent college graduates experience serving in state government.

HONORS & AWARDS

Senator Richard G. Lugar *Excellence in Public Service Series Class of 2008-2009*
 M. William Lutholz Memorial Scholarship – IUPUI
 Creative Writing Scholarship – University of Southern Indiana

ACTIVITIES & INTERESTS

Ed Policy 101 Cohort Member, The Thomas B. Fordham Institute and 50CAN; 2015
 Mentor, Starfish Initiative; 2009-2013
 Volunteer, Special Olympics Indiana Polar Plunge After Splash Bash; 2008-2010
 Film Selection Committee, Indianapolis International Film Festival; 2012
 Board of Directors, Greater Indianapolis Republican Women's Club; 2010-2013
 Volunteer, My Man Mitch Governor's campaign and Dr. Tony Bennett for Indiana Superintendent of Public Instruction campaign; 2008-2013

CARLOS A. MAY

Experience:

October 2013 – January 2016 **Office of the Mayor of Indianapolis** Indianapolis, IN

Senior Executive Policy Advisor to the Mayor

- Responsible for running all aspects of three offices; Mayor's Office of Veteran Affairs, Mayor's Office of Latino Affairs, Mayor's Office of Special Projects
- Coordinate with offices and departments on a coherent city policy for projects that originated out of my, or other, offices
- Any and all other duties assigned to me by the Mayor; direct report to the Mayor

August 2013 – October 2013 **Indy Eleven Professional Soccer** Indianapolis, IN

Director of International Markets

- Primary roles included managing and executing Indy Eleven's corporate and grassroots marketing
- Community outreach and ticket sales efforts in the Indianapolis metropolitan area and state-wide international communities
- Organization and execution of International Exhibition Games

May 2012 – November 2012 **Nominee for US House of Representatives District 7**

Republican Nominee for US Congress IN-7 – Full time candidate

July 2010 – June 2012 **Office of the Mayor of Indianapolis**

Director of Mayor's Office of Latino Affairs

- Responsible for all aspects of City relations with the Hispanic/Latino community in Indianapolis
- Coordinated with all other city departments to increase outreach and services of their fields to the Hispanic/Latino community
- Created and helped run Indiana's first ever Indiana Latino Expo
- Cabinet Level Position

February 2008 – January 2010 **Office of Mayor of Indianapolis: Neighborhood Services**

Mayor's Neighborhood Liaison

- Neighborhood Liaisons serve as a bridge between citizens and city government, acting as ombudsmen and providing a communication link between neighborhoods, citizens and the City government

2007 MCRCC

Indianapolis, IN

Contract Staffer

- Work on elections for Indianapolis City County Council
- Work on campaign for Mayor of Indianapolis

2006-2007 **Zebulon Inc.**

Indianapolis, IN

Consultant

- Strategic Consultant in areas of business management and expansion, demographic awareness and advertising to a family owned business with the primary focus in the Indianapolis Latino community

2004 **Marathon Building Services LLC.**

San Diego, CA

Director of West Coast Operations

- Directly in charge of a multiple work crews spread around 7 major construction sites including the San Diego Padres Stadium and UCSD Medical Center as well as multiple Military Housing contracts and Residential Housing contracts
- Responsible for coordinating crew scheduling and work requirements with site superintendent for final construction building services
- Responsible for attending subcontractor meetings, discussing pricing agreements, setting and implementing subcontractor agreements, and complying with Federal and California OSHA standards

2000 **Louis Vuitton-Moet Hennesy** San Francisco, CA

International Management (Contract Employment)

- Responsible for preparing multimillion dollar purchase orders and distribution orders from companies such as *Chanel*, *Yves St. Laurant*, and *Estee Lauder* for the west coast, Guam, and Japanese markets of the LVMH subsidiary DFS Gallerias
- Aided in coordinating the opening of the new DFS Galleria in downtown San Francisco
- Responsible for attending vendor meetings wherein new items and apparel to be carried by our stores were selected

1998–2001 **R.R. Donnelly and Sons** Crawfordsville, IN

Interpreter/Translator

- Translation of paperwork and documentation
- Medical interpretation
- Interpreting on-site for non-English speaking employees
- Training non-English speaking employees on the details, requirements, and responsibilities of their jobs as well as Job-Safety
- Facilitated communication between supervisors and non-English speaking employees – Increasing efficiency and job performance

EDUCATION:

2001-2003 **Thomas Jefferson School of Law** San Diego, CA

- Juris Doctorate (J.D.) degree received in 2003 with Specialized Certificate in Global Legal Studies/International Law
- Mock Trial Team Member
- International Law Society

1997-2001 **Wabash College** Crawfordsville, IN

- Artium Baccalaurei : Major- Political Science Minors- Biology, Religion
- Member of Phi Gamma Delta International Fraternity, Psi Chapter
- Student Senate; Freshman-Sophomore Representative
- Inter-Fraternity Council; Phi Gamma Delta Representative-Junior
- Academic Planning and Policy Committee; Student Body Representative-Senior

INTERNATIONAL STUDIES:

LABO School Shinjuku, Tokyo Japan

UNIVA (Universidad del Valle de Atemajac) Guadalajara, Jalisco Mexico

LANGUAGES

Spanish: Native-level fluency in speaking, reading and writing

Gateway Preparatory Academy

Attachment 2

**Head of School/Principal
Qualifications**

Principal/School Director Qualifications and Job Description

Reports To: Board of Directors

Job Purpose:

The School Director is responsible for providing, contractual accountability, and day-to-day leadership of educational and operational activities of the school. This includes the recruitment, hiring, supervision, evaluation, and development of staff; maintenance of a safe environment conducive to teaching and learning; assurance of effective delivery and improvement of instruction; enforcement of the School's policies and procedures; safety of students; and implementation of student disciplinary measures when necessary.

Responsibilities:

- Executing and administering the policies of the School, as set by the governing board
- Supervising any administrators, teachers, or other staff whose job descriptions designate that they report directly to the Director
- Hiring, evaluating, and terminating, as necessary and appropriate, all other employees of the School
- Supervising the preparation and administration of the annual budget as approved by the board
- Reporting to the board
- Overseeing the external operations of the School, such as enrollment, fundraising, marketing, relations with the charter authorizer, and communication with the School's constituencies
- Overseeing the curricular and co-curricular programs of the School, including focused effort on improving student achievement
- Overseeing the academic and social progress of the students and responding to students' needs and transgressions consistent with the School's philosophy and policies, and with applicable laws
- Modeling the mission and philosophy of the School
- Other duties as assigned

Qualifications:

- Bachelor's Degree in Education or related area; Masters Degree preferred
- Educational leadership experience, preferably with a license in Educational Leadership or similar.
- Strong understanding of curriculum, instruction, assessment, special needs populations, and the implementation of balanced literacy and universal design for learning
- Experience setting and managing budgets
- Experience in communicating with diverse populations
- Personable, enthusiastic, and dedicated professional

Accountability: Annual or semi-annual evaluation by the Board of Directors

Gateway Preparatory Academy

Attachment 3

**Assistant Principal
Qualifications**

Assistant Director
Qualifications and Job Description

Reports To: School Director

Job Purpose:

The Assistant Director is responsible for managing the academic progress of students; maintaining a climate conducive to teaching and learning; assuring effective delivery and improvement of instruction; supervising, mentoring, and developing instructional staff; and ensuring that the School meets its defined goals. The Assistant Director will model and enforce the policies and procedures of the School. The Assistant Director reports to the Director and assists the Director with all of the educational and operational aspects of the School.

Responsibilities:

- Support the School Director and serves as Acting Director in the absence of the Director
- Oversight and evaluation of all non-teaching faculty, curriculum design and improvement, coordination of classroom activities with internship activities, teacher professional development, and teacher assignment in close cooperation with the Director.
- Support of extracurricular activities, and the fulfillment of administrative duties as assigned by the Director.
- Other duties as assigned

Qualifications:

- Bachelor's Degree in Education or related area. Masters Degree preferred
- Educational leadership experience or program management experience
- Educational leadership license or similar is preferred
- Experience setting and managing budgets
- Experience in communicating with diverse populations
- Personable, enthusiastic, and dedicated professional

Accountability: Annual evaluation by the School Director

Gateway Preparatory Academy

Attachment 4

Governance Documents

501(c)3 Status

Articles of Incorporation

Bylaws

**ARTICLES OF INCORPORATION OF
GATEWAY PREPARATORY ACADEMY, INC.**

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2016 FEB 13 PM 1:30

The undersigned incorporator, desiring to form a corporation (hereinafter referred to as the "Corporation") pursuant to the provisions of the Indiana Nonprofit Corporation Act (hereinafter referred to as the "Act"), execute the following Articles of Incorporation:

**ARTICLE I
NAME**

The name of the Corporation is **GATEWAY PREPARATORY ACADEMY, INC.**

**ARTICLE II
PURPOSES**

The purposes for which the Corporation is formed are:

- (A) The Corporation is organized and shall be operated exclusively for charitable and educational purposes within the meaning of Section 170(c)(2), 501(c)(3), 2055(a) and 2522(a) of the Internal Revenue Code of 1986, as amended or corresponding section of any future federal tax code. Within the framework and limitations of the foregoing, the Corporation shall work toward improving our nation's public education system by supporting education policies and practices that improve student learning and strengthen the public education system.
- (B) The Corporation may exercise all powers prescribed by law and all powers necessary and incidental to the fulfillment of its purpose, including, without limitation, bringing or participating in litigation in its own name.
- (C) The Corporation shall have and may exercise any and all rights, powers, privileges and immunities now or hereafter conferred upon nonprofit corporations by Indiana law, including, but not limited to the power to contract and the power to accept as a gift, or to rent, buy, sell personal or real property; provided, however, that this Corporation shall not, except to an insubstantial degree, engage in any activities or exercise any powers that are not in furtherance of the purposes of the Corporation as set forth in Article II(A).
- (D) No part of the income or principal of the Corporation shall inure to the benefit of or be distributed to any director or officer of the Corporation or any other private individual, but reimbursement for expenditures or the payment of reasonable compensation for services rendered shall not be deemed to be a distribution of income or principal.
- (E) Notwithstanding any other provision of these Articles of Incorporation, the powers of the Corporation are restricted as follows:
 - 1) The Corporation shall not conduct or carry on any activities not permitted to be conducted or carried on (1) by an organization exempt from federal income taxation under section 501(c)(3) of the Internal Revenue Code of

1986, as amended (the "Code") or corresponding section of any future federal tax code, or (2) by an organization, contributions to which are deductible under Sections 170(c)(2) of the Internal Revenue Code, or corresponding section of any future federal tax code.

- 2) No solicitation of contributions to the Corporation shall be made, and no gift, bequest, or devise to the Corporation shall be accepted, upon any condition or limitation that in the opinion of the Corporation may cause the Corporation to lose its federal income tax exemption.
- (F) No substantial part of the Corporation's activities shall be the carrying on of propaganda or otherwise attempting to influence legislation, and the Corporation shall not participate or intervene in (including the publication or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office, except as allowed by Section 501 (c)(3) of the Internal Revenue Code.
- (G) The Corporation shall make its services, facilities and programs available to all persons regardless of race, color, creed, national origin, sex or handicap, and the Corporation shall not in any way discriminate against any person on the basis of race, color, creed, national origin, sex or handicap.

ARTICLE III

PERIOD OF EXISTENCE AND TYPE OF CORPORATION

- (A) The period during which the Corporation shall continue is perpetual.
- (B) The Corporation shall be a public benefit corporation.

ARTICLE IV

REGISTERED AGENT AND PRINCIPAL OFFICE

- (A) Registered Agent. The name and address of the Corporation's Registered Agent for service of process is N. Davey Neal, Clark Quinn Moses Scott & Grahn, LLP, 320 N. Meridian Street, Suite 1100, Indianapolis, IN 46204.

**ARTICLE V
MEMBERSHIP**

(A) The Corporation shall not have members. The Corporation shall have no capital stock.

**ARTICLE VI
DIRECTORS AND INCORPORATORS**

(A) The corporate powers and management of the affairs of the Corporation shall be vested in a Board of Directors, except as otherwise provided in the Act, these Articles of Incorporation or the Bylaws. The number or directors, their classifications, if any, their terms of office and the manner of their election or appointment shall be determined according to the Bylaws. One (1) director shall constitute the initial Board of Directors, and shall serve until the first annual meeting of the directors until his respective successors are duly elected and qualified.

(B) Name and Post office address of the incorporator of the Corporation is as follows:

Name	Address	City	State	Zip
N. Davey Neal	320 N. Meridian St., Ste. 1100	Indianapolis	IN	46204

**ARTICLE VII
DISSOLUTION**

(A) Upon the dissolution of the corporation, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Upon termination or dissolution, the Corporation shall distribute its assets (i) pursuant to Ind. Code §§23-17-22-5, 23-17-23, and 23-17-24, and (ii) to a public body or nonprofit organization with similar purposes.

**ARTICLE VIII
PROVISIONS FOR REGULATION AND CONDUCT
OF THE AFFAIRS OF THE CORPORATION**

(A) The following provisions relate to the management of the business and the conduct of the affairs of the Corporation, and the same are in furtherance of and not in limitation or exclusion of the powers conferred by law:

- 1) The Corporation shall indemnify, to the maximum extent permitted by law, any person who is or was a director or officer of the Corporation, and may indemnify any other person, against any claim, liability or expense arising against or incurred by such person made a party to a proceeding because he

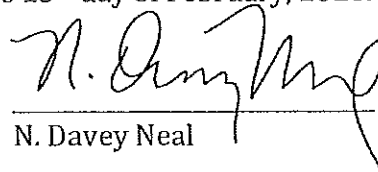
is or was a director, officer, agent, fiduciary or employee of the Corporation or because he is or was serving another entity as the director, officer, partner, trustee, employee, fiduciary or agent at the corporation's request. The Corporation shall further have the authority. To the maximum extent permitted by law, to purchase and maintain insurance providing such indemnification, advance expenses to persons indemnified by the Corporation, and provide indemnification to any person by general or specific action of the board of directors, the Bylaws, contract or otherwise.

- 2) No director of the Corporation shall have any personal liability to the Corporation or any private individual for monetary damages for breach of his fiduciary duty as a director, except that this provision shall not eliminate or limit the personal liability of a director to the Corporation or to any private individual for monetary damages for: (a) any breach of the director's duty of loyalty to the Corporation or any private individual; (b) any acts or omissions of the director not in good faith or that involve intentional misconduct or a knowing violation of law; (c) the director's assent to or participation in a loan by the Corporation to any director or officer of the Corporation; or (d) any transaction in which the director received improper personal benefit. Nothing contained herein will be constructed to deprive any director of his right to all defenses ordinarily available to a director nor will any thing herein be constructed to deprive any director of any right he may have for contribution from any other director or other person.

(B) Any repeal or modification of this Article VIII shall be prospective only and shall not adversely affect any right or protection of a director of the Corporation existing at the time of such repeal or modification.

ARTICLE IX

IN WITNESS WHEREOF, I, the undersigned, do hereby execute these Articles of Incorporation and certify the truth of the facts herein stated this 15th day of February, 2016.


N. Davey Neal

**This instrument prepared by: N. Davey Neal, Clark Quinn Moses Scott & Grahn, LLP,
320 N. Meridian Street, Suite 1100, Indianapolis, IN 46204**

BYLAWS
OF
GATEWAY PREPARATORY ACADEMY, INC.,
an Indiana nonprofit corporation

ARTICLE 1

Offices

Section 1. Principal Office. The principal office and place of business of the Corporation in the State of Indiana shall be designated from time to time by the Corporation and may be within or outside of Indiana. The Corporation may have such other offices, either within or outside Indiana, as the Board of Directors may designate or as the business of the Corporation may require from time to time.

Section 2. Registered Office. The registered office of the Corporation shall be maintained in Indiana and may be, but need not be, the same as the principal office. The address of the registered office may be changed from time to time by the Board of Directors.

ARTICLE 2

Membership

Section 1. No Members. The Corporation shall not have members.

Section 2. Liability to Third Parties. The directors, officers, and employees of the Corporation are not, as such, liable for the acts, debts, liabilities or obligations of the Corporation. No proceeding may be brought by a creditor to reach the liability, if any, of a director, officer or employee of the Corporation unless final judgment has been rendered in favor of the creditor against the Corporation and execution has been returned unsatisfied in whole or in part or unless such proceeding would be useless.

ARTICLE 3

Board of Directors

Section 1. Qualifications; Election; Tenure. Members of the Board of Directors of the Corporation shall be natural persons at least eighteen years of age or older. The directors, who need not be residents of the State of Indiana, shall manage the affairs of the Corporation. The minimum number of directors shall be one (1) and the maximum number shall be fifteen (15).

All directors shall be elected by the existing members of the Board of Directors.

Directors thus elected shall be elected for a two-year term and shall hold office until the next annual meeting of the Board of Directors occurring at the expiration of their terms

and until their successors have been elected and qualified. Directors may be elected for successive terms. A director continues to serve until the director's successor is elected, appointed or designated and qualifies. A decrease in the number of directors or in the term of office does not shorten an incumbent director's term. The term of a director filling a vacancy expires at the end of the unexpired term that such director is filling.

Section 2. Annual Meeting. The Board of Directors shall meet at a time and place to be determined by the Board of Directors each year, for the purpose of election of directors and officers of the Corporation and consideration of any other business which may be brought before the meeting. Notice shall be provided for the holding of an annual meeting in accordance with the provisions of IC 5-14-1.5.

Section 3. Regular Meeting. Regular meetings of the Board of Directors will be held monthly or less frequently as deemed appropriate by the Board. Unless otherwise provided by the Board of Directors, regular meetings shall be held at the Corporation's principal office. Notice shall be provided for the holding of a regular meeting in accordance with the provisions of IC 5-14-1.5. Special meetings of the Board of Directors may be held upon the call of the Chairman or three (3) of the directors then in office and upon at least forty-eight (48) hours' notice specifying the date, time, place and purpose or purposes of the meeting, given to each director either personally or by mail, facsimile transmission, electronic mail or telephone. Oral notice is authorized. A director may waive any required notice of an annual, regular or special meeting. The waiver must be in writing, signed by the director entitled to the notice, and filed with the minutes or corporate records. A director's attendance at or participation in a meeting waives any required notice to the director of the meeting unless the director at the beginning of the meeting, or promptly upon the director's arrival, objects to holding the meeting or transacting business at the meeting and does not vote for or assent to action taken at the meeting. Notwithstanding the foregoing notice provisions, notice must be provided in accordance with the provisions of IC 5-14-1.5 for any special meeting of the Board of Directors.

Section 4. Participation. A director may participate in an annual, a regular or a special meeting of the Board of Directors by or through the use of any means of communication by which all directors participating may simultaneously hear each other during the meeting; provided, however, any director not physically present at any such meeting of the Board of Directors may not participate in any final action taken by the Board of Directors at the meeting, and shall not be considered present at the meeting for the purposes of establishing a quorum. The minutes of any Board of Directors meeting shall designate which directors participated in person, which members participated via other means of communication and which members were absent and did not participate.

Section 5. Quorum; Voting. A quorum at all meetings of the Board of Directors shall consist of a majority of the directors holding office. In no event may the quorum be less than one-half of the directors. Less than a quorum may adjourn from time to time without further notice until a quorum is secured. Except as provided otherwise by the Bylaws, the act of a majority of the directors present at a meeting at which a quorum is present shall be the act of the Board of Directors.

A director who is present at a meeting of the Board of Directors is deemed to have assented to all action taken unless: (i) the director objects at the beginning of the meeting, or promptly upon arrival, to holding the meeting or transacting business at the meeting and does not thereafter vote for or assent to any action taken; (ii) the director contemporaneously requests that the director's dissent or abstention as to any specific action taken be entered in the minutes; or (iii) the director causes written notice of the director's dissent or abstention as to any specific action to be received by the presiding officer of the meeting before adjournment or by the Corporation promptly after adjournment. The right of dissent or abstention is not available to a director who votes in favor of the action taken.

Section 6. Vacancies. Any vacancy in the Board of Directors shall be filled by the remaining Board of Directors. A director elected to fill a vacancy shall be elected for the unexpired term of such person's predecessor in office and until such person's successor is duly elected and shall have qualified. Any position on the Board of Directors to be filled by reason of an increase in the number of directors shall be filled by the Board as soon as practicable after the time such increase is authorized.

Section 7. Committees. The Board of Directors of the Corporation may designate from among its members, by a resolution adopted by a majority of the entire Board of Directors, an executive committee and one or more other committees, each of which shall have and may exercise such authority in the management of the Corporation as shall be provided in such resolution or in these Bylaws. No such committee shall have the power or authority to authorize distributions; elect, appoint or remove any director; amend, restate, alter or repeal the Articles of Incorporation; amend, alter or repeal these or any other Bylaws of the Corporation; approve a plan of merger; approve a sale, lease, exchange or other disposition of all or substantially all of the property of the Corporation, with or without goodwill, other than in the usual and regular course of business, or to take any other action prohibited by law.

Section 8. Executive Committee. There may be an Executive Committee of the Corporation, which shall consist of such officers and directors of the Corporation as are elected by a majority of all the directors in office when the action is taken. During intervals between meetings of the Board of Directors, the Executive Committee shall have and exercise all of the authority of the Board of Directors in the management of the Corporation, except where prohibited by law. In addition, the Executive Committee, to the extent specified by the Board of Directors, may exercise the authority of the Board of Directors, except where prohibited by law. The Executive Committee shall cause minutes of its proceedings to be kept and filed with the minutes of the proceedings of the Board of Directors. The Executive Committee shall comply in all respects with the provisions of IC 5-14-1.5, as required of the Board of Directors.

Section 9. Resignation. A director may resign at any time by giving written notice of resignation to the Corporation. The resignation is effective when the notice is received by the Corporation unless the notice specifies a later effective date. A director who resigns may deliver a statement to that effect to the Indiana Secretary of State.

Section 10. Removal. Any member of the Board of Directors elected by the board may be removed with or without cause by a majority of the directors of the Corporation present at a meeting at which a quorum is present. An appointed director, if any, may be removed

without cause by the person appointing the director. Such removal shall require written notice of the removal to the director and the Corporation. Removal is effective when the notice is received by both the director and the Corporation unless the notice specifies a future effective date.

Section 11. Vacancy on the Board. If a vacancy occurs on the Board of Directors, including a vacancy resulting from an increase in the number of directors: (i) the Board of Directors may fill the vacancy; or (ii) if the directors remaining in office constitute fewer than a quorum of the Board of Directors, they may fill the vacancy by an affirmative vote of a majority of all the directors remaining in office.

Section 12. Action Without a Meeting. The Board of Directors may not take action by written consent. The Board of Directors may act only at a general public meeting in compliance with the provisions of IC 5-14-1.5.

Section 12. Open Door Law. Any and all notes, minutes and decisions resulting from a meeting or action of the Board of Directors must comply in all respects with the provisions of IC 5-14-1.5.

Section 13. Compensation. Members of the Board of Directors shall receive such compensation, if any, for serving in such office as may be approved by resolution of the Board, and the Corporation may reimburse any member of the Board of Directors for reasonable expenses incurred in connection with service on the Board.

Section 14. Notice. Notice of the date, time and place of any special meeting shall be given to each director at least two (2) days prior to the meeting by written notice either personally delivered or mailed to each director at the director's business address, or by notice transmitted by private courier, telegraph, telex, electronically transmitted facsimile or other form of wire or wireless communication. If mailed, such notice shall be deemed to be given and to be effective on the earlier of: (i) five (5) days after such notice is deposited in the United States mail, properly addressed, with first class postage prepaid; or (ii) the date shown on the return receipt, if mailed by registered or certified mail, return receipt requested, provided that the return receipt is signed by the director to whom the notice is addressed. If notice is given by email, electronically transmitted facsimile or other similar form of communication, such notice shall be deemed to be given and to be effective when sent. If a director has designated in writing one or more reasonable addresses or facsimile numbers for delivery of notice, notice sent by mail, email or electronically transmitted facsimile or other form of communication shall not be deemed to have been given or to be effective unless sent to such addresses or facsimile numbers as the case may be.

Section 15. Standard of Conduct for Directors and Officers. Each director and officer shall perform their duties as a director or officer, including without limitation their duties as a member of any committee of the board, in good faith, in a manner the director or officer reasonably believes to be in the best interests of the Corporation, and with the care an ordinarily prudent person in a like position would exercise under similar circumstances. In the performance of their duties, a director or officer shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, in each case

prepared or presented by the persons designated below. However, a director or officer shall not be considered to be acting in good faith if the director or officer has knowledge concerning the matter in question that would cause such reliance to be unwarranted. A director or officer shall not be liable to the Corporation for any action the director or officer takes or omits to take as a director or officer if, in connection with such action or omission, the director or officer performs their duties in compliance with this Section. A director or officer, regardless of title, shall not be deemed to be a trustee with respect to the Corporation or with respect to any property held or administered by the Corporation including, without limitation, property that may be subject to restrictions imposed by the donor or transferor of such property.

The designated persons on whom a director or officer are entitled to rely are: (i) one or more officers or employees of the Corporation whom the director or officer reasonably believe to be reliable and competent in the matters presented; (ii) legal counsel, a public accountant, or other person as to matters which the director or officer reasonably believes to be within such person's professional or expert competence; (iii) religious authorities or ministers, priests, rabbis or other persons whose position or duties in the Corporation or in a religious organization with which the Corporation is affiliated, the director or officer believes justify reliance and confidence and who the director or officer believes to be reliable and competent in the matters presented; or (iv) a committee of the Board of Directors on which the director or officer does not serve if the director reasonably believes the committee merits confidence.

Section 16. Succession Plan. The Board of Directors has adopted, and shall, from time to time, by resolution of the Board of Directors, adopt or amend a Plan of Succession for the purpose of protecting the interests of the Corporation in the event all duly elected directors are unable or unwilling to serve, due to incapacity, death, or otherwise.

Section 18. Interim Director. As stated in the Articles of Incorporation, the Director named in the Articles of Incorporation of the Corporation may adopt by-laws for the purposes of corporate formation and tax registration prior to the first meeting of the Corporation's other selected Directors. The Directors at the first meeting of the Corporation may adopt the initial by-laws or may prescribe other by-laws in addition to the initial by-laws or as newly adopted by-laws.

ARTICLE 4

Officers

Section 1. General. The officers of the Corporation shall be a Chairman and a Treasurer, and may include one (1) or more Co-Chairmen. Any individual may hold more than one (1) office. The Board of Directors may appoint such other officers as it may deem advisable, who shall be chosen in such manner and hold their offices for such terms and have such authority and duties as set forth in the Bylaws or as from time to time may be determined by the Board of Directors. Except as expressly prescribed by these Bylaws, the Board of Directors or the officer or officers authorized by the board, shall from time to time determine the procedure for the appointment of officers, their authority and duties, provided that the Board of Directors may change the authority and duties of any officer who is not appointed by the board. All officers shall be natural persons who are eighteen (18) years or older. An officer need not be a director

of the Corporation.

Section 2. Powers and Duties. The officers of the Corporation shall exercise and perform the respective powers, duties, and functions as are stated below and as may be assigned to them by the Board of Directors.

(a) 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.

(b) 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.

(c) 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.

(d) 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.

Section 3. Selection and Terms of Offices. All officers of the Corporation shall be elected by the Board of Directors at its annual meeting and shall hold office for two (2) years and until their successors shall have been elected and shall have qualified.

Section 4. Compensation. Officers shall receive such compensation, if any, for serving in such office as may be approved by resolution of the Board, and the Corporation may reimburse any officer for all reasonable expenses incurred by such individual in connection with services rendered to or for the Corporation.

Section 5. Resignation and Removal. An officer may resign at any time by giving written notice of resignation to the Corporation. The resignation is effective when the notice is received by the Corporation unless the notice specifies a later effective date. Any officer or agent elected may be removed at any time with or without cause by the Board of Directors or by an officer or officers authorized by the board to do so. An officer who resigns or is removed or whose appointment has expired may deliver a statement to that effect to the Indiana Secretary of State. Such removal does not affect the contract rights, if any, of the Corporation or of the person so removed. The appointment of an officer or agent shall not in itself create contract rights.

Section 6. Vacancies. A vacancy in any office, however occurring, may be filled by the Board of Directors, or by the officer or officers authorized by the board for the unexpired portion of the officer's term. If an officer resigns and the resignation is made effective at a later date, the Board of Directors, or officer or officers authorized by the board, may permit the officer to remain in office until the effective date and may fill the pending vacancy before the effective date if the Board of Directors, or officer or officers authorized by the board provide that the successor shall not take office until the effective date. In the alternative, the Board of Directors, or officer or officers authorized by the Board of Directors, may remove the officer at any time before the effective date and fill the resulting vacancy.

ARTICLE 5

Corporate Documents and Records

Section 1. Financial Statements. Upon the written request of any Director, the Corporation shall furnish to such Director its most recent annual financial statements, if any, and its most recently published financial statements, if any, showing in reasonable detail its assets and liabilities and results of its operations.

Section 2. Corporation Records. The Corporation shall keep as permanent records minutes of all meetings of its Board of Directors, a record of all actions taken by the Board of Directors without a meeting and of actions taken by a committee in place of the Board of Directors, and a record of all waivers of notices of meetings of the Board of Directors or any committee. The Corporation shall also maintain the following records: (i) appropriate accounting records; (ii) its articles of incorporation and bylaws; (iii) a list of the names and business or home addresses of its current directors and officers; (iv) a copy of its most recent corporate report delivered to the Secretary of State; and (v) all financial statements prepared for

periods during which the last three (3) years that a Director could have requested under Indiana law.

ARTICLE 6

Contracts, Loan, and Deposits

Section 1. Contracts. The Board of Directors may authorize any officer or officers, agent or agents to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances.

Section 2. Loans. No loans shall be contracted for on behalf of the Corporation and no evidence of indebtedness shall be issued in the name of the Corporation unless authorized by a resolution of the Board of Directors. Such authority may be general if confined to a specific dollar limit determined from time to time by resolution of the Board of Directors and shall otherwise be confined to specific instances. No loan shall be made to any officer or director of the Corporation.

Section 3. Checks, Drafts and Notes. All checks, drafts, or other orders for payment of money, notes, or other evidence of indebtedness issued in the name of the Corporation shall be signed by such officer or officers, agent or agents of the Corporation and in such manner as shall from time to time be determined by resolution of the Board of Directors.

Section 4. Deposits. All funds of the Corporation not otherwise employed shall be deposited from time to time to the credit of the Corporation in such banks, financial institutions, or other custodians as the Board of Directors may select.

Section 5. Investment Managers. The Board of Directors shall have the authority to designate any bank, trust company, brokerage firm, or investment advisor to manage the assets and investment of the assets of the Corporation.

Section 6. Fiscal Year. The fiscal year of the Corporation shall be determined by the Board of Directors.

ARTICLE 7

Sale of Property

The Board of Directors may: (i) authorize the sale, lease, exchange or other disposition of all or substantially all of the Corporation's property in the usual and regular course of business; and (ii) mortgage, pledge, dedicate to the repayment of indebtedness (with or without recourse), or otherwise encumber all or substantially all of its property whether or not in the usual and regular course of business. If the Corporation wishes to sell, lease, exchange or otherwise dispose of all, or substantially all of its property, with or without good will, other than in the usual and regular course of business, the Board of Directors shall also be authorized to undertake such action.

If the Corporation is entitled to vote or otherwise consent (other than in the usual and regular course of its business) with respect to the sale, lease, exchange or other disposition of all, or substantially all, of the property with or without the good will, of another entity which it controls, and if the property interests held in such entity constitute all, or substantially all of its property, then consent requires a proposal by the Board of Directors and approval by the members, if any are entitled to vote thereon.

Pursuant to the Ind. Code § 20-24-3-3, if the Corporation dissolves, the remaining assets of the charter school shall be distributed first to satisfy outstanding payroll obligations for employees of the charter school, then to creditors of the charter school, then to any outstanding debt to the common school fund; and (2) remaining funds received from the department shall be returned to the department not more than thirty (30) days after dissolution. If the assets of the charter school are insufficient to pay all parties to whom the charter school owes compensation, the priority of the distribution of assets may be determined by a court.

ARTICLE 8

Non-discrimination

No school owned or operated by the Corporation shall discriminate against any student, teacher or employee on the basis of race, religion, gender or national origin. Furthermore, with respect to students, such school shall admit students of any race, religion, gender, color, national and ethnic origin, and disability to all the rights, privileges, programs and activities generally accorded or made available to students at such school. Any such school shall not discriminate on the basis of race, religion, gender, color, national or ethnic origin, or disability in the administration of its educational policies, admissions policies, scholarship and loan programs or athletic or other school-administered programs.

ARTICLE 9

Indemnification

Section 1. General Provisions. The Corporation shall indemnify any person who is or was a party or is threatened to be made a party to any proceeding by reason of the fact that such person is or was a director or officer of the Corporation, against expenses (including

attorneys' fees), liability, judgments, fines, and amounts paid in settlement actually and reasonably incurred by such person in connection with such proceeding if such person: (i) acted in good faith, (ii) reasonably believed, in the case of conduct in an official capacity with the Corporation, that the conduct was in the best interests of the Corporation, and, in all other cases, that the conduct was at least not opposed to the best interests of the Corporation, and (iii) with respect to any criminal proceeding, had no reasonable cause to believe that the conduct was unlawful. However, no person shall be entitled to indemnification under this Section 2 either: (i) in connection with a proceeding brought by or in the right of the Corporation in which the director or officer was adjudged liable to the Corporation; or (ii) in connection with any other proceeding charging improper personal benefit to the director or officer, whether or not involving action in that person's official capacity, in which the officer or director is ultimately adjudged liable on the basis that the director or officer improperly received personal benefit. Indemnification under this Section 2 in connection with a proceeding brought by or in the right of the Corporation shall be limited to reasonable expenses incurred in connection with the proceeding. The termination of any action suit, or proceeding by judgment, order, settlement, or conviction or upon a plea of solo contender or its equivalent shall not of itself be determinative that the person did not meet the standard of conduct set forth in this Section 2.

Section 2. Successful Defense on the Merits; Expenses. To the extent that a director or officer of the Corporation has been wholly successful on the merits in defense of any proceeding to which he was a party, such person shall be indemnified against reasonable expenses (including attorneys' fees) actually and reasonably incurred in connection with such proceedings.

Section 3. Determination of Right to Indemnification. Any indemnification under Section 2 of this Article (unless ordered by a court) shall be made by the Corporation only as authorized in each specific case upon a determination that indemnification of the director or officer is permissible under the circumstances because such person met the applicable standard of conduct set forth in Section 2. Such determination shall be made: (i) by the Board of Directors by a majority vote of a quorum of disinterested directors who at the time of the vote are not, were not, and are not threatened to be made parties to the proceeding; or (ii) if such quorum cannot be obtained, by the vote of a majority of the members of a committee of the Board of Directors designated the board, which committee shall consist of two (2) or more directors who are not parties to the proceeding (directors who are parties to the proceeding may participate in the designation of directors to serve on such committee); or (iii) if such quorum of the Board of Directors cannot be obtained or such a committee cannot be established, or even if such a quorum is obtained or such a committee is so designated, but such quorum or committee so directs, then by independent legal counsel selected by the Board of Directors in accordance with the preceding procedures. Authorization of indemnification and evaluation as to the reasonableness of expenses shall be made in the same manner as the determination that indemnification is permissible, except that, if the determination that indemnification is permissible is made by independent legal counsel, authorization of indemnification and evaluation of legal expenses shall be made by the body that selected such counsel.

Section 4. Advance Payment of Expenses; Undertaking to Repay. The Corporation may pay for or reimburse the reasonable expense (including attorneys' fees) incurred by a director or officer who is a party to proceeding in advance of the final disposition

of the proceeding if: (i) the director or officer furnishes the Corporation a written affirmation of the director's or officer's good faith belief that the person has met the standard of conduct set forth in Section 2; (ii) the director or officer furnishes the Corporation with a written undertaking, executed personally or on the director's or officer's behalf, to repay the advance if it is determined that the person did not meet the standard of conduct set forth in Section 2, which undertaking shall be an unlimited general obligation of the director or officer but which need not be secured and which may be accepted without reference to financial ability to make repayment; and (iii) a determination is made by the body authorizing indemnification that the facts then known to such body would not preclude indemnification.

Section 5. Other Employees and Agents. The Corporation shall indemnify such other employees and agents of the Corporation to the same extent and in the same manner as is provided above in Section 2 with respect to directors and officers, by adopting a resolution by a majority of the members of the Board of Directors specifically identifying by name or by position the employees or agents entitled to indemnification.

Section 6. Insurance. The Board of Directors may exercise the Corporation's power to purchase and maintain insurance (including without limitation insurance for legal expenses and costs incurred in connection with defending any claim, proceeding, or lawsuit) on behalf of any person who is or was a director, officer, employee, fiduciary, agent, or was serving as a director, officer, partner, member, trustee, employee, fiduciary of another domestic or foreign corporation, nonprofit corporation or other person or an employee benefit plan of the Corporation against any liability asserted against the person or incurred by the person in any such capacity or arising out of the person's status as such, whether or not the Corporation would have the power to indemnify that person against such liability under the provisions of this Article

Section 7. Nonexclusively of Article. The indemnification provided by this Article shall not be deemed exclusive of any other rights and procedures to which one indemnified may be entitled under the Articles of Incorporation, any Bylaw, agreement, resolution of disinterested directors, or otherwise, both as to action in such person's official capacity and as to action in another capacity while holding such office, and shall continue as to a person who has ceased to be a director or officer, and shall inure to the benefit of such person's heirs, executors, and administrators.

Definitions in this Article

The terms "director or officer" shall include a person who, while serving as a director or officer of the Corporation, is or was serving at the request of the Corporation as a director, officer, partner, member, manager, trustee, employee, fiduciary or agent of another foreign or domestic corporation, nonprofit corporation or other person or employee benefit plan. A director or officer shall be considered to be serving an employee benefit plan at the request of the Corporation if the director's or officer's duties to the Corporation also impose duties on or otherwise involve services to the plan or to participants in or beneficiaries of the plan. The term "director or officer" shall also include the estate or personal representative of a director or officer, unless the context otherwise requires.

The term "proceeding" shall mean any threatened, pending, or completed action, suit, or proceeding, whether civil, criminal, administrative, or investigative, whether formal or informal, any appeal in such an action, suit, or proceeding, and any inquiry or investigation that could lead to such an action, suit, or proceeding.

The term "party" includes an individual who is, was or is threatened to be made a named defendant or respondent in a proceeding.

The term "department" shall refer to the Indiana Department of Education.

The term "liability" shall mean any obligation to pay a judgment, settlement, penalty, fine (including an excise tax assessed with respect to an employee benefit plan), or reasonable expense incurred with respect to a proceeding.

When used with respect to a director, the phrase "official capacity" shall mean the office of director in the Corporation, and, when used with respect to a person other than a director, shall mean the office in the Corporation held by the officer or the employment, fiduciary or agency relationship undertaken by the employee or agent on behalf of the Corporation, but in neither case shall include service for any foreign or domestic corporation or for any other person, employee benefit plan, or other enterprise.

ARTICLE 10

Amendments

These Bylaws may be amended, altered, or repealed and new Bylaws may be adopted by the Board of Directors of the Corporation by a vote of a majority of the directors present at any meeting of the Board at which a quorum is present.

The Board of Directors shall have the power, to the maximum extent permitted by the Indiana Nonprofit Corporation Act, to make, amend and repeal the Bylaws of the Corporation at any regular or special meeting of the board.

ARTICLE 11

Miscellaneous

Section 1. Seal. The Board of Directors may adopt a corporate seal, which may be circular in form and shall contain the name of the Corporation and the words, "Seal, Indiana."

Section 2. Gender. The masculine gender is used in these Bylaws as a matter of convenience only and shall be interpreted to include the feminine and neuter genders as the circumstances indicate.

Section 3. Conflicts. In the event of any irreconcilable conflict between these Bylaws and either the Corporation's Articles of Incorporation or applicable law, the latter shall control.

Section 4. Definitions. Except as otherwise specifically provided in these Bylaws, all terms used in these Bylaws shall have the same definition as in the Indiana Nonprofit Corporation Act.

Section 5. Receipt of Notices by the Corporation Notices and other documents or writings shall be deemed to have been received by the Corporation when they are actually received: (i) at the registered office of the Corporation in Indiana; (ii) at the principal office of the Corporation (as that office is designated in the most recent document filed by the Corporation with the Secretary of State for Indiana designating a principal office) addressed to the attention of the secretary of the Corporation; (iii) by the secretary of the Corporation wherever the secretary may be found; (iv) by any other person authorized from time to time by the Board of Directors or the President to receive such writings wherever such person is found.

Section 6. Emergency Powers and Bylaws. An “emergency” exists for purposes of this Section if a quorum of the directors cannot readily be obtained because of some catastrophic event. In the event of an emergency, the Board of Directors may: (i) modify lines of succession to accommodate the incapacity of any director, officer, employee or agent; and (ii) relocate the principal office, designate alternative principal offices or regional offices, or authorize officers to do so. During an emergency, notice shall be provided for the holding of an annual meeting in accordance with the provisions of Ind. Code § 5-14-1.5. One or more officers of the nonprofit corporation present at a meeting of the Board of Directors may be deemed directors for the meeting, in order of rank and within the same rank in order of seniority, as necessary to achieve a quorum. Corporate action taken in good faith during an emergency binds the Corporation and may not be the basis for imposing liability on any director, officer, employee or agent of the Corporation on the ground that the action was not authorized. The Board of Directors may also adopt emergency bylaws, which may include provisions necessary for managing the Corporation during the emergency including: (i) procedures for calling a meeting of the Board of Directors; (ii) quorum requirements for the meeting; and (iii) designation of additional or substitute directors. The emergency bylaws shall remain in effect during the emergency and not be after the emergency ends.

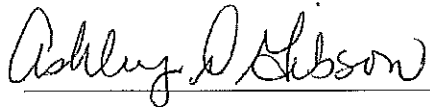
Section 7. Distributions. The term “distribution” means the payment of a dividend or any part of the income or profit of a corporation to its directors or officers. The Corporation shall not make any distribution except as follows: (i) to pay compensation in a reasonable amount to its directors or officers for services rendered; and (ii) to make distributions upon dissolution in compliance with applicable law.

Section 8. Conflict of Interest Policy. In addition to the standards set forth at Ind. Code § 23-1-35-2, the Board of Directors has adopted, and shall, from time to time, by resolution of the Board of Directors, adopt or amend a Conflict of Interest Policy governing conflicting interest transactions for the purpose of protecting the interests of the Corporation when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director or might result in a possible excess benefit transaction.

Section 9. Non-discrimination Policy. The Corporation does not discriminate against any individual, including but not limited to employees, volunteers, customers or vendors on the basis of race, color, cultural heritage, national origin, religion, age, sex, sexual orientation,

on the basis of race, color, cultural heritage, national origin, religion, age, sex, sexual orientation, marital status, physical or mental disability, political affiliation, source of income, veteran status or any other status protected under local, state or federal law. This policy extends to all personnel decisions, terms and conditions of employment, vendor contracts and provision of services. The Corporation does not tolerate harassment for any reason.

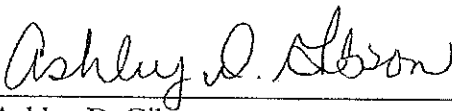
The above Bylaws were adopted by the Board of Directors on March 8, 2016.

A handwritten signature in cursive script, reading "Ashley D. Gibson", is written over a horizontal line.

Ashley D. Gibson

CERTIFICATE

I hereby certify that the foregoing Bylaws and adopted by the Corporation and constitute the Bylaws of The Corporation, as of March 8, 2016.



Ashley D. Gibson

GATEWAY PREPARATORY ACADEMY, INC.

Conflicts of Interest Policy

Article I

Purpose

The purpose of this Conflicts of Interest Policy (the Policy) is to protect the interest of Gateway Preparatory Academy, Inc. (the "School") when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer, director or employee of the School. It is the policy of the School that its officers, directors and employees shall carry out their respective duties in a fashion that avoids actual, potential or perceived conflicts of interest. This Policy is intended to supplement but not replace any applicable state laws governing conflicts of interest applicable to nonprofit and charitable charter schools.

ARTICLE II

I. DEFINITIONS

1. Interested Person

Any director, officer or employee of the School or member of a committee with board-delegated powers who has a direct or indirect financial interest, as defined below, is an interested person.

2. Financial Interest

A person has a financial interest if the person has, directly or indirectly, through business, investment or a relative:

- a) an ownership or investment interest in, or is a general partner of, any entity with which the School has a contract, purchase or other transaction, or
- b) a compensation arrangement with any entity or individual with which the School has a contract, purchase or other transaction, or
- c) a potential ownership or investment interest in, or a potential compensation arrangement with, any entity or individual with which the School is negotiating a contract, purchase or other transaction.

Compensation includes direct and indirect remuneration as well as gifts or favors that are substantial in nature.

3. Relatives

For purposes of this Policy, relative shall mean mother, mother-in-law, father, father-in-law, son, son-in-law, daughter, daughter-in-law, sister, sister-in-law, brother, brother-in-law, spouse, or same-sex partner.

4. Executive Director of the Indiana Charter School Board

The Executive Director of the Indiana Charter School Board shall mean the person holding said title.

ARTICLE III

Policies and Procedures

1. Impartiality

All directors, officers and employees of the School shall conduct their duties with respect to potential and actual grantees, contractors, suppliers, agencies and other persons transacting or seeking to transact business with the School in a completely impartial manner, without favor or preference based upon any consideration other than the best interests of the School.

2. Duty to Disclose

No officer, director or employee of the School shall knowingly or intentionally hold a financial interest in any contract, purchase or other transaction of the School except as set forth herein. In connection with any actual or possible conflicts of interest, an interested person shall have a continuing, affirmative duty to 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. The disclosure required by this paragraph must:

- a) be in writing;
- b) describe the contract, purchase or other transaction to be made by the School;
- c) describe the financial interest that the interested person has in the contract, purchase or transaction;
- d) be affirmed under penalties of perjury; and

- e) be submitted to the School's governing body with a contemporaneous copy being provided to the Executive Director of the Indiana Charter School Board, and be accepted by the School's governing body in a public meeting under Indiana Code § 5-14-1.5 *et seq.* prior to the final action on the contract, purchase or transaction.

3. Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested person and any further proceedings as set forth in paragraph 4, the board shall vote to determine whether a conflict of interest exists.

- a) A conflict of interest shall be found to exist if the contract, purchase or transaction will result in, or is intended to result in, an ascertainable increase in the income or net worth of the interested person or a relative of the interested person which relative
 - i) is under the direct or administrative control of the interested person; or
 - ii) receives, or is awarded, a contract or purchase order that is reviewed, approved or directly or indirectly administered by the interested person.
- b) Notwithstanding the provisions of paragraph 3.a. above, the prohibitions set forth in paragraph 2 of this Policy shall not apply and no conflict of interest shall be found to exist with respect to an employee of the School if the following conditions are met:
 - i) the employee is not a member of the School's governing body and has not been delegated the function of contracting or purchasing by the School's governing body;
 - ii) the functions and duties performed by the employee for the School are unrelated to the contract, purchase or other transaction; and
 - iii) the employee makes the disclosure required by paragraph 2 of this Policy.
- c) Notwithstanding the provisions of paragraph 3.a. above, the prohibitions set forth in paragraph 2 of this Policy shall not apply and no conflict of interest shall be found to exist with respect to an employee of the School if the following conditions are met:
 - i) the contract, purchase or transaction involves the employment of the interested person's relative or the payment of a fee for goods or services to the interested person's relative, and
 - ii) the employee makes the disclosure required by paragraph 2 of this Policy.

4. Procedures for Addressing the Conflict of Interest

- a) In addition to the written disclosure required by paragraph 2 above, an interested person may make a presentation at the board or committee meeting.
- b) The chairperson of the board or committee shall, if appropriate, appoint a disinterested person or committee to investigate the alternatives to the proposed transaction or arrangement.
- c) After exercising due diligence, the board or committee shall determine whether the School 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.
- d) 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 School's best interest and for its own benefit and whether the transaction is fair and reasonable to the School and shall make its decision as to whether to enter into the transaction or arrangement in conformity with such determination.

5. Violations of the Conflicts of Interest Policy

- a) If the board or committee has reasonable cause to believe that an interested party has failed to disclose actual or possible conflicts of interest, it shall inform the interested party of the basis for such belief and afford the interested party an opportunity to explain the alleged failure to disclose.
- b) If, after hearing the response of the interested party and making such further investigation as may be warranted in the circumstances, the board or committee determines that the interested party has in fact failed to disclose an actual or possible conflict of interest, it shall report the violation in writing to the Executive Director of the Indiana Charter School Board and take appropriate disciplinary and corrective action, which may include but not be limited to suspension, removal, or termination of the interested person in a manner consistent with the School's Bylaws or policies.
- c) If the interested party did not disclose his or her interest to the directors and members of committees with board-delegated powers considering the proposed transaction, the board or committee may only ratify the transaction if a majority vote of disinterested directors determines that the transaction was fair to the School.

6. Reimbursement of Expenses

The prohibitions set forth in this Policy shall not apply to the reimbursement of expenses incurred by a director, officer or employee of the School where such expenses were incurred for the benefit of the School and were duly approved by its governing body.

7. Financial Interest Not Exceeding \$250

The prohibitions required by this Policy shall not apply if the financial interest of the interested person in the contract, purchase or transaction at issue, and in all other contracts, purchases or transactions over the immediately preceding twelve (12) month period before the date of the contract, purchase or transaction at issue, was \$250 or less.

8. Non-Acceptance of Gifts

No director, officer or employee of the School shall seek or accept for themselves or any of their relatives from any person or entity that transacts or seeks to transact business with the School any gifts, entertainment or other favors relating to their positions with the School. This prohibition shall not apply to the acceptance of nominal gifts, such as pens, hats, coffee mugs, notepads and other items of similar nominal value.

9. Restriction of Voting Members

No employee of the School or its educational management organization shall be a voting member of the School's governing body or any of its advisory boards with decision making authority delegated by the governing body unless such prohibition is expressly waived in writing and under such conditions as expressly set by the Executive Director of the Indiana Charter School Board.

A. Article IV

Records of Proceedings

The minutes of the board and all committees with board-delegated powers shall contain:

1. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of

interest was present, and the board's or committee's decision as to whether a conflict of interest in fact existed.

2. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection therewith.

B. Article V

Compensation

1. A voting member of the board of directors who receives compensation, directly or indirectly, from the School for services is precluded from voting on matters pertaining to that member's compensation.
2. A faculty member who is a voting member of the board of directors and receives compensation, directly or indirectly, from the School for services is precluded from discussing and voting on matters pertaining to that member's and other faculty members' compensation.
3. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the School for services is precluded from voting on matters pertaining to that member's compensation.

C. Article VI

Annual Statements

Each director, officer, employee and member of a committee with board-delegated powers shall annually sign a statement which affirms that such person:

- a) has received a copy of the Policy,
- b) has read and understands the Policy,
- c) has agreed to comply with the Policy, and

- d) understands that the School is a charitable organization and that in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

D. Article VII

E. Periodic Reviews

To ensure that the School operates in a manner consistent with its charitable purposes and that it does not engage in activities that could jeopardize its status as an organization exempt from federal income tax, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a) Whether compensation arrangements and benefits are reasonable and are the result of arm's-length bargaining.
- b) Whether acquisitions of provider services result in inurement or impermissible private benefit.

II. ARTICLE VIII

Use of Outside Experts

In conducting the periodic reviews provided for in Article VII, the School may, but need not, use outside advisors. If outside experts are used their use shall not relieve the board of its responsibilities for ensuring that periodic reviews are conducted.



ClarkQuinn
Clark, Quinn, Moses, Scott & Grahn, LLP

Thomas Michael Quinn
Matthew R. Clark
Robert B. Scott
Charles R. Grahn
Frank D. Otte*
John "Bart" Herriman
John M. Moses
Michael P. Maxwell
William W. Gooden**
Jennifer F. Perry
Russell L. Brown**
Christopher Engel
Sean A. Brown
N. Davey Neal

Senior Counsel
James C. Clark

Land Use Consultant
Elizabeth Bentz Williams, AICP

Alex M. Clark (1991)
Peter A. Pappas (1986)
Thomas M. Quinn (1973)
Joseph M. Howard (1964)

*Also admitted in Missouri
** Registered Civil Mediator

March 10, 2016

Indiana Charter School Board
143 West Market Street
Suite 300
Indianapolis, IN 46204

Re: Exempt Organization Application Filing

To Whom It May Concern:

Greetings. I serve as counsel to Gateway Preparatory Academy, Inc. ("Gateway.") I prepared and submitted Gateway's IRS Form 1023 Application for Recognition of Exemption ("Form 1023.") Enclosed with this letter please find a photocopy of envelope containing Gateway's Form 1023 with the request for certified mail and a photocopy of the receipt from the United States Postal Service indicating that Gateway's Form 1023 has been placed into transit by certified mail to the IRS Office of Exempt Organizations in Covington, KY. The Form 1023 was placed into transit on March 10, 2016.

Please accept this letter, the certified mail request, and the USPS receipt as evidence that Gateway has applied for recognition as an exempt organization as a school under Internal Revenue Code Section 501 (c)(3). When the IRS Office of Exempt Organizations remits confirmation that Gateway's Form 1023 is under review, I will directly forward to you as additional evidence.

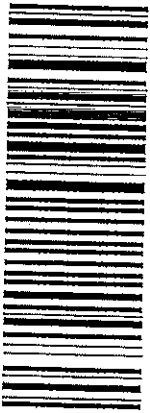
If you have any questions, please contact me.

Yours truly,

N. Davey Neal

Encl.

PLACE STICKER AT TOP OF ENVELOPE TO THE RIGHT OF THE RETURN ADDRESS. FOLD ALONG DOTTED LINE.
CERTIFIED MAIL™



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UNITED STATES POSTAGE
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 0003197825 MAR 10 2016
 MAIL FROM ZIP CODE 40204

ClarkQuinn
 Clark, Quinn, Patten, Stone & Grubbs LLP



320 N. Meridian Street, Suite 1100
 Indianapolis, Indiana 46204-1722

Internal Revenue Service
 Attention: Extracting Stop 312
 201 West Rivercenter Blvd.
 Covington, KY 41011

SENDER: COMPLETE THIS SECTION

1. Article Addressed to:
 Internal Revenue Service
 Attn.: Extracting Stop 312
 201 W. Rivercenter Blvd.
 Covington, KY 41011

2. Article Number (transfer from service label)
 9590 9401 0171 5234 613 47

3. Service Type
 Priority Mail Express®
 Registered Mail™
 Registered Mail Restricted Delivery
 Adult Signature
 Certified Mail®
 Certified Mail Restricted Delivery
 Return Receipt for Delivery
 Return Receipt for Merchandise
 Signature Confirmation™
 Restricted Delivery

4. Is delivery address different from item 1? Yes No
 If YES, enter delivery address below:

5. Received by (Printed Name) _____
 Addressee
 Agent

6. Signature _____

7. Article Addressed to:
 Internal Revenue Service
 Attention: Extracting Stop 312
 201 W. Rivercenter Blvd.
 Covington, KY 41011

8. Article Number (transfer from service label)
 7014 1200 0001 8890 6054

9. Service Type
 Priority Mail Express®
 Registered Mail™
 Registered Mail Restricted Delivery
 Adult Signature
 Certified Mail®
 Certified Mail Restricted Delivery
 Return Receipt for Delivery
 Return Receipt for Merchandise
 Signature Confirmation™
 Restricted Delivery

10. Is delivery address different from item 1? Yes No
 If YES, enter delivery address below:

11. Received by (Printed Name) _____
 Addressee
 Agent

12. Signature _____

PS Form 3811, July 2015 PSN 7530-02-000-9053 (over 5500)

U.S. Postal Service™ CERTIFIED MAIL™ RECEIPT
 (Domestic Mail Only; No Insurance Coverage Provided)
 For delivery information visit our website at www.usps.com

OFFICIAL MAIL 466-40201 \$E

Postage \$
 Certified Fee \$
 Return Receipt Fee (Endorsement Required)
 Restricted Delivery Fee (Endorsement Required)
 Total Postage & Fees \$

Postmark Here
 MAR 10 2016
 STATION
 INDIANAPOLIS

Sent to: IRS/Attn Extracting Stop 312
 Street Apt. No.: 201 W. Rivercenter Blvd.
 City, State, ZIP+4: Covington, KY 41011

PS Form 3811, July 2015 PSN 7530-02-000-9053 (over 5500)

40204 8890 0001 1200 1407 7014

Gateway Preparatory Academy
Attachment 5
Statement of Assurances

INDIANA CHARTER SCHOOL BOARD: CHARTER SCHOOL APPLICANT

Statement of Assurances

The charter school agrees to comply with all of the following provisions: *(Read and check)*

- 1. A resolution or motion has been adopted by the charter school applicant's governing body that authorizes the submission of this application, including all understanding and assurances contained herein, directing and authorizing the applicant's designated representative to act in connection with the application and to provide such additional information as required.
- 2. Recipients operate (or will operate if not yet open) a charter school in compliance with all federal and state laws, including Indiana Charter Schools Law as described in all relevant sections of IC § 20-24.
- 3. Recipients will, for the life of the charter, participate in all data reporting and evaluation activities as required by the Indiana Charter School Board (ICSB) and the Indiana Department of Education. See in particular IC § 20-20-8-3 and relevant sections of IC § 20-24.
- 4. Recipients will comply with all relevant federal laws including, but not limited to, the *Age Discrimination in Employment Act* of 1975, Title VI of the *Civil Rights Act* of 1964, Title IX of the *Education Amendments* of 1972, section 504 of the *Rehabilitation Act* of 1973, Part B of the *Individuals with Disabilities Education Act*, and section 427 of the *General Education Provision Act*.
- 5. Recipients will comply with all provisions of the Non regulatory Guidance—Public Charter Schools Program of the U.S. Department of Education, which includes the use of a lottery for enrollment if the charter school is oversubscribed, as well as with applicable Indiana law. See also relevant sections of IC § 20-24.
- 6. Recipients shall ensure that a student's records, and, if applicable, a student's individualized education program as defined at 20 U.S.C. § 1401(14) of the *Individuals with Disabilities Education Act*, will follow the student, in accordance with applicable federal and state law.
- 7. Recipients will comply with all provisions of the *No Child Left Behind Act*, including but not limited to, provisions on school prayer, the Boy Scouts of America Equal Access Act, the Armed Forces Recruiter Access to Students and Student Recruiting Information, the Unsafe School Choice Option, the Family Educational Rights and Privacy Act (FERPA) and assessments.
- 8. Recipients will operate with the organizer serving in the capacity of fiscal agent for the charter school and in compliance with generally accepted accounting principles.
- 9. Recipients will at all times maintain all necessary and appropriate insurance coverage.
- 10. Recipients will indemnify and hold harmless the ICSB, the Indiana Department of Education, the State of Indiana, all school corporations providing funds to the charter school (if applicable), and their officers, directors, agents and employees, and any successors and assigns from any and all liability, cause of action, or other injury or damage in any way relating to the charter school or its operation.

11. Recipients understand that the ICSB may revoke the charter if the ICSB deems that the recipient is not fulfilling the academic goals and/or fiscal management responsibilities outlined in the charter.

Signature from Authorized Representative of the Charter School Applicant

I, the undersigned, am an authorized representative of the charter school applicant and do hereby certify that the information submitted in this application is accurate and true to the best of my knowledge and belief. In addition, I do hereby certify to the assurances contained above.

<u>PRINT NAME & TITLE</u>	<u>DATE</u>
<p><i>Ashley Dawn Gibson, Director</i> <u>SIGN NAME</u> ASHLEY DAWN GIBSON</p>	<p>3/11/16</p>

GATEWAY PREPARATORY ACADEMY, INC.

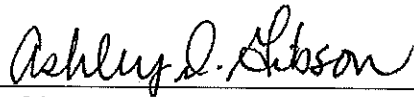
Resolution Approving Submission of Proposal to Charter

Resolution No. 1

WHEREAS, the Board of Directors of Gateway Preparatory Academy, Inc. ("Corporation") deem it in the best interest of the Corporation to operate a charter school in Indiana as it is the essential function of the Corporation.

NOW THEREFORE, IT IS RESOLVED THAT the Board hereby authorizes, approves, and directs:

1. The Proposal to Charter to the Indiana Charter School Board shall be submitted without delay.
2. The Corporation is authorized to submit this application, including all understanding and assurances contained therein.
3. Ashley D. Gibson is the Corporation's Designated Representative to act on the Corporation's behalf in connection with the application and to provide such additional information as required.



Ashley D. Gibson
Director

*As authorized by Article VI of the Corporation's Articles of Incorporation, the sole director may act on behalf of the Corporation until such time as the full Board of Directors is in place.

Date: March 10, 2016

Gateway Preparatory Academy

Attachment 6

Board Member Information

CHARTER SCHOOL BOARD MEMBER INFORMATION

(To be completed individually by each proposed board member for the charter holder)

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the Indiana Charter School Board requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the founding group behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve: Gateway Preparatory Academy
2. Your full name: Brandon Nathaniel Clifton
3. Brief educational and employment history. (No narrative response is required if resume is attached.)
 Resume is attached.
4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I currently serve as Chief of Staff for Indiana Secretary of State Connie Lawson. In that capacity, I am responsible for administering the duties and responsibilities of Indiana Secretary of State Connie Lawson. As her chief operating officer, responsibilities include implementation of the office's strategy and values, delivering sound business practices to Hoosier constituents and bringing outstanding customer service.

Prior to joining Secretary Lawson's executive team, I served as Assistant General Counsel for the Indiana Department of Administration. In that role, he served as counsel for procurement, contract and transactional matters, counsel for the Minority and Women's Business Division, the Director of Executive Branch Lobbying as well as the Ethics Officer for the agency. I has also served as counsel and policy advisor at the Indiana Department of Education.

As an officer of the Indianapolis Association of Wabash Men's Board of Directors, a Penrod Society member and an alumnus of the Indiana Leadership Forum, I have enjoyed making an impact on the community in which I live. That said, nothing would offer more of a reward than impacting the educations and futures of young men and women in Indianapolis.

5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?
 Yes Don't Know/ Unsure

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
 I / we do not know any such trustees. Yes

2. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
 I / we do not know any such persons. Yes

3. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
 I / we do not anticipate conducting any such business. Yes

4. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not intend to contract with an education service provider or school management organization.
 I / we do not know any such persons. Yes

5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
 N/A. I / we have no such interest. Yes

6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
 N/A. I / we or my family do not anticipate conducting any such business. Yes

7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
 Does not apply to me, my spouse or family. Yes

8. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.
 None. Yes

Certification

I, BRANDON CL. FIDELT, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for Gateway Preparatory Academy Charter School is true and correct in every respect.

Signature

Date

3/10/16

CHARTER SCHOOL BOARD MEMBER INFORMATION

(To be completed individually by each proposed board member for the charter holder)

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Background

1. Name of charter school on whose Board of Directors you intend to serve:

Gateway Preparatory Academy

2. Your full name:

Carlotta Kozlowicz Cooperider

3. Brief educational and employment history. (No narrative response is required if resume is attached.)

Resume is attached.

4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

Charter school administrator and consultant for more than 10 years.

5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?

Yes Don't Know/ Unsure

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

I / we do not know any such trustees. Yes I have worked with some of the board members in a previous role.

2. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

I / we do not know any such persons. Yes

3. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
 I / we do not anticipate conducting any such business. Yes

4. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not intend to contract with an education service provider or school management organization.
 I / we do not know any such persons. Yes

5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
 N/A. I / we have no such interest. Yes

6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
 N/A. I / we or my family do not anticipate conducting any such business. Yes

7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
 Does not apply to me, my spouse or family. Yes

8. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.
 None. Yes

Certification

I, Carotta K. Cooper, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for _____ Charter School is true and correct in every respect.

DK Cooper

 Signature

3/10/2016

 Date

CHARTER SCHOOL BOARD MEMBER INFORMATION

(To be completed individually by each proposed board member for the charter holder)

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the Indiana Charter School Board requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the founding group behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve: *Gateway Preparatory Academy*
2. Your full name: *Ashley Dawn Gibson*
3. Brief educational and employment history. (No narrative response is required if resume is attached.)
 Resume is attached.
4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
Worked at the Indiana Department of Education and possess extensive policy, legislative, and legal knowledge gained throughout my professional experience.
5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?
 Yes Don't Know/ Unsure

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship. *Know other members solely from working with them in various capacities in my professional career.*
 I / we do not know any such trustees. Yes
2. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
 I / we do not know any such persons. Yes

3. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
 I / we do not anticipate conducting any such business. Yes

4. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not intend to contract with an education service provider or school management organization.
 I / we do not know any such persons. Yes

5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
 N/A. I / we have no such interest. Yes

6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
 N/A. I / we or my family do not anticipate conducting any such business. Yes

7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
 Does not apply to me, my spouse or family. Yes

8. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. None. Yes

Certification

I, Ashley O. Gibson, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for Gateway Preparatory Academics Charter School is true and correct in every respect.

Ashley Dawn Gibson
Signature

Gateway Preparatory Academics
03/09/16
Date

CHARTER SCHOOL BOARD MEMBER INFORMATION

(To be completed individually by each proposed board member for the charter holder)

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the Indiana Charter School Board requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the founding group behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve:

2. Your full name: Carlos A. May
3. Brief educational and employment history. (No narrative response is required if resume is attached.) Resume is attached.

4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
Founding board member (and current Executive Committee member) of Indiana Latino Expo, Board experience serving Boy Scouts of America (just completed a term on the Executive Committee), Coalition for Homeless Intervention and Prevention, Beacon of Hope Center for Women, and Partners of the Americas
5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?
Yes Don't Know/ Unsure

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
I / we do not know any such trustees. Yes
2. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
I / we do not know any such persons. Yes

3. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

I / we do not anticipate conducting any such business. Yes

4. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the school does not intend to contract with an education service provider or school management organization.

I / we do not know any such persons. Yes

5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

N/A. I / we have no such interest. Yes

6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

N/A. I / we or my family do not anticipate conducting any such business. Yes

7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family. Yes

8. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. None. Yes

Certificatio

n

I, Carlos A. May, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for Charter School is true and correct in every respect.

Signature /s/ Carlos A. May

Date 3/10/16

Gateway Preparatory Academy

Attachment 7

**Code of Ethics and
Conflict of Interest**

GATEWAY PREPARATORY ACADEMY, INC.

Conflicts of Interest Policy

Article I

Purpose

The purpose of this Conflicts of Interest Policy (the Policy) is to protect the interest of Gateway Preparatory Academy, Inc. (the "School") when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer, director or employee of the School. It is the policy of the School that its officers, directors and employees shall carry out their respective duties in a fashion that avoids actual, potential or perceived conflicts of interest. This Policy is intended to supplement but not replace any applicable state laws governing conflicts of interest applicable to nonprofit and charitable charter schools.

ARTICLE II

I. DEFINITIONS

1. Interested Person

Any director, officer or employee of the School or member of a committee with board-delegated powers who has a direct or indirect financial interest, as defined below, is an interested person.

2. Financial Interest

A person has a financial interest if the person has, directly or indirectly, through business, investment or a relative:

- a) an ownership or investment interest in, or is a general partner of, any entity with which the School has a contract, purchase or other transaction, or
- b) a compensation arrangement with any entity or individual with which the School has a contract, purchase or other transaction, or
- c) a potential ownership or investment interest in, or a potential compensation arrangement with, any entity or individual with which the School is negotiating a contract, purchase or other transaction.

Compensation includes direct and indirect remuneration as well as gifts or favors that are substantial in nature.

3. Relatives

For purposes of this Policy, relative shall mean mother, mother-in-law, father, father-in-law, son, son-in-law, daughter, daughter-in-law, sister, sister-in-law, brother, brother-in-law, spouse, or same-sex partner.

4. Executive Director of the Indiana Charter School Board

The Executive Director of the Indiana Charter School Board shall mean the person holding said title.

ARTICLE III

Policies and Procedures

1. Impartiality

All directors, officers and employees of the School shall conduct their duties with respect to potential and actual grantees, contractors, suppliers, agencies and other persons transacting or seeking to transact business with the School in a completely impartial manner, without favor or preference based upon any consideration other than the best interests of the School.

2. Duty to Disclose

No officer, director or employee of the School shall knowingly or intentionally hold a financial interest in any contract, purchase or other transaction of the School except as set forth herein. In connection with any actual or possible conflicts of interest, an interested person shall have a continuing, affirmative duty to 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. The disclosure required by this paragraph must:

- a) be in writing;
- b) describe the contract, purchase or other transaction to be made by the School;
- c) describe the financial interest that the interested person has in the contract, purchase or transaction;
- d) be affirmed under penalties of perjury; and

- e) be submitted to the School's governing body with a contemporaneous copy being provided to the Executive Director of the Indiana Charter School Board, and be accepted by the School's governing body in a public meeting under Indiana Code § 5-14-1.5 *et seq.* prior to the final action on the contract, purchase or transaction.

3. Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested person and any further proceedings as set forth in paragraph 4, the board shall vote to determine whether a conflict of interest exists.

- a) A conflict of interest shall be found to exist if the contract, purchase or transaction will result in, or is intended to result in, an ascertainable increase in the income or net worth of the interested person or a relative of the interested person which relative
 - i) is under the direct or administrative control of the interested person; or
 - ii) receives, or is awarded, a contract or purchase order that is reviewed, approved or directly or indirectly administered by the interested person.
- b) Notwithstanding the provisions of paragraph 3.a. above, the prohibitions set forth in paragraph 2 of this Policy shall not apply and no conflict of interest shall be found to exist with respect to an employee of the School if the following conditions are met:
 - i) the employee is not a member of the School's governing body and has not been delegated the function of contracting or purchasing by the School's governing body;
 - ii) the functions and duties performed by the employee for the School are unrelated to the contract, purchase or other transaction; and
 - iii) the employee makes the disclosure required by paragraph 2 of this Policy.
- c) Notwithstanding the provisions of paragraph 3.a. above, the prohibitions set forth in paragraph 2 of this Policy shall not apply and no conflict of interest shall be found to exist with respect to an employee of the School if the following conditions are met:
 - i) the contract, purchase or transaction involves the employment of the interested person's relative or the payment of a fee for goods or services to the interested person's relative, and
 - ii) the employee makes the disclosure required by paragraph 2 of this Policy.

4. Procedures for Addressing the Conflict of Interest

- a) In addition to the written disclosure required by paragraph 2 above, an interested person may make a presentation at the board or committee meeting.
- b) The chairperson of the board or committee shall, if appropriate, appoint a disinterested person or committee to investigate the alternatives to the proposed transaction or arrangement.
- c) After exercising due diligence, the board or committee shall determine whether the School 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.
- d) 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 School's best interest and for its own benefit and whether the transaction is fair and reasonable to the School and shall make its decision as to whether to enter into the transaction or arrangement in conformity with such determination.

5. Violations of the Conflicts of Interest Policy

- a) If the board or committee has reasonable cause to believe that an interested party has failed to disclose actual or possible conflicts of interest, it shall inform the interested party of the basis for such belief and afford the interested party an opportunity to explain the alleged failure to disclose.
- b) If, after hearing the response of the interested party and making such further investigation as may be warranted in the circumstances, the board or committee determines that the interested party has in fact failed to disclose an actual or possible conflict of interest, it shall report the violation in writing to the Executive Director of the Indiana Charter School Board and take appropriate disciplinary and corrective action, which may include but not be limited to suspension, removal, or termination of the interested person in a manner consistent with the School's Bylaws or policies.
- c) If the interested party did not disclose his or her interest to the directors and members of committees with board-delegated powers considering the proposed transaction, the board or committee may only ratify the transaction if a majority vote of disinterested directors determines that the transaction was fair to the School.

6. Reimbursement of Expenses

The prohibitions set forth in this Policy shall not apply to the reimbursement of expenses incurred by a director, officer or employee of the School where such expenses were incurred for the benefit of the School and were duly approved by its governing body.

7. Financial Interest Not Exceeding \$250

The prohibitions required by this Policy shall not apply if the financial interest of the interested person in the contract, purchase or transaction at issue, and in all other contracts, purchases or transactions over the immediately preceding twelve (12) month period before the date of the contract, purchase or transaction at issue, was \$250 or less.

8. Non-Acceptance of Gifts

No director, officer or employee of the School shall seek or accept for themselves or any of their relatives from any person or entity that transacts or seeks to transact business with the School any gifts, entertainment or other favors relating to their positions with the School. This prohibition shall not apply to the acceptance of nominal gifts, such as pens, hats, coffee mugs, notepads and other items of similar nominal value.

9. Restriction of Voting Members

No employee of the School or its educational management organization shall be a voting member of the School's governing body or any of its advisory boards with decision making authority delegated by the governing body unless such prohibition is expressly waived in writing and under such conditions as expressly set by the Executive Director of the Indiana Charter School Board.

A. Article IV

Records of Proceedings

The minutes of the board and all committees with board-delegated powers shall contain:

1. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of

interest was present, and the board's or committee's decision as to whether a conflict of interest in fact existed.

2. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection therewith.

B. Article V

Compensation

1. A voting member of the board of directors who receives compensation, directly or indirectly, from the School for services is precluded from voting on matters pertaining to that member's compensation.
2. A faculty member who is a voting member of the board of directors and receives compensation, directly or indirectly, from the School for services is precluded from discussing and voting on matters pertaining to that member's and other faculty members' compensation.
3. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the School for services is precluded from voting on matters pertaining to that member's compensation.

C. Article VI

Annual Statements

Each director, officer, employee and member of a committee with board-delegated powers shall annually sign a statement which affirms that such person:

- a) has received a copy of the Policy,
- b) has read and understands the Policy,
- c) has agreed to comply with the Policy, and

- d) understands that the School is a charitable organization and that in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

D. Article VII

E. Periodic Reviews

To ensure that the School operates in a manner consistent with its charitable purposes and that it does not engage in activities that could jeopardize its status as an organization exempt from federal income tax, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a) Whether compensation arrangements and benefits are reasonable and are the result of arm's-length bargaining.
- b) Whether acquisitions of provider services result in inurement or impermissible private benefit.

II. ARTICLE VIII

Use of Outside Experts

In conducting the periodic reviews provided for in Article VII, the School may, but need not, use outside advisors. If outside experts are used their use shall not relieve the board of its responsibilities for ensuring that periodic reviews are conducted.

Gateway Preparatory Academy

Attachment 8

Education Service Provider

Documentation:

Draft Service Contract

Authorization to do Business in Indiana



**APPLICATION FOR CERTIFICATE OF AUTHORITY
OF A FOREIGN LIMITED LIABILITY COMPANY**

State Form 49464 (R5 / 5-14)
Approved by State Board of Accounts, 2014

INDIANA SECRETARY OF STATE
RECEIVED
2016 MAR 10 PM 2:01

CONNIE LAWSON
SECRETARY OF STATE
BUSINESS SERVICES DIVISION
302 W. Washington Street, E018
Indianapolis, Indiana 46204-2700
Telephone: (317) 232-6576

- INSTRUCTIONS:**
1. Use 8 1/2" x 11" white paper for attachments.
 2. Present original and one (1) copy to the address on upper right corner of this form.
 3. Please TYPE or PRINT in INK.
 4. Please visit our office at www.sqs.in.gov.
 5. Make check or money order payable to Secretary of State.

Indiana Code 23-18-11-4

FILING FEE: \$ 90.00

- NOTES:**
1. Applicant must submit a certificate of existence issued by the proper authority within the last sixty (60) days.

APPLICATION FOR CERTIFICATE OF AUTHORITY
OF

Cobalt Property, LLC

The undersigned manager or member desiring to effectuate the admittance of the above Limited Liability Company (LLC) to transact business in the State of Indiana, certifies the follow facts:

ARTICLE I: NAME AND PRINCIPAL OFFICE

Fictitious Name (Only used if name in the application is not available in Indiana.)

Address of the Principal Office (number and street)	City	State	ZIP code
1140 Sumner Blvd.	Safety Harbor	FL	34695

ARTICLE II: REGISTERED OFFICE AND REGISTERED AGENT

Name of the Registered Agent (Cannot be organization itself.)

N. Davey Neal

Address of Registered Office (number and street) (PO Box not accepted)	City	State	ZIP code
320 N. Meridian Street	Indianapolis	IN	46204

Required:

- By checking the box, the Signator(s) represents that the registered agent named in the application has consented to the appointment of registered agent.

ARTICLE III: DATE OF ORGANIZATION AND DURATION OF EXISTENCE

Date of organization in domiciliary state (month, day, year)	State of organization
October 6, 2008	Florida

- The LLC is perpetual until dissolution.
OR
 The latest date upon which the LLC is to dissolve (month, day, year): _____

ARTICLE IV: MANAGEMENT

- The Articles of Organization state that the LLC is to be managed by its member or members.
 The Articles of Organization provide for a manager or managers.

In witness whereof, the undersigned being the David Stiles of said LLC executes this Application for Certificate of Authority, and verifies subject to penalties of perjury, that the facts contained herein are true this Ninth day of March, 2016.

Signature 	Printed name David Stiles
---------------	------------------------------



**CERTIFICATE OF ASSUMED BUSINESS NAME
(All Entities)**

State Form 30353 (R16 / 11-13)
Approved by State Board of Accounts, 2013
Indiana Code 23-15-1-1

INDIANA SECRETARY OF STATE
REGISTRATIONS DIVISION
302 W. Washington Street, Room E018
Indianapolis, Indiana 46204
Telephone: (317) 232-8576
2016 MAR 10 11 20 AM '16

INSTRUCTIONS:

1. Use an 8 1/2" x 11" sheet of white paper for attachments.
2. Present original and one (1) copy to address in upper right corner of this form.
3. Please TYPE or PRINT.
4. Please visit our office on the web at www.sos.in.gov.

FILING FEES PER CERTIFICATE	
For-Profit Corporation, Limited Liability Company, Limited Partnership	\$30.00
Not-For-Profit Corporation	\$26.00

NOTE: This form cannot be used for county filing of an assumed business name.

1. Name of entity Cobalt Property, LLC	2. Date of incorporation / admission / organization (month, day, year) October 6, 2008
3. Address at which the entity will do business under the assumed name (number and street) City, state, and ZIP code	
4. Assumed business name(s) Meridian Education	
5. Principal office address of the entity (number and street) 1140 Sumner Blvd City, state, and ZIP code Safety Harbor, FL 34695	
6. Signature of officer or other authorized party 	7. Printed name and title David Stiles, Manager

This instrument was prepared by:

N. Davey Neal

State of Florida

Department of State

INDIANA SECRETARY OF STATE
RECEIVED
2016 MAR 10 AM 2:01

I certify from the records of this office that COBALT PROPERTY, LLC is a limited liability company organized under the laws of the State of Florida, filed on October 7, 2008, effective October 6, 2008.

The document number of this limited liability company is L08000094694.

I further certify that said limited liability company has paid all fees due this office through December 31, 2016, that its most recent annual report was filed on March 9, 2016, and that its status is active.

*Given under my hand and the
Great Seal of the State of Florida
at Tallahassee, the Capital, this
the Ninth day of March, 2016*



Ken Detjmer
Secretary of State

Tracking Number: CC4069182368

To authenticate this certificate, visit the following site, enter this number, and then follow the instructions displayed.

<https://services.sunbiz.org/Filings/CertificateOfStatus/CertificateAuthentication>

SCHOOL SUPPORT AGREEMENT

THIS SCHOOL SUPPORT AGREEMENT ("Agreement") is entered into effective as of this ____ day of _____, 201_, by and between Cobalt Property, LLC, DBA Meridian Education, a Florida limited liability company the "Company") and Gateway Preparatory Academy, Inc. an Indiana not-for-profit entity or corporation (the "School") collectively the Company and the School are called "the Parties")

WHEREAS, the School has become aware of the Company's unique service offerings called "Services" (the "Services" or "Plan")

WHEREAS, the Services utilize the proprietary content, methodology and technology which has been developed by the Company, and the Company has researched, developed and can provide the requisite professional and consulting services necessary for the implementation of the Plan, which would not necessarily be available to the School;

NOW, THEREFORE, the Parties hereto agree as follows:

1. Service.

In accordance with the foregoing, and subject to the other terms of this Agreement, the Company shall provide the School with the services set forth on Schedule A hereto, and upon the both the fee and reimbursement basis set forth in this Agreement and Schedule A, the terms of which are hereby incorporated herein by reference.

2. Term.

The initial term of this Agreement shall commence on the date of full execution of this Agreement, and shall continue for as contained in Schedule A, unless terminated sooner pursuant to the terms herein. Thereafter, this Agreement will automatically renew for successive five (5) year terms unless one party notifies in writing, the other party at least six (6) months prior to the expiration of the then-current term of its intention not to renew this Agreement.

3. Board.

The School's board of trustees/directors (the "Board") shall govern the School and be responsible for its overall operation in accordance all applicable rules, regulations, laws, grants, this Agreement, and other contracts. In order to assist the Board and the School in carrying out its duties and obligations, the School hereby contracts with the Company to provide the School with the Services and consulting relating to supporting the school's mission and helping the school to achieve its goals as set forth in Schedule A hereto. Except as otherwise specifically set forth herein, the Company will only provide the services and consultation associated with the day-to-day operation only as specifically enumerated on Schedule A attached hereto and incorporated herein.

4. School Responsibilities.

The School's Board shall govern the School and be responsible for its operation in accordance with the Agreement. The School shall timely pay the costs and fees for which the School is responsible for pursuant to this Agreement.

5. Subcontracts.

The Company reserves the right to subcontract any and all aspects of services it agrees to provide to the School.

6. Fees.

a. Continuing Fee. The School shall pay a monthly continuing fee to the Company as provided in Schedule A on a monthly basis in advance, for the services listed on Schedule A, attached hereto.

b. Except as otherwise explicitly provided in this Agreement the costs charged by the Company as set forth in this Agreement, shall be timely paid upon a monthly basis in advance by the School. Wages for personnel working at the School shall be borne by the School

c. Payment of Costs and Fees. The School shall be liable for and shall reimburse the Company for all payments advanced by the Company subject to reimbursement as set forth in this Agreement. In addition, the School shall reimburse the Company for any direct expenses incurred by the Company that are for the benefit of the School.

The School shall bear all costs for, and be responsible for remitting payment to all other vendors. Company is responsible for placing orders for those goods and services necessary to perform the educational and administrative services enumerated in this agreement; providing invoices and competent documentation to the fiscal officer for payment; and complying with the total budget agreed upon between COMPANY and the School for those goods and services. The School is responsible for those costs which do not contribute to Company's performance of the educational and administrative services enumerated in this agreement, including but not limited to: legal fees for representation of the School, Sponsor Fees and any other miscellaneous expenses, costs and/or fees incurred as the result of the School's oversight of the Company's performance.

The reimbursement shall be a separate expense of the School and shall be in addition to the Fee, all of which are payable by the School. The School shall make all such reimbursement payments to the Company within fifteen (15) calendar days of the delivery by the Company to the School of an invoice therefore. All late payments shall accrue interest at 2.0% per month.

The School shall prioritize its accounts payable to provide that all payables shall be paid in the following order: salaries for employees of the School shall be paid first out of available funds, then the rent or mortgage payment for the School premises, then all charges including reimbursements payable to the Company, then all other payables. In addition, upon the failure of the School to timely pay any payment due to the Company, then the Company shall have the option to reasonably take any action or make recommendations that would assist the Company in being timely paid, including but not limited to: (i) naming a new school CFO or retaining an accounting service to pay the accounts payable in the priority specified in this Agreement, (ii) remove any School leader or administrator, or (iii) require the School to hire third party service providers who can resolve the issue causing the default.

d. All amounts payable by the School hereunder shall, at the Company's option, shall be made via electronic funds transfer. The School shall cooperate with the Company to set up and establish necessary accounts and procedures. The Company shall be paid its Fee before any other expenses of the school.

e. Survival of Obligations. This Section as well as this Agreement shall survive any expiration or termination of this Agreement until all payments earned prior to the date of such expiration or termination shall have been paid in full.

7. Termination

a. Termination by the School. The School may terminate this Agreement in the event the Company materially breaches this Agreement and (A) the Company does not cure said material breach within 60 days of its receipt of written notice from the School, or (B) if the breach cannot be reasonably

cured within 60 days, and the Company does not promptly undertake and continue efforts to cure said material breach within a reasonable time. Notwithstanding the foregoing, in the event that a material breach shall be such that it creates an imminent danger to the life of students, parents or others, said breach must be cured immediately upon written notice from the School. Notwithstanding anything to the contrary, as a condition precedent to termination, should the Company have a guaranty on the school facility, equipment, or other financial obligation, the Company must be relieved of this obligation by the School to the satisfaction of the Company and the party requiring the guaranty. This agreement will remain in effect until all guarantees are terminated or satisfactorily transferred to a third party so that the Company will not have ongoing obligations related to a guaranty on the school facility, property, operations, or other obligations.

b. Termination by the Company. The Company may, at its option, terminate this Agreement upon the occurrence of any of the following events: (i), if any academic year results in operating deficits, (ii) the School fails to pay any fees due to the Company within fifteen (15) days of receiving written notice that such fees are due; (iii) the School is in material default under any other condition, term or provisions of this Agreement and (A) the School does not cure said material breach within 60 days of its receipt of written notice from the Company, or (B) if the breach cannot be reasonably cured within 60 days, the School does not promptly undertake and continue efforts to cure said material breach within a reasonable time; Notwithstanding anything to the contrary, as a condition precedent to termination, should the Company have a guaranty on a School facility, equipment, or other obligation, the Company must be relieved of this obligation by the School to the satisfaction of the Company and the party requiring the guaranty. This agreement will remain in effect until all guarantees are terminated or satisfactorily transferred to a third party so that the Company will not have ongoing any obligations related to a guaranty on a School facility, property, operations, or other obligations.

c. Automatic Termination. The Company may, at its option, terminate this Agreement without notice or the right to cure by the School, upon the occurrence of any of the following events: (i) the School declares bankruptcy or becomes insolvent, (ii) if a School board member is convicted of any crime related to violating the public trust, (iii) the School materially and willfully breaches the charter contract with it's authorizer, or (iv) the School does not reasonably undertake to implement any material recommendations from their auditor, the Company or any other third party adviser.

8. Duties Upon Termination.

a. Upon termination of this Agreement for any reason whatsoever, the School shall (i) immediately pay to the Company and/or any of the Company's affiliates any monies owing to such person or entity, and (ii) promptly return to the Company any Company owned materials, real and personal property, if any. The Parties acknowledge that all such material purchased by the Company in furtherance of this Agreement shall be property of the Company. The Company shall assist the School in any transition of management and operations, including, but not limited to: (i) the orderly transition of all student records and other School property, equipment and material (if any), (ii) sending notices to students as reasonably requested by the School, and (iii) at the School's option, delivering student records directly to the students. This Section shall survive any expiration or termination of this Agreement.

9. Notices.

Any notices to be provided hereunder shall be in writing and given by personal service, mailing the same by United States certified mail, return receipt requested, and postage prepaid, facsimile or electronic (provided a copy is sent by one of the other permitted methods of notice), or a nationally recognized overnight carrier, addressed as follows:

If to the Company, to:
Meridian Education
2915 McMullen Booth Rd
Suite 510
Clearwater, FL 33761
Attn: Legal Department

If to the School, to:
Gateway Preparatory Academy, Attention, Board Chair

_____,

With a copy to:

_____, Board Counsel

11. Severability.

The invalidity or unenforceability of any provision or clause hereof shall in no way effect the validity or enforceability of any other clause or provision hereof.

12. Waiver and Delay.

No waiver or delay of any provision of this Agreement at any time will be deemed a waiver of any other provision of this Agreement at such time or will be deemed a waiver of such provision at any other time.

13. Governing Law.

This Agreement shall be governed by and construed in accordance with the laws of the State of where the School is situated without regard to any jurisdiction's conflict of law provisions.

14. Assignment; Binding Agreement. Neither party shall assign this Agreement without the written consent of the other party, which consent shall not be unreasonably withheld or delayed. This Agreement shall be binding upon and inure to the benefit of the Parties hereto and their respective successors and permitted assigns.

15. Independent Activity.

All of the Parties to this Agreement understand that the Company's business is to operate and manage schools. As such, the Parties agree that the Company and its affiliates, may manage and/or operate other schools within this state or school district, or anywhere else, whether the same may be considered competitive with the School or not.

16. Representations and Warranties of the School.

The School hereby represents and warrants to the Company as follows:

a. The School is duly organized, validly existing, and in good standing under the laws of the state where the School is located and has the authority to carry on its business as now being conducted and the authority to execute, deliver, and perform this Agreement.

b. The School and those persons executing this Agreement have taken all actions necessary to authorize the execution, delivery, and performance of this Agreement, and this Agreement is a valid

and binding obligation of the School enforceable against it in accordance with its terms, except as may be limited by federal and state laws affecting the rights of creditors generally, and except as may be limited by legal or equitable remedies.

The School has made, obtained, and performed all registrations, filings, approvals, authorizations, consents, licenses, or examinations required by any government or governmental authority, domestic or foreign, in order to execute, deliver and perform its obligations under this Agreement. The School has the financial ability to perform all of its duties and obligations under this Agreement. In addition, the School shall timely provide to the Company with all necessary financial, operational and regulatory reports as requested by the Company, to enable the Company to verify the performance of the School and to perform its obligations under this Agreement.

c. The Company at its sole discretion shall have the right to retain the services of a Chief Financial Officer or an independent financial accounting firm that shall be tasked with keeping the books of account, including collecting all income and paying all expenses and the payroll of the School, subject to board approval. The accounting firm shall be paid by the School, directly, and at no cost to the Company. The Chief Financial Officer and/or independent accounting firm shall have full control over the accounts payable and Board shall adopt the financial control policies to implement same.

17. Arbitration.

a. In the event of any dispute between the Parties hereto, the parties shall settle said dispute through arbitration (unless otherwise required by any applicable insurance policy or contract). In the event arbitration is the applicable form of dispute resolution, each party shall appoint one arbitrator and then the two previously selected arbitrators shall agree upon a third. The arbitration shall take place utilizing the then-current rules of the American Arbitration Association ("AAA") and shall take place in the state and county where the school is located.

b. The Parties shall have the right of limited pre-hearing discovery, in accordance with the U.S. Federal Rules of Civil Procedure, as then in effect, for a period not to exceed ninety (90) days.

c. As soon as the discovery is concluded, but in any event within thirty (30) days thereafter, the arbitrators shall hold a hearing in accordance with the aforesaid AAA rules. Thereafter, the arbitrators shall promptly render a written decision, together with a written opinion setting forth in reasonable detail the grounds for such decision. Any award by the arbitrators in connection with such decision may also provide that the prevailing party shall recover its reasonable attorneys' fees and other costs incurred in the proceedings, in addition to any other relief which may be granted.

d. Judgment may be entered in any court of competent jurisdiction to enforce the award entered by the arbitrators.

18. Amendment.

This Agreement may not be modified or amended except by a writing signed by each Party hereto against which any relevant term hereof is being enforced.

IN WITNESS WHEREOF, the Parties hereto have set their hands by and through their duly authorized officers as of the date first above written.

SCHOOL: GATEWAY PREPARATORY ACADEMY, INC

Signature

Printed Name / Title

COMPANY: MERIDIAN EDUCATION

Signature

Printed Name / Title

Schedule A

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.

Gateway Preparatory Academy

Attachment 9

Business Plan

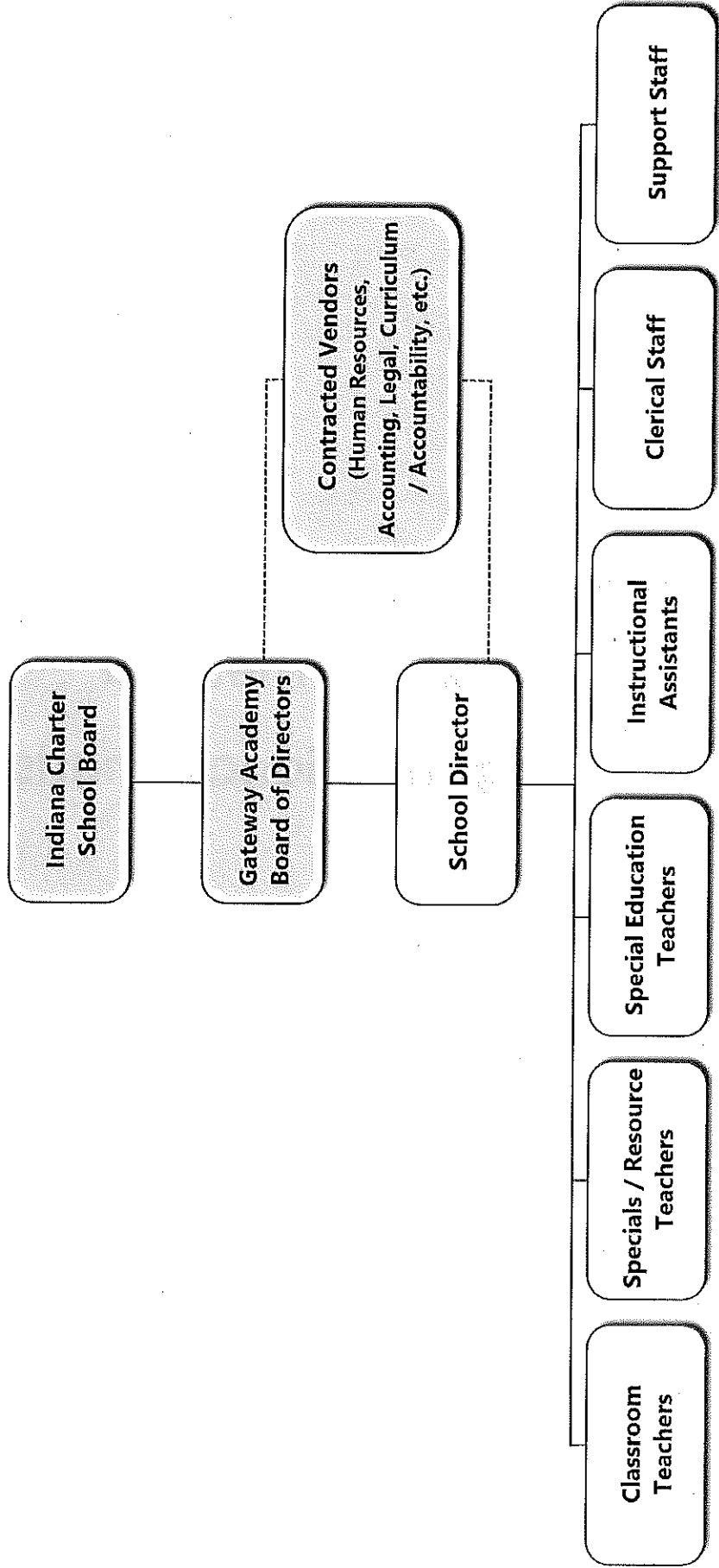
Not applicable. The Board is proposing one school. There is no school network provider.

Gateway Preparatory Academy

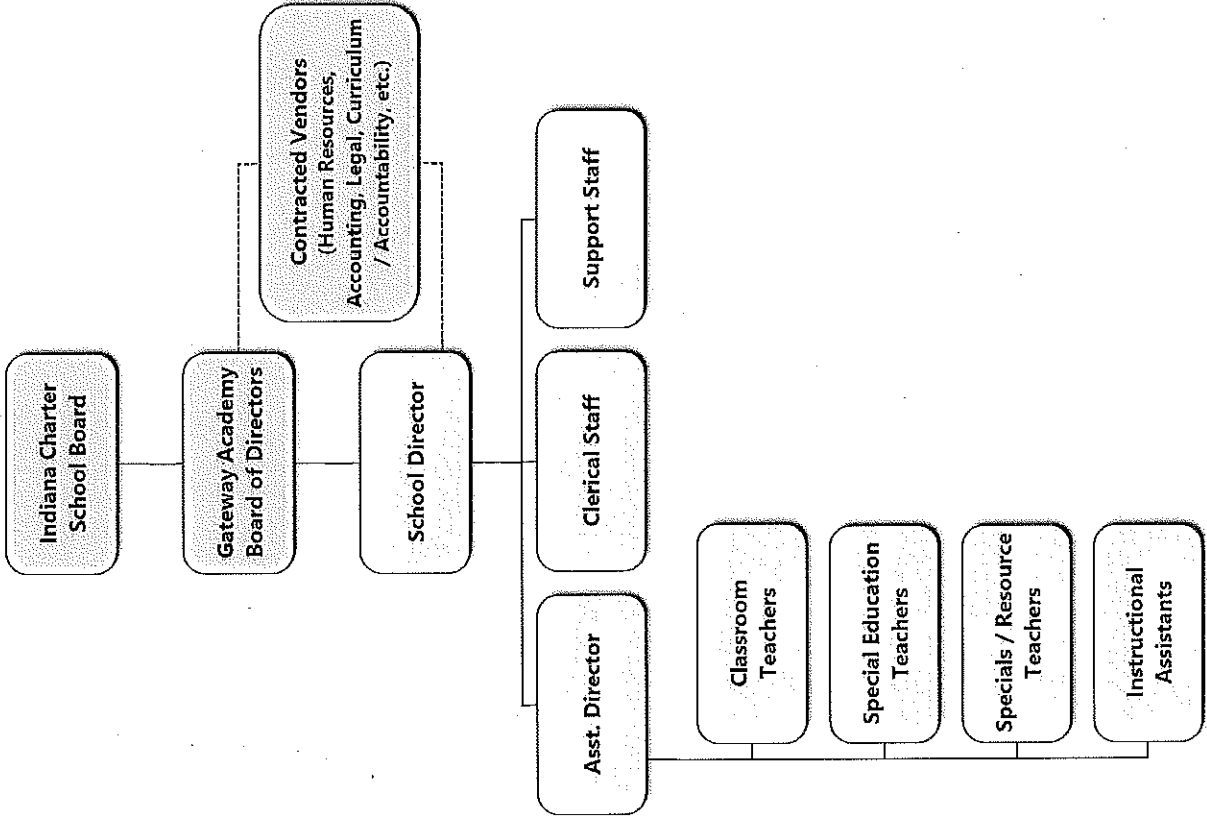
Attachment 10

Organizational Charts

Gateway Preparatory Academy - Organizational Chart - Year 1



Gateway Preparatory Academy - Organizational Chart - Year 5



Gateway Preparatory Academy

Attachment 11

Course Scope and Sequence

McGraw-Hill *My Math* Scope and Sequence

The suggested pacing supports 1 day per lesson, and includes additional time for review and assessment, and remediation and differentiation for a total of 160 days.

		Grade 2
Numbers 0-5 (Chapter 1) Additional time for Remediation & Differentiation and Review & Assessment (6 Days)	Operations and Algebraic Thinking (Chapter 1) Additional time for Remediation & Differentiation and Review & Assessment (8 Days)	Apply Addition and Subtraction Concepts (Chapter 1) Additional time for Remediation & Differentiation and Review & Assessment (6 Days)
17 Days	21 Days	19 Days
Numbers to 10 (Chapter 2) Additional time for Remediation & Differentiation and Review & Assessment (6 Days)	Subtraction Concepts (Chapter 2) Additional time for Remediation & Differentiation and Review & Assessment (7 Days)	Number Patterns (Chapter 2) Additional time for Remediation & Differentiation and Review & Assessment (5 Days)
17 Days	21 Days	12 Days
Numbers Beyond 10 (Chapter 3) Additional time for Remediation & Differentiation and Review & Assessment (6 Days)	Addition Strategies to 20 (Chapter 3) Additional time for Remediation & Differentiation and Review & Assessment (6 Days)	Add Two-Digit Numbers (Chapter 3) Additional time for Remediation & Differentiation and Review & Assessment (5 Days)
16 Days	15 Days	12 Days
Compose and Decompose Numbers to 10 (Chapter 4) Additional time for Remediation & Differentiation and Review & Assessment (6 Days)	Subtraction Strategies (Chapter 4) Additional time for Remediation & Differentiation and Review & Assessment (6 Days)	Subtract Two-Digit Numbers (Chapter 4) Additional time for Remediation & Differentiation and Review & Assessment (5 Days)
15 Days	14 Days	14 Days
Addition (Chapter 5) Additional time for Remediation & Differentiation and Review & Assessment (6 Days)	Place Value (Chapter 5) Additional time for Remediation & Differentiation and Review & Assessment (7 Days)	Place Value to 1000 (Chapter 5) Additional time for Remediation & Differentiation and Review & Assessment (5 Days)
13 Days	21 Days	12 Days
Subtraction (Chapter 6) Additional time for Remediation & Differentiation and Review & Assessment (6 Days)	Two-Digit Addition and Subtraction (Chapter 6) Additional time for Remediation & Differentiation and Review & Assessment (6 Days)	Add Three-Digit Numbers (Chapter 6) Additional time for Remediation & Differentiation and Review & Assessment (5 Days)
13 Days	14 Days	13 Days
Compose and Decompose Numbers 11-19 (Chapter 7) Additional time for Remediation & Differentiation and Review & Assessment (6 Days)	Organize and Use Graphs (Chapter 7) Additional time for Remediation & Differentiation and Review & Assessment (6 Days)	Subtract Three-Digit Numbers (Chapter 7) Additional time for Remediation & Differentiation and Review & Assessment (5 Days)
11 Days	12 Days	14 Days

Measurement (Chapter 8) Additional time for Remediation & Differentiation and Review & Assessment (6 Days)	Measurement and Time (Chapter 8) Additional time for Remediation & Differentiation and Review & Assessment (6 Days)	Money (Chapter 8) Additional time for Remediation & Differentiation and Review & Assessment (4 Days)
12 Days	15 Days	9 Days
Classify Objects (Chapter 9) Additional time for Remediation & Differentiation and Review & Assessment (6 Days)	Two Dimensional Shapes and Equal Shares (Chapter 9) Additional time for Remediation & Differentiation and Review & Assessment (7 Days)	Data Analysis (Chapter 9) Additional time for Remediation & Differentiation and Review & Assessment (5 Days)
11 Days	17 Days	13 Days
Position (Chapter 10) Additional time for Remediation & Differentiation and Review & Assessment (5 Days)	Three Dimensional Shapes and Equal Shares (Chapter 10) Additional time for Remediation & Differentiation and Review & Assessment (6 Days)	Time (Chapter 10) Additional time for Remediation & Differentiation and Review & Assessment (5 Days)
9 Days	10 Days	11 Days
Two-Dimensional Shapes (Chapter 11) Additional time for Remediation & Differentiation and Review & Assessment (6 Days)		Customary and Metric Lengths (Chapter 11) Additional time for Remediation & Differentiation and Review & Assessment (6 Days)
15 Days		18 Days
Three-Dimensional Shapes (Chapter 12) Additional time for Remediation & Differentiation and Review & Assessment (6 Days)		Geometric Shapes and Equal Shares (Chapter 12) Additional time for Remediation & Differentiation and Review & Assessment (5 Days)
11 Days		13 Days
Suggested Teach (includes Remediation and Differentiation): 136 days + Suggested Assess: 24 days <hr/> Suggested Pacing 160 days	Suggested Teach (includes Remediation and Differentiation): 140 days + Suggested Assess: 20 days <hr/> Suggested Pacing 160 days	Suggested Teach (includes Remediation and Differentiation): 136 days + Suggested Assess: 24 days <hr/> Suggested Pacing 160 days

McGraw-Hill *My Math* Scope and Sequence

The suggested pacing supports 1 day per lesson, and includes additional time for review and assessment, and remediation and differentiation for a total of 160 days.

		Grade 5
Place Value (Chapter 1) Additional time for Remediation & Differentiation and Review & Assessment (4 Days)	Place Value (Chapter 1) Additional time for Remediation & Differentiation and Review & Assessment (43Days)	Place Value (Chapter 1) Additional time for Remediation & Differentiation and Review & Assessment (3 Days)
10 Days	9 Days	12 Days
Addition (Chapter 2) Additional time for Remediation & Differentiation and Review & Assessment (4 Days)	Add and Subtract Whole Numbers (Chapter 2) Additional time for Remediation & Differentiation and Review & Assessment (3 Days)	Multiply Whole Numbers (Chapter 2) Additional time for Remediation & Differentiation and Review & Assessment (2 Days)
13 Days	12 Days	12 Days
Subtraction (Chapter 3) Additional time for Remediation & Differentiation and Review & Assessment (4 Days)	Understand Multiplication and Division (Chapter 3) Additional time for Remediation & Differentiation and Review & Assessment (3 Days)	Divide by a One-Digit Divisor (Chapter 3) Additional time for Remediation & Differentiation and Review & Assessment (3 Days)
10 Days	11 Days	16 Days
(Chapter 4) Additional time for Remediation & Differentiation and Review & Assessment (6 Days)	Multiply with One-Digit Numbers (Chapter 4) Additional time for Remediation & Differentiation and Review & Assessment (3 Days)	Divide by Two-Digit Divisors (Chapter 4) Additional time for Remediation & Differentiation and Review & Assessment (2 Days)
9 Days	14 Days	8 Days
Understand Division (Chapter 5) Additional time for Remediation & Differentiation and Review & Assessment (3 Days)	Multiply with Two-Digit Numbers (Chapter 5) Additional time for Remediation & Differentiation and Review & Assessment (3 Days)	Add and Subtract Decimals (Chapter 5) Additional time for Remediation & Differentiation and Review & Assessment (2 Days)
9 Days	9 Days	12 Days
Multiplication and Division Patterns (Chapter 6) Additional time for Remediation & Differentiation and Review & Assessment (4 Days)	Divide by a One Digit Number (Chapter 6) Additional time for Remediation & Differentiation and Review & Assessment (3 Days)	Multiply and Divide Decimals (Chapter 6) Additional time for Remediation & Differentiation and Review & Assessment (3 Days)
13 Days	14 Days	17 Days
Multiplication and Division (Chapter 7) Additional time for Remediation & Differentiation and Review & Assessment (4Days)	Patterns and Sequences (Chapter 7) Additional time for Remediation & Differentiation and Review & Assessment (3 Days)	Expressions and Patterns (Chapter 7) Additional time for Remediation & Differentiation and Review & Assessment (3 Days)
12 Days	12 Days	11 Days

Apply Multiplication and Division (Chapter 8) Additional time for Remediation & Differentiation and Review & Assessment (4 Days)	Fractions (Chapter 8) Additional time for Remediation & Differentiation and Review & Assessment (3 Days)	Fractions and Decimals (Chapter 8) Additional time for Remediation & Differentiation and Review & Assessment (2 Days)
13 Days	13 Days	
Properties and Equations (Chapter 9) Additional time for Remediation & Differentiation and Review & Assessment (4 Days)	Operations with Fractions (Chapter 9) Additional time for Remediation & Differentiation and Review & Assessment (3 Days)	Add and Subtract Fractions (Chapter 9) Additional time for Remediation & Differentiation and Review & Assessment (3 Days)
13 Days	12 Days	16 Days
Fractions (Chapter 10) Additional time for Remediation & Differentiation and Review & Assessment (3 Days)	Fractions and Decimals (Chapter 10) Additional time for Remediation & Differentiation and Review & Assessment (3 Days)	Multiply and Divide Fractions (Chapter 10) Additional time for Remediation & Differentiation and Review & Assessment (3 Days)
12 Days	11 Days	15 Days
Measurement (Chapter 11) Additional time for Remediation & Differentiation and Review & Assessment (3 Days)	Customary Measurement (Chapter 11) Additional time for Remediation & Differentiation and Review & Assessment (3 Days)	Measurement (Chapter 11) Additional time for Remediation & Differentiation and Review & Assessment (3 Days)
10 Days	13 Days	16 Days
Represent and Interpret Data (Chapter 12) Additional time for Remediation & Differentiation and Review & Assessment (4 Days)	Metric Measurement (Chapter 12) Additional time for Remediation & Differentiation and Review & Assessment (3 Days)	Geometry (Chapter 12) Additional time for Remediation & Differentiation and Review & Assessment (3 Days)
12 Days	9 Days	15 Days
Perimeter and Area (Chapter 13) Additional time for Remediation & Differentiation and Review & Assessment (4 Days)	Perimeter and Area (Chapter 13) Additional time for Remediation & Differentiation and Review & Assessment (2 Days)	
14 Days	7 Days	
Geometry (Chapter 14) Additional time for Remediation & Differentiation and Review & Assessment (3 Days)	Geometry (Chapter 14) Additional time for Remediation & Differentiation and Review & Assessment (3 Days)	
10 Days		
Suggested Teach (includes Remediation and Differentiation): 132 days + Suggested Assess: 28 days <hr/> Suggested Pacing 160 days	Suggested Teach (includes Remediation and Differentiation): 132 days + Suggested Assess: 28 days <hr/> Suggested Pacing 160 days	Suggested Teach (includes Remediation and Differentiation): 136 days + Suggested Assess: 24 days <hr/> Suggested Pacing 160 days

Glencoe Mathematics Scope and Sequence

		Grade 8	Accelerated
Ratios and Proportional Relationships Ratios and Rates Fractions Decimals, and Percents	Ratios and Proportional Relationships Ratios and Proportional Reasoning Percents	The Number System Real Numbers	Rational Numbers and Exponents The Language of Algebra Operations with Integers Operations with Rational Numbers Powers and Roots
The Number System Compute with Multi-Digit numbers Multiply and Divide Fractions Integers The Coordinate Plane	The Number System Integers Rational Numbers	Expressions and Equations Equations in One Variable Equations in Two Variables	Proportionality and Linear Relationships Ratio, Proportion, and Similar Figures Percents Algebraic Expressions Equations and Inequalities Linear Functions
Expressions and Equations Expressions, Equations, Functions and inequalities	Expressions and Equations Expressions Equations and Inequalities	Functions Functions	Introduction to Sampling and Inference Statistics and Probability
Geometry Area, Volume and Surface Area	Geometry Geometric Figures Measure Figures	Geometry Triangles and the Pythagorean Theorem Transformations Congruence and Similarity Volume and Surface Area	Creating, Comparing, and Analyzing Geometric Figures Congruence, Similarity, and Transformations Volume and Surface Area

English Language Arts Scope and Sequence

The Common Core State Standards identify grade level targets for learning organized around the big ideas of English Language Arts outlined below.

Reading: Literature and Informational	Writing	Speaking and Listening	Language
Key Ideas and Details: (<i>standards 1-3</i>) Model comprehension strategies so students can comprehend key ideas and details in multiple readings of the text.	Text Types and Purpose (<i>standards 1-3</i>): Ask students to write narratives, informative pieces, or arguments that incorporate key ideas and details.	Comprehension and Collaboration (<i>standards 1-3</i>): Allow students to discuss text with peers before writing.	Conventions of Standard English (<i>standards 1-2</i>): Highlight specific conventions in an author's writing. Choose a focus skill and have students implement it in their writing.
Craft and Structure (<i>standards 4-6</i>): When reading ask students to pay attention to the author's craft and use of language.	Production and Distribution of Writing (<i>standards 4-6</i>): Ask students to implement techniques discussed during exploration of author's craft to revising their narrative, informative, or argument piece.	Presentation of Knowledge and Ideas (<i>standards 4-6</i>): Ask students to evaluate an author's point of view, reasoning, and use of evidence in the text and ask them to present findings to peers.	Knowledge of Language (<i>standard 3</i>): Ask students to pay attention to how the language in the text affected the meaning and style and how context is used to help define new vocabulary.
Integration of Knowledge and Idea (<i>standards 7-9</i>): Introduce visual literacy/diverse media to support or supplement text to improve comprehension.	Research to Build Knowledge (<i>standards 7-9</i>): Have students use the new information from the diverse media and/or the evidence from the text (key ideas and details) to draft a narrative, informational or argumentative piece.		Vocabulary Acquisition and Use (<i>standards 4-6</i>): While working toward knowledge of language, incorporate the use of new word and phrases including figurative language.
Range/Level of Text Complexity (<i>standard 10</i>): Read and comprehend appropriately challenging texts proficiently.	Range of Writing (<i>standard 10</i>): Writing routinely over extended time frames for a range of tasks, purposes, and audiences.		

The selected curriculum and instructional resources provide in-depth student learning opportunities to reflect the instructional shifts in literacy,

Shifts in ELA/Literacy														
Shift 1	Balancing Informational & Literary Text	Students read a balance of Informational and Literary Texts. <table style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th style="text-align: center;">Informational</th> <th style="text-align: center;">Literary</th> </tr> </thead> <tbody> <tr> <td>Grades K-5</td> <td style="text-align: center;">50%</td> <td style="text-align: center;">50%</td> </tr> <tr> <td>Grades 6-8</td> <td style="text-align: center;">55%</td> <td style="text-align: center;">45%</td> </tr> <tr> <td>Grades 9-12</td> <td style="text-align: center;">70%</td> <td style="text-align: center;">30%</td> </tr> </tbody> </table>		Informational	Literary	Grades K-5	50%	50%	Grades 6-8	55%	45%	Grades 9-12	70%	30%
	Informational	Literary												
Grades K-5	50%	50%												
Grades 6-8	55%	45%												
Grades 9-12	70%	30%												
Shift 2	Knowledge in the Disciplines	Students build knowledge about the world – science, social studies, math, technical subjects, technology, and the arts – through text.												
Shift 3	Staircase of Complexity	Students use close reading strategies to read grade appropriate texts that vary in complexity.												
Shift 4	Text-based Answers	Students engage in rich and rigorous evidence-based conversations about text.												
Shift 5	Writing from Sources	Students use evidence from sources to inform or make claims and arguments in their writing.												
Shift 6	Academic Vocabulary	Students build vocabulary to access grade-level complex texts.												

and meet the goals of Reading, Writing, Language Speaking and Listening based on the Four Interrelated Guiding Principles of Learning Progressions (Hess, 2008):

1. Based in research describing how understanding typically develops for most students over time
2. Organized around the big ideas of the discipline (goal: develop mental schemas; ability to transfer learning)
3. Suggest an intentional mapping (not linear, iterative) as to how to teach and build upon earlier concepts to get to deeper understanding
4. Guide assessment that allows for interpretations of Novice→ Expert performance based on where students are along a hypothesized learning continuum.

Hess, K. (2008a). "Developing and Using Learning Progressions as a Schema for Measuring Progress". [online] available: http://www.nceea.org/publications/CCSSO2_KH08.pdf

Grade K

<p>Unit 1, Week 1 (ALL WEEKS) Fluency: Sound-Spelling and Word Automaticity; Intonation Writing Trait: Ideas Grammar Skill: Nouns</p>	<p>Reading Skill: Key Details (Use Illustrations) Phonological/Phonemic Awareness: Sentence Segmentation, Phoneme Isolation, Phoneme Identity, Phoneme Blending Phonics: /m/m (initial/final)</p>		<p>Unit 6, Week 1 (ALL WEEKS) Fluency: Sound-Spelling and Word Automaticity; Expression Writing Trait: Voice Grammar Skill: Nouns</p>	<p>Reading Skill: Key Details (Sequence) Phonological/Phonemic Awareness: Onset and Rime Segmentation, Phoneme Isolation, Phoneme Blending, Phoneme Segmentation Phonics: /b/b (initial/final), /l/l (initial) Consonant/Vowel Review: /a/a, /k/c, /d/d, /e/e, /f/f, /h/h, /i/i, /o/o, /m/m, /n/n, /p/p, /r/r, /s/s, /t/t Extend: final double letters, -ll</p>
<p>Unit 1, Week 2</p>	<p>Reading Skill: Key Details (Use Illustrations) Phonological/Phonemic Awareness: Recognize Rhyme, Phoneme Isolation (initial/medial), Phoneme Identity, Phoneme Blending Phonics: /a/a (initial/medial)</p>		<p>Unit 6, Week 2</p>	<p>Reading Skill: Key Details (Sequence) Phonological/Phonemic Awareness: Recognize Rhyme, Phoneme Isolation, Phoneme Blending, Phoneme Segmentation Phonics: /k/k (initial), /k/ck(final) Consonant/Vowel Review: /a/a, /b/b, /k/c, /d/d, /e/e, /h/h, /i/i, /l/l, /o/o, /m/m, /n/n, /p/p, /s/s, /t/t</p>
<p>Unit 1, Week 3</p>	<p>Reading Skill: Key Details (Use Photographs) Phonological/Phonemic Awareness: Onset and Rime Blending, Phoneme Isolation (initial), Phoneme Blending, Phoneme Categorization Phonics: /s/s (initial)</p>		<p>Unit 6, Week 3</p>	<p>Reading Skill: Key Details (Use Illustrations) Phonological/Phonemic Awareness: Recognize Alliteration, Phoneme Identity, Phoneme Blending, Phoneme Addition Phonics: /h/h, /e/e, /f/f, /r/r, /b/b, /l/l, /k/k, /k/ck</p>
<p>Unit 2, Week 1 (ALL WEEKS) Fluency: Sound-Spelling and Word Automaticity; Phrasing Writing Trait: Ideas Grammar Skill: Verbs</p>	<p>Reading Skill: Key Details (Use Photographs) Phonological/Phonemic Awareness: Recognize Alliteration, Phoneme Isolation, Phoneme Categorization, Phoneme Blending Phonics: /p/p (initial/final)</p>		<p>Unit 7, Week 1 (ALL WEEKS) Fluency: Sound-Spelling and Word Automaticity; Expression; Intonation Writing Trait: Word Choice Grammar Skill: Verbs</p>	<p>Reading Skill: Connections Within Text (Compare and Contrast) Phonological/Phonemic Awareness: Onset and Rime Blending, Phoneme Isolation (initial), Phoneme Blending, Phoneme Deletion Phonics: /u/u (initial/medial) Consonant/Vowel Review: /a/a, /b/b, /k/c, /k/ck, /d/d, /e/e, /f/f, /h/h, /i/i, /k/k, /l/l, /m/m, /n/n, /o/o, /p/p, /r/r, /s/s, /t/t</p>
<p>Unit 2, Week 2</p>	<p>Reading Skill: Key Details (Use Photographs) Phonological/Phonemic Awareness: Onset and Rime Blending, Phoneme Isolation (initial/final), Phoneme Blending, Phoneme Categorization Phonics: /t/t (initial/final) Consonant/Vowel Review: /a/a, /m/m, /p/p, /s/s</p>		<p>Unit 7, Week 2</p>	<p>Reading Skill: Character, Setting, Plot (Problem and Solution) Phonological/Phonemic Awareness: Recognize and Generate Rhyme, Phoneme Isolation (initial/final g; initial w), Phoneme Blending, Phoneme Substitution Phonics: /g/g (initial/final), /w/w (initial) Extend: l-blends; sl, gl, cl Consonant/Vowel Review: /a/a, /b/b, /k/c, /k/ck, /d/d, /e/e, /f/f, /h/h, /i/i, /l/l, /m/m, /n/n, /o/o, /p/p, /r/r, /s/s, /t/t, /u/u</p>
<p>Unit 2, Week 3</p>	<p>Reading Skill: Key Details (Use Illustrations) Phonological/Phonemic Awareness: Count and Pronounce Syllables, Phoneme Segmentation, Phoneme Blending Phonics: /m/m, /a/a, /s/s, /p/p, /t/t</p>		<p>Unit 7, Week 3</p>	<p>Reading Skill: Character, Setting, Plot (Cause and Effect) Phonological/Phonemic Awareness: Onset and Rime Segmentation, Phoneme Isolation (initial v, final x), Phoneme Blending, Phoneme Substitution Phonics: /x/x (final), /v/v (initial) Consonant/Vowel Review: /a/a, /b/b, /k/c, /k/ck, /d/d, /e/e, /f/f, /g/g, /i/i, /l/l, /m/m, /n/n, /o/o, /p/p, /r/r, /s/s, /t/t</p>
<p>Unit 3, Week 1</p>			<p>Unit 8, Week 1</p>	

<p>(ALL WEEKS) Fluency: Sound-Spelling and Word Automaticity; Expression; Intonation Writing Trait: Sentence Fluency Grammar Skill: Sentences</p>	<p>Reading Skill: Key Details (Use Illustrations) Phonological/Phonemic Awareness: Recognize Rhyme, Phoneme Isolation (initial/medial), Phoneme Blending, Phoneme Categorization Phonics: /i/i (medial) Consonant/Vowel Review: /a/a, /m/m, /p/p, /s/s, /t/t</p>		<p>(ALL WEEKS) Fluency: Sound-Spelling and Word Automaticity; Expression Writing Trait: Sentence Fluency Grammar Skill: Sentences with Prepositions</p>	<p>Reading Skill: Character, Setting, Plot (Use Illustrations) Phonological/Phonemic Awareness: Onset and Rime Blending, Phoneme Isolation (initial j, qu), Phoneme Blending, Phoneme Segmentation Phonics: /j/j, /kw/qu (initial) Consonant/Vowel Review: /a/a, /b/b, /k/c, /k/ck, /d/d, /e/e, /f/f, /g/g, /h/h, /i/i, /l/l, /m/m, /n/n, /o/o, /p/p, /r/r, /s/s, /t/t, /u/u, /v/v, /w/w, /ks/x</p>
<p>Unit 3, Week 2</p>	<p>Reading Skill: Key Details (Use Illustrations) Phonological/Phonemic Awareness: Onset and Rime Blending, Phoneme Identity, Phoneme Blending, Phoneme Segmentation Phonics: /n/n (initial/final) Consonant/Vowel Review: /a/a, /i/i, /m/m, /p/p, /s/s, /t/t Extend: final double letters, -ss, -tt</p>		<p>Unit 8, Week 2</p>	<p>Reading Skill: Main Topic and Key Details Phonological/Phonemic Awareness: Generate Rhyme, Phoneme Identity, Phoneme Blending, Phoneme Substitution Phonics: /y/y, /z/z (initial) Consonant/Vowel Review: /a/a, /b/b, /k/c, /k/ck, /d/d, /e/e, /g/g, /h/h, /i/i, /k/k, /m/m, /n/n, /o/o, /p/p, /kw/qu, /s/s, /t/t, /u/u, /v/v, /w/w, /ks/x</p>
<p>Unit 3, Week 3</p>	<p>Reading Skill: Character, Setting, Events (Use Illustrations) Phonological/Phonemic Awareness: Count and Pronounce Syllables, Phoneme Isolation, Phoneme Blending, Phoneme Identity, Phoneme Segmentation Phonics: /k/c (initial) Consonant/Vowel Review: /a/a, /i/i, /m/m, /n/n, /s/s, /p/p, /t/t</p>		<p>Unit 8, Week 3</p>	<p>Reading Skill: Character Setting, Plot (Problem and Solution) Phonological/Phonemic Awareness: Onset and Rime Segmentation, Phoneme Identity, Phoneme Categorization, Phoneme Addition Phonics: /u/u, /g/g, /w/w, /x/x, /v/v, /j/j, /k/qu, /z/z Consonant/Vowel Review: /a/a, /b/b, /k/c, /k/ck, /d/d, /e/e, /g/g, /h/h, /i/i, /k/k, /m/m, /n/n, /o/o, /p/p, /kw/qu, /s/s, /t/t, /u/u, /v/v, /w/w, /ks/x, /y/y, /z/z</p>
<p>Unit 4, Week 1 (ALL WEEKS) Fluency: Sound-Spelling and Word Automaticity; Expression Writing Trait: Word Choice Grammar Skill: Adjectives</p>	<p>Reading Skill: Key Details (Sequence) Phonological/Phonemic Awareness: Onset and Rime Segmentation, Phoneme Isolation (initial), Phoneme Isolation (initial/medial), Phoneme Blending, Phoneme Categorization Phonics: /o/o (initial/medial) Consonant/Vowel Review: /a/a, /k/c, /i/i, /m/m, /n/n, /p/p, /s/s, /t/t</p>		<p>Unit 9, Week 1 (ALL WEEKS) Fluency: Sound-Spelling and Word Automaticity; Expression; Intonation Writing Trait: Word Choice Grammar Skill: Adjectives</p>	<p>Reading Skill: Plot-Sequence Phonological/Phonemic Awareness: Syllable Segmentation, Phoneme Identity, Phoneme Blending, Phoneme Deletion Phonics: /a/a_e Extend: digraphs; sh Consonant/Vowel Review: /a/a, /b/b, /k/c, /d/d, /e/e, /f/f, /g/g, /h/h, /i/i, /k/k, /l/l, /m/m, /n/n, /o/o, /p/p, /kw/qu, /r/r, /s/s, /t/t, /u/u, /v/v, /w/w, /ks/x, /y/y</p>
<p>Unit 4, Week 2</p>	<p>Reading Skill: Character, Setting, Events (Use Illustrations) Phonological/Phonemic Awareness: Sentence Segmentation, Phoneme Isolation (initial), Phoneme Blending, Phoneme Segmentation Phonics: /d/d (initial/final) Consonant/Vowel Review: /a/a, /k/c, /i/i, /m/m, /n/n, /o/o, /p/p, /s/s, /t/t</p>		<p>Unit 9, Week 2</p>	<p>Reading Skill: Character, Setting, Plot (Cause and Effect) Phonological/Phonemic Awareness: Generate Rhyme, Phoneme Identity, Phoneme Blending, Phoneme Deletion Phonics: /i/i_e Extend: digraphs; ch Consonant/Vowel Review: /a/a, /a/a_e, /b/b, /k/c, /k/ck, /d/d, /e/e, /f/f, /g/g, /h/h, /i/i, /k/k, /l/l, /m/m, /n/n, /o/o, /p/p, /kw/qu, /r/r, /s/s, /t/t, /u/u, /v/v, /y/y</p>
<p>Unit 4, Week 3</p>	<p>Reading Skill: Key Details (Sequence) Phonological/Phonemic Awareness: Recognize Rhyme, Phoneme Identity, Phoneme Blending, Phoneme Segmentation Phonics: /i/i, /n/n, /k/c, /o/o, /d/d Consonant/Vowel Review: /a/a, /k/c, /d/d, /i/i, /m/m, /n/n, /o/o, /p/p, /s/s, /t/t</p>		<p>Unit 9, Week 3</p>	<p>Reading Skill: Connections Within Text (Sequence) Phonological/Phonemic Awareness: Count and Blend Syllables, Phoneme Identity, Phoneme Blending, Phoneme Substitution Phonics: /o/o_e, o Consonant/Vowel Review: /a/a, /a/a_e, /b/b, /k/c, /d/d, /e/e, /f/f, /g/g, /h/h, /i/i, /i/i_e, /j/j, /k/k, /l/l, /m/m, /n/n, /o/o, /p/p, /kw/qu, /r/r, /s/s, /t/t, /u/u, /v/v, /y/y</p>
<p>Unit 5, Week 1 (ALL WEEKS)</p>	<p>Reading Skill: Character, Setting, Events (Use Illustrations)</p>		<p>Unit 10, Week 1 (ALL WEEKS)</p>	<p>Reading Skill: Plot-Sequence</p>

Fluency: Sound-Spelling and Word Automaticity; Expression; Intonation Writing Trait: Organization Grammar Skill: Pronouns	Phonological/Phonemic Awareness: Count and Blend Syllables, Phoneme Isolation, Phoneme Blending, Phoneme Categorization Phonics: /h/h (initial) Consonant/Vowel Review: /a/a, /k/c, /d/d, /i/i, /m/m, /n/n, /o/o, /p/p, /s/s, /t/t Extend: final /z/s		Fluency: Sound-Spelling and Word Automaticity; Expression; Intonation Writing Trait: Voice Grammar Skill: Pronouns	Phonological/Phonemic Awareness: Sentence Segmentation, Phoneme Identity, Phoneme Blending, Phoneme Substitution Phonics: /ū/u_e Consonant/Vowel Review: /a/a, /ā/a_e, /b/b, /k/c, /k/ck, /d/d, /e/e, /f/f, /g/g, /h/h, /i/i, /i/i_e, /j/j, /k/k, /l/l, /m/m, /n/n, /o/o, /ō/o_e, /p/p, /kw/qu, /r/r, /s/s, /t/t, /u/u, /v/v, /ks/x, /y/y, /z/z
Unit 5, Week 2	Reading Skill: Main Topic and Key Details Phonological/Phonemic Awareness: Onset and Rime Blending, Phoneme Isolation (initial), Phoneme Blending (medial), Phoneme Segmentation Phonics: /e/e (initial/medial) Consonant/Vowel Review: /a/a, /k/c, /d/d, /h/h, /i/i, /m/m, /n/n, /o/o, /p/p, /s/s, /t/t		Unit 10, Week 2	Reading Skill: Key Details (Use Illustrations) Phonological/Phonemic Awareness: Onset and Rime Blending, Phoneme Identity, Phoneme Blending, Phoneme Substitution Phonics: /ē/e, ee, e_e Extend: digraphs; th Consonant/Vowel Review: /a/a, /ā/a_e, /b/b, /k/c, /k/ck, /d/d, /e/e, /f/f, /g/g, /h/h, /i/i, /i/i_e, /j/j, /k/k, /l/l, /m/m, /n/n, /o/o, /ō/o_e, /p/p, /kw/qu, /r/r, /s/s, /t/t, /u/u, /ū/u_e, /v/v, /w/w, /z/z
Unit 5, Week 3	Reading Skill: Main Topic and Key Details Phonological/Phonemic Awareness: Recognize Rhyme Phonemic Awareness: Phoneme Isolation (initial, both letters), Phoneme Blending, Phoneme Addition Phonics: /f/f, /r/r (initial) Consonant/Vowel Review: /a/a, /k/c, /d/d, /e/e, /h/h, /i/i, /o/o, /m/m, /n/n, /p/p, /s/s, /t/t		Unit 10, Week 3	Reading Skill: Main Topic and Key Details Phonological/Phonemic Awareness: Generate Alliteration, Phoneme Segmentation, Phoneme Blending, Phoneme Substitution Phonics: ā, ī, ē, ō, ū Consonant/Vowel Review: /a/a, /ā/a_e, /b/b, /k/c, /k/ck, /d/d, /e/e, /ē/ee, e_e, e, /f/f, /g/g, /h/h, /i/i, /i/i_e, /j/j, /k/k, /l/l, /m/m, /n/n, /o/o, /ō/o_e, /p/p, /kw/qu, /r/r, /s/s, /t/t, /u/u, /ū/u_e, /v/v, /w/w, /ks/x, /y/y, /z/z

Grade1

Unit 1, Week 1 (ALL WEEKS) Reading Skill: Key Details Fluency: Appropriate Phrasing Write About Reading: Analyze Key Details	Phonological/ Phonemic Awareness: Identify Rhyme, Phoneme Isolation/ Blending/ Segmentation Phonics/ Spelling Skill: short a Consonants reviewed throughout Structural Analysis: -s (inflectional ending) Writing Trait: Ideas: Focus on a Single Event Grammar Skill: Sentences Grammar Mechanics: Sentence Capitalization		Unit 4, Week 1 (ALL WEEKS) Fluency: Intonation, Expression, Appropriate Phrasing	Reading Skill: Plot Sequence Phonemic Awareness: Rhyme, Phoneme Categorization/ Blending/ Segmentation Phonics/ Spelling Skill: long a: a, ai, ay Structural Analysis: alphabetical order (two letters) Writing Trait: Word Choice: Figurative Language Grammar Skill: Was and Were Mechanics: Apostrophe with Contractions Write About Reading: Analyze Plot Sequence
Unit 1, Week 2	Phonemic Awareness: Alliteration, Phoneme Categorization/ Blending/ Segmentation Phonics/ Spelling Skill: short i Consonants reviewed throughout Structural Analysis: double final consonants Fluency: Intonation Writing Trait: Ideas- Describing Details Grammar Skill: Word Order Mechanics: Sentence Punctuation (periods)		Unit 4, Week 2	Reading Skill: Main Idea and Key Details Phonemic Awareness: Phoneme Identity/ Segmentation, Rhyme, Phoneme Blending Phonics/ Spelling Skill: long e: e, ee, ea, ie Structural Analysis: prefixes re-, un-, pre- Writing Trait: Organization: Introduce the Topic Grammar Skill: Has and Have Mechanics: Capitalization and End Punctuation Write About Reading: Analyze Main Idea and Key Details
Unit 1, Week 3	Phonemic Awareness: Contrast Vowel Sounds, Phoneme Blending/ Substitution/ Segmentation Phonics/ Spelling Skill: beginning consonant blends: l-blends Consonants reviewed throughout Structural Analysis: -s (plural nouns)		Unit 4, Week 3	Reading Skill: Main Idea and Key Details Phonemic Awareness: Phoneme Categorization/ Blending, Contrast Sounds, Phoneme Segmentation Phonics/ Spelling Skill: long o: o, oa, ow, oe Structural Analysis: open syllables

	<p>Writing Trait: Ideas-Describing Details Grammar Skill: Statements Mechanics: Capitalization & Punctuation (periods)</p>			<p>Writing Trait: Organization: Write a Concluding Sentence Grammar Skill: Go and Do Mechanics: Capitalize Proper Nouns Write About Reading: Analyze Main Idea and Key Details</p>
Unit 1, Week 4	<p>Phonemic Awareness: Phoneme Categorization/ Segmentation/ Deletion, Rhyme, Phoneme Blending Phonics/ Spelling Skill: short o Consonants reviewed throughout Structural Analysis: alphabetical order (one letter) Writing Trait: Organization: Compare and Contrast Grammar Skill: Questions and Exclamations Grammar Mechanics: Question and Exclamation Marks</p>		Unit 4, Week 4	<p>Reading Skill: Point of View Phonemic Awareness: Phoneme Categorization/ Identity/ Segmentation/ Substitution Phonics/ Spelling Skill: long i: i, y, igh, ie Structural Analysis: inflectional endings (change y to i) Writing Trait: Organization: Write a Concluding Statement Grammar Skill: See and Saw Mechanics: Underline Titles of Books Write About Reading: Analyze Point of View</p>
Unit 1, Week 5	<p>Phonemic Awareness: Phoneme Categorization/ Segmentation/ Deletion/ Blending Phonics/ Spelling Skill: Beginning consonant blends: r-blends; s-blends Consonants reviewed throughout Structural Analysis: possessives Writing Trait: Organization: Order of Events Grammar Skill: Writing Sentences Mechanics: Capitalization and Punctuation (periods, question and exclamation marks)</p>		Unit 4, Week 5	<p>Reading Skill: Connections Within Text: Sequence Phonemic Awareness: Phoneme Categorization/ Deletion/ Blending/ Addition Phonics/ Spelling Skill: long e: y, ey Structural Analysis: compound words Writing Trait: Word Choice: Words That Tell Order Grammar Skill: Adverbs That Tell When Mechanics: Commas in a Series Write About Reading: Analyze Connections Within Text: Sequence</p>
Unit 2, Week 1 (ALL WEEKS)	<p>Phonemic Awareness: Phoneme Blending/Isolation/ Segmentation Phonics/ Spelling Skill: short e spelled e and ea Structural Analysis: inflectional ending -ed (no spelling change) Writing Trait: Organization: Focus on an Idea Grammar Skill: Nouns Mechanics: Commas in a Series</p>		Unit 5, Week 1	<p>Fluency: Intonation, Expression, Appropriate Phrasing Reading Skill: Point of View Phonemic Awareness: Contrast Sounds, Phoneme Categorization/ Blending/ Segmentation Phonics/ Spelling Skill: r-controlled vowel ar Structural Analysis: plurals (irregular) Writing Trait: Sentence Fluency: Use Complete Sentences Grammar Skill: Words That Join Mechanics: Capitalize Proper Nouns (places) Write About Reading: Analyze Point of View</p>
Unit 2, Week 2	<p>Phonemic Awareness: Rhyme, Phoneme Identity/Blending/ Segmentation Phonics/ Spelling Skill: short u Structural Analysis: contractions with 's Writing Trait: Organization: Beginning, Middle, End Grammar Skill: Singular and Plural Nouns Mechanics: Adding -s and -es to form plural nouns</p>		Unit 5, Week 2	<p>Reading Skill: Plot: Cause and Effect Phonological Awareness: Rhyme, Phoneme Substitution/ Blending/Deletion/ Segmentation Phonics/ Spelling Skill: r-controlled vowels er, ir, ur, or Structural Analysis: inflectional ending -er Writing Trait: Word Choice: Describing Adjectives Writing Product: Description of a Place Grammar Skill: Adjectives Mechanics: Capitalization and End Marks Write About Reading: Analyze Plot: Cause and effect</p>
Unit 2, Week 3	<p>Phonemic Awareness: Phoneme Categorization/ Blending/ Substitution/ Segmentation Phonics/ Spelling Skill: ending consonant blends nd, nk, nt, st, sk, mp</p>		Unit 5, Week 3	<p>Reading Skill: Connections Within Text: Problem and Solution Phonemic Awareness: Phoneme Categorization/ Substitution/ Blending/Addition Phonics/ Spelling Skill: r-controlled vowels or, ore, oar</p>

	<p>Structural Analysis: inflectional ending -ing (no spelling change); first introduction to two-syllable words</p> <p>Writing Trait: Ideas: Main Idea</p> <p>Grammar Skill: Possessive Nouns</p> <p>Mechanics: Apostrophe with Possessive Nouns</p>			<p>Structural Analysis: abbreviations</p> <p>Writing Trait: Word Choice: Time-Order Words</p> <p>Grammar Skill: Adjectives That Compare (-er and -est)</p> <p>Mechanics: Capitalize Days, Months, and Holidays</p> <p>Write About Reading: Analyze Connections Within Text: Problem and Solution</p>
Unit 2, Week 4	<p>Phonemic Awareness: Phoneme Isolation/ Categorization/ Blending/ Segmentation</p> <p>Phonics/ Spelling Skill: consonant digraphs th, sh, -ng</p> <p>Structural Analysis: closed syllables</p> <p>Writing Trait: Organization: Beginning, Middle, End</p> <p>Grammar Skill: Common and Proper Nouns</p> <p>Mechanics: Capitalize Proper Nouns (people, pets, places, and things)</p>		Unit 5, Week 4	<p>Reading Skill: Plot: Problem and Solution</p> <p>Phonemic Awareness: Phoneme Substitution/ Isolation/Blending</p> <p>Phonics/ Spelling Skill: diphthongs ou, ow</p> <p>Structural Analysis: comparative inflectional endings -er, -est</p> <p>Writing Trait: Sentence Fluency: Use Complete Sentences</p> <p>Grammar Skill: Using a, an, and the</p> <p>Mechanics: Capitalize/Underline Book Titles</p> <p>Write About Reading: Analyze Plot: Problem and Solution</p>
Unit 2, Week 5	<p>Phonemic Awareness: Phoneme Segmentation/ Addition/ Blending</p> <p>Phonics/ Spelling Skill: consonant digraphs ch, -tch, wh, ph</p> <p>Structural Analysis: -es (plural nouns)</p> <p>Writing Trait: Ideas: Supporting Details</p> <p>Grammar Skill: Irregular Plural Nouns</p> <p>Mechanics: Capital Letters and Periods (in sentences)</p>		Unit 5, Week 5	<p>Reading Skill: Plot: Cause and Effect</p> <p>Phonemic Awareness: Phoneme Blending/ Segmentation/ Categorization</p> <p>Phonics/ Spelling Skill: diphthongs oi, oy</p> <p>Structural Analysis: final stable syllables</p> <p>Writing Trait: Organization: Steps in Order</p> <p>Grammar Skill: Prepositions/ Prepositional Phrases</p> <p>Mechanics: Name Titles (capitals and periods with Mr., Mrs., Ms., Dr.)</p> <p>Write About Reading: Analyze Plot: Cause and Effect</p>
Unit 3, Week 1 (ALL WEEKS)	<p>Reading Skill: Character, Setting, Plot</p> <p>Phonemic Awareness: Phoneme Identity/ Addition/ Substitution/ Blending/ Segmentation</p> <p>Phonics/ Spelling Skill: long a: a_e</p> <p>Structural Analysis: contractions with not (isn't, aren't, wasn't, weren't, hasn't, haven't, can't)</p> <p>Writing Trait: Word Choice-Sensory Details</p> <p>Writing Product: Poem</p> <p>Grammar Skill: Verbs</p> <p>Mechanics: Commas in Series</p> <p>Write About Reading: Analyze Character, Setting, Plot</p>		Unit 6, Week 1 (ALL WEEKS)	<p>Reading Skill: Theme</p> <p>Phonemic Awareness: Phoneme Identity/ Segmentation/ Substitution, Rhyme, Syllable Deletion</p> <p>Phonics/ Spelling Skill: variant vowel spellings with digraphs: oo, u, u_e, ew, ue, ui, ou</p> <p>Structural Analysis: suffixes -ful and -less</p> <p>Writing Trait: Sentence Fluency: Varying Sentence Length</p> <p>Grammar Skill: Pronouns I, you, he, she, it, we, they</p> <p>Mechanics: Capitalize I</p> <p>Write About Reading: Analyze Theme</p>
Unit 3, Week 2	<p>Reading Skill: Plot: Sequence</p> <p>Phonemic Awareness: Alliteration, Phoneme Deletion/ Segmentation/Blending</p> <p>Phonics/ Spelling Skill: long i: i_e</p> <p>Structural Analysis: plurals (with CVCe words)</p> <p>Writing Trait: Word Choice-Use Specific Words</p> <p>Writing Product: Opinion About a Topic</p> <p>Grammar Skill: Present-Tense Verbs</p> <p>Mechanics: Capitalize and Underline Titles of Plays</p> <p>Write About Reading: Analyze Plot: Sequence</p>		Unit 6, Week 2	<p>Reading Skill: Author's Purpose</p> <p>Phonemic Awareness: Phoneme Categorization/ Reversal/Blending/ Segmentation/ Substitution</p> <p>Phonics/ Spelling Skill: variant vowel spellings with digraphs: a, aw, au, augh, al</p> <p>Structural Analysis: vowel-team syllables</p> <p>Writing Trait: Voice: Use Your Own Voice</p> <p>Grammar Skill: Possessive Pronouns</p> <p>Mechanics: Capitalize Days, Months, and Holidays</p> <p>Write About Reading: Analyze Author's Purpose</p>
Unit 3, Week 3	<p>Reading Skill: Plot: Cause and Effect</p> <p>Phonemic Awareness: Rhyme, Phoneme Blending/ Segmentation</p> <p>Phonics/ Spelling Skill: soft c; soft g, dge</p>		Unit 6, Week 3	<p>Reading Skill: Plot-Cause and Effect</p> <p>Phonemic Awareness: Phoneme Categorization/ Segmentation/ Substitution</p>

	<p>Structural Analysis: inflectional endings -ed and -ing (drop final e)</p> <p>Writing Trait: Word Choice-Use Strong Verbs</p> <p>Grammar Skill: Past- and Future- Tense Verbs</p> <p>Mechanics: Commas in Series</p> <p>Write About Reading: Analyze Plot: Cause and Effect</p>			<p>Phonics/ Spelling Skill: silent letters wr, kn, gn</p> <p>Structural Analysis: compound words</p> <p>Writing Trait: Voice: Use Your Own Voice</p> <p>Grammar Skill: Special Pronouns (anyone, everyone, anything, everything, nothing)</p> <p>Mechanics: Commas in Dates and Letters</p> <p>Write About Reading: Analyze Plot: Cause and Effect</p>
Unit 3, Week 4	<p>Reading Skill: Connections Within Text-Compare and Contrast</p> <p>Phonemic Awareness: Phoneme Segmentation/ Isolation/ Blending</p> <p>Phonics/ Spelling Skill: long o: o_e; long u: u_e; long e: e_e</p> <p>Structural Analysis: CVCe syllables</p> <p>Writing Trait: Ideas-Give Reasons for an Opinion</p> <p>Grammar Skill: Is and Are</p> <p>Mechanics: Commas in Dates</p> <p>Write About Reading: Analyze Connections Within Text: Compare and Contrast</p>		Unit 6, Week 4	<p>Reading Skill: Theme</p> <p>Phonemic Awareness: Syllable Addition, Phoneme Segmentation/ Blending/ Substitution</p> <p>Phonics/ Spelling Skill: three-letter blends scr, spl, spr, str, thr, shr</p> <p>Structural Analysis: inflectional endings -ed, -ing</p> <p>Writing Trait: Sentence Fluency: Varying Sentence Types</p> <p>Grammar Skill: I and Me</p> <p>Mechanics: Commas in Dates and Letters</p> <p>Write About Reading: Analyze Theme</p>
Unit 3, Week 5	<p>Reading Skill: Connections Within Text: Sequence</p> <p>Phonemic Awareness: Phoneme Segmentation/ Blending/Deletion</p> <p>Phonics/ Spelling Skill: variant vowel spellings with digraphs: oo, u</p> <p>Structural Analysis: inflectional endings -ed and -ing (double final consonant)</p> <p>Writing Trait: Ideas: Give Reasons for an Opinion</p> <p>Grammar Skill: Contractions with Not</p> <p>Mechanics: Apostrophes in Contractions</p> <p>Write About Reading: Analyze Connections Within Text: Sequence</p>		Unit 6, Week 5	<p>Reading Skill: Author's Purpose</p> <p>Phonemic Awareness: Phoneme Reversal/ Blending/ Deletion/Addition, Syllable Deletion/Addition</p> <p>Phonics/ Spelling Skill: r-controlled vowels air, are, ear</p> <p>Structural Analysis: r-controlled vowel syllables</p> <p>Writing Trait: Ideas: Main Idea and Details</p> <p>Grammar Skill: Adverbs That Tell How</p> <p>Mechanics: Name Titles (capitals and periods with Mr., Mrs., Ms., Dr.)</p> <p>Write About Reading: Analyze Author's Purpose</p>

Grade 2

Unit 1, Week 1 (ALL WEEKS) Reading Skill: Key Details Fluency: Expression, Phrasing, Intonation	<p>Phonemic Awareness: Phoneme Blending; Phoneme Categorization; Phoneme Segmentation</p> <p>Phonics/Spelling Skill: short a, i</p> <p>Structural Analysis: Plural Nouns: -s, -es</p> <p>Writing Trait: Ideas: Focus on an Event</p> <p>Grammar Skill: Statements and Questions</p> <p>Grammar Mechanics: Sentence Capitalization/ Punctuation</p>		Unit 4, Week 1 (ALL WEEKS) Fluency: Expression, Phrasing, Pronunciation	<p>Reading Skill: Connections Within a Text: Compare and Contrast</p> <p>Phonemic Awareness: Phoneme Identity; Phoneme Categorization; Phoneme Blending</p> <p>Phonics/Spelling Skill: Silent Letters wr, kn, gn, mb, sc</p> <p>Structural Analysis: Prefixes/Suffixes</p> <p>Writing Trait: Ideas: Focus on a Topic</p> <p>Grammar Skill: Linking Verbs</p> <p>Grammar Mechanics: Capitalization of Proper Nouns</p> <p>Write About Reading: Analyze Ideas Across Texts</p>
Unit 1, Week 2	<p>Phonemic Awareness: Identify and Generate Rhymes; Phoneme Isolation; Phoneme Blending; Phoneme Segmentation</p> <p>Phonics/Spelling Skill: Short e, o, u</p> <p>Structural Analysis: Inflectional Endings: -s, -es</p> <p>Writing Trait: Organization: Strong Openings</p> <p>Grammar Skill: Commands and Exclamations</p> <p>Grammar Mechanics: Sentence Capitalization/ Punctuation</p> <p>Write About Reading: Analyze Story Structure Using Text Evidence</p>		Unit 4, Week 2	<p>Reading Skill: Connections Within a Text: Compare and Contrast</p> <p>Phonemic Awareness: Phoneme Segmentation; Phoneme Blending; Phoneme Substitution</p> <p>Phonics/Spelling Skill: r-controlled vowels /f/r/ er, ir, ur, or</p> <p>Structural Analysis: Inflectional Endings</p> <p>Writing Trait: Word Choice: Time-Order Words</p> <p>Grammar Skill: Helping Verbs</p> <p>Grammar Mechanics: Quotation Marks</p> <p>Write About Reading: Analyze Author's Word Choice</p>

Unit 1, Week 3	Phonemic Awareness: Phoneme Categorization; Phoneme Substitution; Phoneme Blending Phonics/Spelling Skill: 2-letter blends (r, s, t, l) Structural Analysis: Closed Syllables Writing Trait: Word Choice-Precise Language Grammar Skill: Subjects Grammar Mechanics: Letter Punctuation Write About Reading: Analyze Story Structure		Unit 4, Week 3	Reading Skill: Connections Within a Text-Compare and Contrast Phonemic Awareness: Generate Rhyme; Initial Sound and Substitution; Phoneme Blending Phonics/Spelling Skill: r-controlled vowels /ôr/ or, ore, oar; /âr/ ar Structural Analysis: Irregular Plurals Writing Trait: Voice: Show Feelings Grammar Skill: Irregular Verbs Grammar Mechanics: Book Titles Write About Reading: Analyze How an Author Compares Characters and Events
Unit 1, Week 4	Phonemic Awareness: Phoneme Segmentation; Phoneme Categorization; Phoneme Blending Phonics/ Spelling Skill: short a, long a: a_e Structural Analysis: Inflectional Endings: -ed, -ing Writing Trait: Organization: Sequence Grammar Skill: Predicates Grammar Mechanics: Commas in a Sequence Write About Reading: Analyze Key Details		Unit 4, Week 4	Reading Skill: Theme Phonemic Awareness: Phoneme Segmentation; Phoneme Blending; Identify Syllables Phonics/Spelling Skill: r-controlled vowels /îr/ eer, ere, ear Structural Analysis: Abbreviations Writing Trait: Ideas: Develop Character Grammar Skill: Irregular Verbs Grammar Mechanics: Letter Punctuation Write About Reading: Analyze Theme
Unit 1, Week 5	Phonemic Awareness: Phoneme Isolation; Phoneme Categorization; Phoneme Blending Phonics/ Spelling Skill: short i, long i: i_e Structural Analysis: Possessives Writing Trait: Sentence Fluency: Vary Sentence Type Grammar Skill: Expanding and Combining Sentences Grammar Mechanics: Quotation Marks with Dialogue Write About Reading: Analyze Text Features That Inform and Explain a Topic		Unit 4, Week 5	Reading Skill: Theme Phonemic Awareness: Identify Syllables; Phoneme Categorization; Phoneme Blending Phonics/Spelling Skill: r-controlled vowels /âr/ are, air, ear, ere Structural Analysis: r-controlled Vowel Syllables Writing Trait: Word Choice: Sensory Words Grammar Skill: Contractions Grammar Mechanics: Contractions/ Apostrophes Write About Reading: Analyze Word Choice and Provide Opinion
Unit 2, Week 1 (ALL WEEKS) Fluency: Expression, Phrasing, Intonation	Reading Skill: Character, Setting, Plot: Problem and Solution Phonemic Awareness: Phoneme Deletion; Phoneme Segmentation; Phoneme Blending Phonics/ Spelling Skill: short u, long u: u_e Structural Analysis: CVCe Syllables Writing Trait: Ideas: Supporting Details Grammar Skill: Singular and Plural Nouns Grammar Mechanics: Commas in a Series Write About Reading: Analyze Illustrations		Unit 5, Week 1 (ALL WEEKS) Fluency: Expression, Phrasing, Intonation	Reading Skill: Point of View Phonemic Awareness: Phoneme Reversal; Initial and Final Sound Substitution; Phoneme Blending Phonics/Spelling Skill: Diphthongs ou, ow Structural Analysis: Irregular Plurals Writing Trait: Ideas: Descriptive Details Grammar Skill: Pronouns Grammar Mechanics: Quotation Marks Write About Reading: Analyze Point of View
Unit 2, Week 2	Reading Skill: Character, Setting, Plot: Problem and Solution Phonemic Awareness: Phoneme Deletion; Phoneme Segmentation; Phoneme Blending Phonics/ Spelling Skill: short u, long u: u_e Structural Analysis: CVCe Syllables Writing Trait: Ideas: Supporting Details Grammar Skill: Singular and Plural Nouns Grammar Mechanics: Commas in a Series Write About Reading: Analyze Themes		Unit 5, Week 2	Reading Skill: Point of View Phonemic Awareness: Phoneme Blending; Phoneme Substitution; Phoneme Segmentation; Phoneme Deletion Phonics/Spelling Skill: Diphthongs oy, oi Structural Analysis: Consonant + le (el, al) Syllables Writing Trait: Sentence Fluency: Vary Sentence Length Grammar Skill: Pronouns I and Me, We and Us Grammar Mechanics: Capitalizing the Pronoun I Write About Reading: Analyze Point of View
Unit 2, Week 3	Reading Skill: Main Idea, Topic and Details Phonemic Awareness: Phoneme Segmentation; Phoneme Substitution; Phoneme Blending Phonics/Spelling Skill: Soft c and g Structural Analysis: Prefixes: re-, un-, dis-		Unit 5, Week 3	Reading Skill: Connections Within a Text: Sequence Phonemic Awareness: Identify Syllables; Phoneme Categorization; Phoneme Blending Phonics/Spelling Skill: Variant Vowels: /û/ oo, u, u e, ew, ue, û; /û/ oo, ou, u

	<p>Writing Trait: Organization: Sequence Grammar Skill: Kinds of Nouns Grammar Mechanics: Capital Letters Write About Reading: Analyze Key Details</p>		<p>Structural Analysis: Contractions with not Writing Trait: Organization: Sequence Grammar Skill: Possessive Pronouns Grammar Mechanics: Capitalization of Proper Nouns Write About Reading: Analyze Sequence</p>
<p>Unit 2, Week 4</p>	<p>Reading Skill: Main Idea, Topic and Details Phonemic Awareness: Identify and Generate Rhymes; Phoneme Segmentation; Phoneme Blending Phonics/Spelling Skill: Consonant Digraphs: ch, -tch, sh, ph, th, ng, wh Structural Analysis: Suffixes: -ful, -less Writing Trait: Word Choice: Linking Words Grammar Skill: More Plural Nouns Grammar Mechanics: Abbreviations Write About Reading: Analyze Key Details</p>		<p>Unit 5, Week 4</p> <p>Reading Skill: Character, Setting, Plot: Problem and Solution Phonemic Awareness: Identify Syllables; Phoneme Deletion; Phoneme Blending; Phoneme Addition Phonics/Spelling Skill: Variant Vowels: /ô/ a, aw, au, augh, al, ough Structural Analysis: Vowel Team Syllables Writing Trait: Word Choice: Linking Words Grammar Skill: Contractions Grammar Mechanics: Contractions/ Possessive Pronouns Write About Reading: Analyze Character, Setting, and Plot</p>
<p>Unit 2, Week 5</p>	<p>Reading Skill: Key Details Phonemic Awareness: Identify and Generate Rhymes; Phoneme Substitution; Phoneme Blending Phonics/Spelling Skill: 3-letter Blends: scr, spr, str, thr, spl, shr Structural Analysis: Compound Words Writing Trait: Word Choice: Precise Language Grammar Skill: Possessive Nouns Grammar Mechanics: Apostrophes Write About Reading: Analyze Word Choice</p>		<p>Unit 5, Week 5</p> <p>Reading Skill: Connections Within a Text: Cause and Effect Phonemic Awareness: Phoneme Deletion; Phoneme Segmentation; Phoneme Reversal; Phoneme Blending Phonics/Spelling Skill: Short Vowel Digraphs: /e/ ea; /u/ ou; /i/ y Structural Analysis: Alphabetical Order (two letters) Writing Trait: Voice: Formal vs. Informal Grammar Skill: Pronoun-Verb Agreement Grammar Mechanics: Book Titles Write About Reading: Analyze Cause and Effect</p>
<p>Unit 3, Week 1 (ALL WEEKS) Fluency: Expression, Phrasing, Intonation</p>	<p>Reading Skill: Author's Purpose Phonemic Awareness: Identify & Generate Rhyme; Phoneme Categorization; Phoneme Blending Phonics/Spelling Skill: Long a: a, ai, ay, ea, ei, eigh, ey Structural Analysis: Contractions with 's, 're, 'll, 've Writing Trait: Organization: Order Ideas Grammar Skill: Action Verbs Grammar Mechanics: Abbreviations Write About Reading: Analyze Author's Purpose</p>		<p>Unit 6, Week 1 (ALL WEEKS) Fluency: Expression, Phrasing, Intonation</p> <p>Reading Skill: Theme Phonemic Awareness: Identify and Make Oral Rhymes; Phoneme Addition; Phoneme Blending; Phoneme Deletion Phonics/Spelling Skill: Closed Syllables and Open Syllables Structural Analysis: Compound Words Writing Trait: Organization: Strong Openings Grammar Skill: Adjectives Grammar Mechanics: Commas in a Series Write About Reading: Analyze Theme</p>
<p>Unit 3, Week 2</p>	<p>Reading Skill: Character, Setting, Plot: Sequence Phonemic Awareness: Phoneme Isolation; Phoneme Substitution; Phoneme Blending; Phoneme Categorization Phonics/Spelling Skill: Long i: i, y, igh, ie Structural Analysis: Open Syllables Writing Trait: Word Choice: Linking Words Grammar Skill: Present-Tense Verbs Grammar Mechanics: Commas in a Series Write About Reading: Analyze Story Structure</p>		<p>Unit 6, Week 2</p> <p>Reading Skill: Author's Purpose Phonemic Awareness: Initial Phoneme Addition; Phoneme Segmentation; Initial Phoneme Substitution Writing Trait: Word Choice: Content Words Grammar Skill: Articles and This, That, These, and Those Grammar Mechanics: Names and Titles Write About Reading: Analyze Author's Purpose Structural Analysis: Prefixes/Suffixes</p>
<p>Unit 3, Week 3</p>	<p>Reading Skill: Author's Purpose Phonemic Awareness: Phoneme Deletion; Phoneme Substitution; Phoneme Addition; Phoneme Blending Phonics/Spelling Skill: Long o: o, oa, ow, oe Structural Analysis: Contractions with not Writing Trait: Voice: Opinions Grammar Skill: Past- and Future-Tense Verbs Grammar Mechanics: Letter Punctuation</p>		<p>Unit 6, Week 3</p> <p>Reading Skill: Main Idea and Key Details Phonemic Awareness: Identify Syllables; Phoneme Segmentation and Blending; Phoneme Addition and Deletion Phonics/Spelling Skill: Consonant + le (el, al) Syllables Structural Analysis: Contractions/ Possessives Writing Trait: Ideas: Supportive Details</p>

	Write About Reading: Analyze Author's Purpose			Grammar Skill: Adjectives That Compare Grammar Mechanics: Apostrophes Write About Reading: Analyze Text Feature
Unit 3, Week 4	Reading Skill: Main Idea and Key Details Phonemic Awareness: Identify Syllables; Phoneme Categorization; Phoneme Blending Phonics/Spelling Skill: Long e: e, ee, ea, ie, y, ey, e_e Structural Analysis: -s, -es Writing Trait: Organization: Strong Conclusions Grammar Skill: The Verb Have Grammar Mechanics: Book Titles Write About Reading: Analyze Text Features		Unit 6, Week 4	Reading Skill: Connections Within a Text: Problem and Solution Phonemic Awareness: Phoneme Segmentation; Phoneme Substitution; Phoneme Reversal Phonics/Spelling Skill: Vowel Team Syllables Structural Analysis: Comparative Endings: -er, -est (with spelling changes) Writing Trait: Organization: Strong Conclusions Grammar Skill: Adverbs & Prepositional Phrases Grammar Mechanics: Capitalization Write About Reading: Analyze Text Connections
Unit 3, Week 5	Reading Skill: Main Idea and Key Details Phonemic Awareness: Phoneme Addition and Deletion; Identify and Generate Alliteration; Phoneme Blending Phonics/Spelling Skill: Long u: u_e, ew, ue, u Structural Analysis: Comparative Endings: -er, -est Writing Trait: Sentence Fluency: Vary Sentence Length Grammar Skill: Combining and Rearranging Sentences Grammar Mechanics: Sentence Punctuation Write About Reading: Analyze Key Details		Unit 6, Week 5	Reading Skill: Point of View Phonemic Awareness: Phoneme Addition; Phoneme Substitution; Phoneme Segmentation Phonics/Spelling Skill: r-controlled Vowel Syllables Structural Analysis: Three (or more) Syllable Words Writing Trait: Word Choice: Strong Words Grammar Skill: Adjectives and Adverbs Grammar Mechanics: Sentence Punctuation Write About Reading: Analyze Point of View

Grade 3

Unit 1, Week 1 (ALL WEEKS) Fluency: Expression, Phrasing, Intonation, Rate, A	Reading Skill: Character, Setting, Plot: Character Phonics/Spelling Skill: Short Vowels a, i Structural Analysis: Word Families Writing Trait: Ideas/Focus on an Event Grammar Skill: Sentences and Fragments Grammar Mechanics: Capitalization and Punctuation		Unit 4, Week 1 (ALL WEEKS) Fluency: Expression, Phrasing, Accuracy	Reading Skill: Point of View Phonics/Spelling Skill: /ü/ and /û/ Structural Analysis: Roots in Related Words Writing Trait: Voice Grammar Skill: Linking Verbs Grammar Mechanics: End Punctuation and Complete Sentences
Unit 1, Week 2	Reading Skill: Character, Setting, Plot: Sequence Phonics/Spelling Skill: Short Vowels e, o, u Structural Analysis: Inflectional Endings Writing Trait: Word Choice/Descriptive Details Grammar Skill: Commands and Exclamations Grammar Mechanics: Punctuation in Commands and Exclamations		Unit 4, Week 2	Reading Skill: Point of View Phonics/Spelling Skill: Plural Words Structural Analysis: Vowel Team Syllables Writing Trait: Ideas Grammar Skill: Contraction with Not Grammar Mechanics: Using Apostrophes
Unit 1, Week 3	Reading Skill: Text Structure: Sequence Phonics/Spelling Skill: Final e Structural Analysis: Inflectional Endings: Drop Final e Writing Trait: Organization/Sequence Grammar Skill: Subjects Grammar Mechanics: Complete Sentences and Fragments		Unit 4, Week 3	Reading Skill: Compare and Contrast Phonics/Spelling Skill: Variant Vowel /ô/ Structural Analysis: Greek and Latin Roots Writing Trait: Organization Grammar Skill: Main and Helping Verbs Grammar Mechanics: Commas and Quotation Marks in Dialogue
Unit 1, Week 4	Reading Skill: Text Structure: Cause and Effect Phonics/Spelling Skill: Long a Spellings Structural Analysis: Plurals -s and -es Writing Trait: Word Choice Grammar Skill: Predicates Grammar Mechanics: Complete Sentence		Unit 4, Week 4	Reading Skill: Compare and Contrast Phonics/Spelling Skill: Homophones Structural Analysis: r-Controlled Vowel Writing Trait: Organization Grammar Skill: Complex Sentences Grammar Mechanics: Using Commas in Sentences

Unit 1, Week 5	Reading Skill: Main Idea and Key Details Phonics/Spelling Skill: Long o: o, ow, o_e, oa, oe Structural Analysis: Compound Words Writing Trait: Sentence Fluency/Sentence Types Grammar Skill: Simple and Compound Sentences Grammar Mechanics: Punctuate Simple and Compound Sentences		Unit 4, Week 5	Reading Skill: Theme Phonics/Spelling Skill: Soft c and g Structural Analysis: Words with -er and -est Writing Trait: Word Choice Grammar Skill: Irregular verbs Grammar Mechanics: Correct Verb Forms
Unit 2, Week 1 (ALL WEEKS) Fluency: Expression, Phrasing, Intonation	Reading Skill: Theme Phonics/Spelling Skill: Long i and long u Structural Analysis: Plural Words with y to i Writing Trait: Word Choice/Linking Words and Phrases Grammar Skill: Kinds of Nouns Grammar Mechanics: Capitalize Proper Nouns		Unit 5, Week 1 (ALL WEEKS) Fluency: Expression, Phrasing, Intonation	Reading Skill: Point of View Phonics/Spelling Skill: Compound Words Structural Analysis: Consonant + le Syllables Writing Trait: Sentence Fluency Grammar Skill: Singular and Plural Pronouns Grammar Mechanics: Capitalizing I, and Nouns
Unit 2, Week 2	Reading Skill: Theme Phonics/Spelling Skill: Long e Structural Analysis: Inflectional Endings Writing Trait: Word Choice/Precise Language Grammar Skill: Singular and Plural Nouns Grammar Mechanics: Punctuate Four Sentence Types		Unit 5, Week 2	Reading Skill: Point of View Phonics/Spelling Skill: Inflectional Endings -ed, -ing, -s Structural Analysis: Suffixes -ful, -less, -able Writing Trait: Word Choice Grammar Skill: Subject and Object Pronouns Grammar Mechanics: Pronoun Usage
Unit 2, Week 3	Reading Skill: Author's Point of View Phonics/Spelling Skill: Words with Silent Letters Structural Analysis: Singular and Plural Possessives Writing Trait: Ideas/Supporting Details Grammar Skill: Special Nouns Grammar Mechanics: Spelling Plural Nouns		Unit 5, Week 3	Reading Skill: Author's Point of View Phonics/Spelling Skill: Closed Syllables Structural Analysis: Roots in Related Words Writing Trait: Organization Grammar Skill: Pronoun-Verb Agreement Grammar Mechanics: Pronoun-Verb Agreement
Unit 2, Week 4	Reading Skill: Author's Point of View Phonics/Spelling Skill: Three-Letter Blends Structural Analysis: Closed Syllables Writing Trait: Organization/Sequence Grammar Skill: Combining Phonics/Spelling Skill: Digraphs		Unit 5, Week 4	Reading Skill: Author's Point of View Phonics/Spelling Skill: Inflectional Endings y and i Structural Analysis: Suffixes -ful, -ness, -less Writing Trait: Organization Grammar Skill: Possessive Pronouns Grammar Mechanics: Possessive Pronouns and Reflexive Pronouns
Unit 2, Week 5	Reading Skill: Point of View Structural Analysis: Open Syllables Sentences Grammar Mechanics: Commas Writing Trait: Ideas/Descriptive Details Grammar Skill: Possessive Nouns Grammar Mechanics: Apostrophes in Possessive Nouns		Unit 5, Week 5	Reading Skill: Cause and Effect Phonics/Spelling Skill: Open Syllables Structural Analysis: Prefixes and Suffixes Writing Trait: Voice Grammar Skill: Pronoun-Verb Contractions Mechanics: Spelling Contractions and Possessive Pronouns
Unit 3, Week 1 (ALL WEEKS) Fluency: Expression, Phrasing, Intonation	Reading Skill: Problem and Solution Phonics/Spelling Skill: r-Controlled Vowels Structural Analysis: Contractions Writing Trait: Sentence Fluency/Vary Sentence Types Grammar Skill: Action Verbs Grammar Mechanics: Quotation Marks and Colons in Time		Unit 6, Week 1 (ALL WEEKS) Fluency: Expression, Phrasing, Intonation	Reading Skill: Theme Phonics/Spelling Skill: Prefixes un-, re-, pre-, dis- Structural Analysis: Roots in Related Words Writing Trait: Sentence Fluency Grammar Skill: Adjectives and Articles Grammar Mechanics: Commas in a Series and in Dates
Unit 3, Week 2	Reading Skill: Character, Setting, Plot: Cause and Effect Phonics/Spelling Skill: r-Controlled Vowels /är/ and /ör/ Structural Analysis: Prefixes un-, re-, and pre-		Unit 6, Week 2	Reading Skill: Theme Phonics/Spelling Skill: Consonant + le Syllable Structural Analysis: Latin Suffixes Writing Trait: Word Choice Grammar Skill: Adjectives That Compare

	Writing Trait: Word Choice/Linking Words and Phrases Grammar Skill: Present-Tense Verbs Grammar Mechanics: Subject-Verb Agreement		Grammar Mechanics: Correct Comparative and Superlative Forms
Unit 3, Week 3	Reading Skill: Main Idea and Key Details Phonics/Spelling Skill: r-Controlled Vowels /âr/ and /îr/, Structural Analysis: Suffixes -y and -ly Writing Trait: Organization/Strong Paragraphs Grammar Skill: Past-Tense Verbs Grammar Mechanics: Abbreviations and Name Titles	Unit 6, Week 3	Reading Skill: Problem and Solution Phonics/Spelling Skill: Vowel-Team Syllables Structural Analysis: Greek and Latin Roots Writing Trait: Organization Grammar Skill: Adverbs Grammar Mechanics: Adverbs and Adjectives
Unit 3, Week 4	Reading Skill: Main Idea and Key Details Phonics/Spelling Skill: Prefixes pre-, dis-, mis- Structural Analysis: Syllables with Final e Writing Trait: Organization/Strong Conclusions Grammar Skill: Future-Tense Verbs Grammar Mechanics: Book Titles	Unit 6, Week 4	Reading Skill: Compare and Contrast Phonics/Spelling Skill: r-Controlled Vowel Syllables Structural Analysis: Latin Suffixes Writing Trait: Organization Grammar Skill: Adverbs That Compare Grammar Mechanics: Using More and Most
Unit 3, Week 5	Reading Skill: Sequence Phonics/Spelling Skill: Diphthongs /oi/ and /ou/ Structural Analysis: Prefixes un-, non-, dis Writing Trait: Voice Grammar Skill: Combining Sentences with Verbs Grammar Mechanics: Punctuation in Formal Letters, Dates, Addresses, and Locations	Unit 6, Week 5	Reading Skill: Point of View Phonics/Spelling Skill: Suffixes -ful, -less, -ly Structural Analysis: Frequently Misspelled Words Writing Trait: Word Choice Grammar Skill: Prepositions Grammar Mechanics: Commas after Introduction

Grade 4

Unit 1, Week 1 (ALL WEEKS) Fluency: Expression, Phrasing, Intonation, Rate, Accuracy	Reading Skill: Character, Setting, Plot: Sequence Phonics/Spelling Skill: Short Vowels Structural Analysis: Inflectional Endings Writing Trait: Ideas: Descriptive Details Grammar Skill: Sentences Grammar Mechanics: Sentence Punctuation	Unit 4, Week 1 (ALL WEEKS) Fluency: Expression, Phrasing, Accuracy	Reading Skill: Text Structure: Cause and Effect Phonics/Spelling Skill: Inflectional Endings Structural Analysis: Vowel Team Syllables Writing Trait: Organization: Strong Paragraphs Grammar Skill: Pronouns and Antecedents Grammar Mechanics: Pronoun Capitalization and Clarity
Unit 1, Week 2	Reading Skill: Character, Setting, Plot: Problem and Solution Phonics/Spelling Skill: Long a Structural Analysis: Inflectional Endings Writing Trait: Ideas: Focus on an Event Grammar Skill: Subjects and Predicates Grammar Mechanics: Punctuate Compound Subjects and Predicates	Unit 4, Week 2	Reading Skill: Point of View Phonics/Spelling Skill: Inflectional Endings: Changing y to i Structural Analysis: r-Controlled Vowel Syllables Writing Trait: Ideas: Develop Character Grammar Skill: Types of Pronouns Grammar Mechanics: Subject and Object Pronouns
Unit 1, Week 3	Reading Skill: Text Structure: Compare and Contrast Phonics/Spelling Skill: Long e Structural Analysis: Plurals Writing Trait: Ideas: Supporting Details Grammar Skill: Compound Sentences Grammar Mechanics: Punctuating Compound Sentences	Unit 4, Week 3	Reading Skill: Point of View Phonics/Spelling Skill: Words with /û/, /û/, /î/ Structural Analysis: Consonant + le Syllables Writing Trait: Ideas: Develop Plot Grammar Skill: Pronoun-Verb Agreement Grammar Mechanics: Punctuation in Dialogue
Unit 1, Week 4	Reading Skill: Text Structure: Cause and Effect Phonics/Spelling Skill: Long i Structural Analysis: Inflectional Endings Writing Trait: Organization: Sequence	Unit 4, Week 4	Reading Skill: Text Structure: Cause and Effect Phonics/Spelling Skill: Diphthongs /oi/, /ou/ Structural Analysis: Greek and Latin Roots

	<p>Grammar Skill: Clauses and Complex Sentences</p> <p>Grammar Mechanics: Punctuate Complex Sentences</p>		<p>Writing Trait: Word Choice: Figurative Language</p> <p>Grammar Skill: Possessive Pronouns</p> <p>Grammar Mechanics: Possessive Nouns and Pronouns</p>
<p>Unit 1, Week 5</p>	<p>Reading Skill: Main Idea and Key Details</p> <p>Phonics/Spelling Skill: Long o</p> <p>Structural Analysis: Compound Words</p> <p>Writing Trait: Sentence Fluency: Sentence Length</p> <p>Grammar Skill: Run-On Sentences</p> <p>Grammar Mechanics: Correcting Fragments and Run-Ons</p>		<p>Unit 4, Week 5</p> <p>Reading Skill: Theme</p> <p>Phonics/Spelling Skill: Variant Vowel /ɒ/ Structural Analysis: Frequently Confused Words</p> <p>Writing Trait: Word Choice: Sensory Language</p> <p>Grammar Skill: Pronouns and Homophones</p> <p>Grammar Mechanics: Contractions and Possessives</p>
<p>Unit 2, Week 1 (ALL WEEKS) Fluency: Expression, Phrasing, Intonation</p>	<p>Reading Skill: Theme</p> <p>Phonics/Spelling Skill: Prefixes</p> <p>Structural Analysis: Inflectional Endings</p> <p>Writing Trait: Organization: Strong Openings</p> <p>Grammar Skill: Common and Proper Nouns</p> <p>Grammar Mechanics: Capitalizing Proper Nouns</p>		<p>Unit 5, Week 1 (ALL WEEKS) Fluency: Expression, Phrasing, Intonation</p> <p>Reading Skill: Character, Setting, Plot: Problem and Solution</p> <p>Phonics/Spelling Skill: Closed Syllables</p> <p>Structural Analysis: Latin Prefixes</p> <p>Writing Trait: Organization: Strong Openings</p> <p>Grammar Skill: Adjectives</p> <p>Grammar Mechanics: Punctuation</p>
<p>Unit 2, Week 2</p>	<p>Reading Skill: Theme</p> <p>Phonics/Spelling Skill: Digraphs</p> <p>Structural Analysis: Possessives</p> <p>Writing Trait: Voice: Informal Voice</p> <p>Grammar Skill: Singular and Plural Nouns</p> <p>Grammar Mechanics: Commas in a Series</p>		<p>Unit 5, Week 2</p> <p>Reading Skill: Character, Setting, Plot: Cause and Effect</p> <p>Phonics/Spelling Skill: Open Syllables</p> <p>Structural Analysis: Irregular Plurals</p> <p>Writing Trait: Sentence Fluency: Vary Sentence Types</p> <p>Grammar Skill: Articles</p> <p>Grammar Mechanics: Articles and Demonstrative Adjectives</p>
<p>Unit 2, Week 3</p>	<p>Reading Skill: Main Idea and Key Details</p> <p>Phonics/Spelling Skill: Three-Letter Blends</p> <p>Structural Analysis: Words Ending in -er, -est</p> <p>Writing Trait: Ideas: Supporting Details</p> <p>Grammar Skill: Irregular Plural Nouns</p> <p>Grammar Mechanics: Correct Plural Forms</p>		<p>Unit 5, Week 3</p> <p>Reading Skill: Text Structure: Problem/Solution</p> <p>Phonics/Spelling Skill: Vowel Teams</p> <p>Structural Analysis: Greek and Latin Roots</p> <p>Writing Trait: Sentence Fluency: Transitions</p> <p>Grammar Skill: Adjectives That Compare</p> <p>Grammar Mechanics: Punctuation in Letters</p>
<p>Unit 2, Week 4</p>	<p>Reading Skill: Main Idea and Key Details</p> <p>Phonics/Spelling Skill: r-Controlled Vowels /ɪr/ and /ɔr/</p> <p>Structural Analysis: Suffixes -ful and -less</p> <p>Writing Trait: Organization: Logical Order</p> <p>Grammar Skill: Possessive Nouns</p> <p>Grammar Mechanics: Apostrophes</p>		<p>Unit 5, Week 4</p> <p>Reading Skill: Text Structure: Sequence</p> <p>Phonics/Spelling Skill: r-Controlled Vowel Syllables</p> <p>Structural Analysis: Frequently Misspelled Words</p> <p>Writing Trait: Voice: Formal Voice</p> <p>Grammar Skill: Comparing With More /Most</p> <p>Grammar Mechanics: Combining Sentences</p>
<p>Unit 2, Week 5</p>	<p>Reading Skill: Point of View</p> <p>Phonics/Spelling Skill: Suffixes</p> <p>Structural Analysis: Contractions</p> <p>Writing Trait: Word Choice: Precise Language</p> <p>Grammar Skill: Combining Sentences</p> <p>Grammar Mechanics: Phrases and Interjections</p>		<p>Unit 5, Week 5</p> <p>Reading Skill: Text Structure: Sequence</p> <p>Phonics/Spelling Skill: Consonant + le Syllables</p> <p>Structural Analysis: Latin Suffixes</p> <p>Writing Trait: Organization: Strong Conclusions</p> <p>Grammar Skill: Comparing With Good and Bad</p> <p>Grammar Mechanics: Combining Sentences</p>
<p>Unit 3, Week 1 (ALL WEEKS) Fluency: Expression, Phrasing, Intonation</p>	<p>Reading Skill: Point of View</p> <p>Phonics/Spelling Skill: r-Controlled Vowels er, ir, and ur</p> <p>Structural Analysis: Closed Syllables</p> <p>Writing Trait: Sentence Fluency: Transitions</p> <p>Grammar Skill: Action Verbs</p> <p>Grammar Mechanics: Titles</p>		<p>Unit 6, Week 1 (ALL WEEKS) Fluency: Expression, Phrasing, Intonation</p> <p>Reading Skill: Theme</p> <p>Phonics/Spelling Skill: Words with /əʊ/ Structural Analysis: Number Prefixes</p> <p>Writing Trait: Word Choice: Strong Words</p> <p>Grammar Skill: Adverbs</p> <p>Grammar Mechanics: Good vs. Well</p>
<p>Unit 3, Week 2</p>	<p>Reading Skill: Point of View</p> <p>Phonics/Spelling Skill: Words with Silent Letters</p>		<p>Unit 6, Week 2</p> <p>Reading Skill: Theme</p> <p>Phonics/Spelling Skill: Homophones</p> <p>Structural Analysis: Latin Suffixes</p>

	Structural Analysis: Open Syllables Writing Trait: Word Choice: Strong Words Grammar Skill: Verb Tenses Grammar Mechanics: Subject-Verb Agreement			Writing Trait: Organization: Sequence Grammar Skill: Comparing with Adverbs Grammar Mechanics: Review Punctuation and Capitalization
Unit 3, Week 3	Reading Skill: Author's Point of View Phonics/Spelling Skill: Soft c and g Structural Analysis: Final e Syllables Writing Trait: Ideas: Relevant Evidence Grammar Skill: Main and Helping Verbs Grammar Mechanics: Punctuation in Contractions		Unit 6, Week 3	Reading Skill: Main Idea and Key Details Phonics/Spelling Skill: Prefixes Structural Analysis: Words from Mythology Writing Trait: Word Choice: Transition Words Grammar Skill: Negatives Grammar Mechanics: Correcting Double Negatives
Unit 3, Week 4	Reading Skill: Author's Point of View Phonics/Spelling Skill: Plurals Structural Analysis: Suffixes -ment, -ness, -age, -ance, -ence Writing Trait: Organization: Strong Conclusions Grammar Skill: Linking Verbs Grammar Mechanics: Subject-Verb Agreement		Unit 6, Week 4	Reading Skill: Main Idea and Key Details Phonics/Spelling Skill: Suffixes Structural Analysis: Greek and Latin Roots Writing Trait: Word Choice: Content Words Grammar Skill: Prepositions Grammar Mechanics: Review Using Quotations
Unit 3, Week 5	Reading Skill: Author's Point of View Phonics/Spelling Skill: Compound Words Structural Analysis: Roots and Related Words Writing Trait: Voice: Audience and Purpose Grammar Skill: Irregular Verbs Grammar Mechanics: Correct Verb Usage		Unit 6, Week 5	Reading Skill: Theme Phonics/Spelling Skill: Prefixes and Suffixes Structural Analysis: Words from Around the World Writing Trait: Ideas: Supporting Details Grammar Skill: Using Prepositions Grammar Mechanics: Using Commas with Phrases

Grade 5

Unit 1, Week 1 (ALL WEEKS) Fluency: Expression, Phrasing, Intonation, Rate, Accuracy	Reading Skill: Character, Setting, Plot: Sequence Phonics/Spelling Skill: Short Vowels Writing Trait: Ideas: Descriptive Details Grammar Skill: Sentences Grammar Mechanics: Punctuate sentences		Unit 4, Week 1 (ALL WEEKS) Fluency: Expression, Phrasing, Accuracy	Reading Skill: Point of View Phonics/Spelling Skill: Words with Final /əl/ and /ən/ Writing Trait: Voice: Style and Tone Grammar Skill: Pronouns & Antecedents Grammar Mechanics: Pronoun-antecedent agreement in number and gender
Unit 1, Week 2	Reading Skill: Character, Setting, Plot: Problem and Solution Writing Trait: Voice: Style and Tone Grammar Skill: Subjects and Predicates Grammar Mechanics: Commas		Unit 4, Week 2	Reading Skill: Point of View Phonics/Spelling Skill: Prefixes Writing Trait: Ideas: Develop Characters Grammar Skill: Kinds of Pronouns Grammar Mechanics: Use quotation marks in dialogue
Unit 1, Week 3	Reading Skill: Text Structure: Cause & Effect Phonics/Spelling Skill: Words with /ū/, ū, /ū/ Writing Trait: Word Choice: Strong Words Grammar Skill: Compound Sentences and Conjunctions Grammar Mechanics: Punctuation in compound sentences		Unit 4, Week 3	Reading Skill: Author's Point of View Phonics/Spelling Skill: Homographs Writing Trait: Organization: Logical Order Grammar Skill: Pronoun-Verb Agreement Grammar Mechanics: Use abbreviations
Unit 1, Week 4	Reading Skill: Text Structure: Sequence Phonics/Spelling Skill: r-controlled Vowels /är/, /är/, /ôr/ Writing Trait: Organization: Sequence Grammar Skill: Complex Sentences Grammar Mechanics: Using commas		Unit 4, Week 4	Reading Skill: Author's Point of View Phonics/Spelling Skill: Words with /chər/ and /zhər/ Writing Trait: Word Choice: Transitions Grammar Skill: Possessive Pronouns Grammar Mechanics: Apostrophes, possessives and reflexive pronouns
Unit 1, Week 5	Reading Skill: Author's Point of View Phonics/Spelling Skill: r-controlled Vowel /ür/		Unit 4, Week 5	Reading Skill: Theme Phonics/Spelling Skill: Suffixes -ance and -ence

	<p>Writing Trait: Sentence Fluency: Vary Sentence Structure</p> <p>Grammar Skill: Run-on Sentences and Fragments</p> <p>Grammar Mechanics: Correcting run-on sentences</p>			<p>Writing Trait: Word Choice: Sensory Language</p> <p>Grammar Skill: Pronouns and Homophones</p> <p>Grammar Mechanics: Punctuating Poetry</p>
<p>Unit 2, Week 1 (ALL WEEKS)</p> <p>Fluency: Expression, Phrasing, Intonation</p>	<p>Reading Skill: Text Structure: Problem and Solution</p> <p>Phonics/Spelling Skill: Variant Vowel /ɒ/; Diphthongs /oi/, /ou/</p> <p>Writing Trait: Ideas: Main Ideas</p> <p>Grammar Skill: Kinds of Nouns</p> <p>Grammar Mechanics: Capitalizing proper nouns</p>		<p>Unit 5, Week 1 (ALL WEEKS)</p> <p>Phonics/Spelling Skill: Suffixes</p> <p>Skill: Suffixes -ance and -ence</p> <p>Fluency: Expression, Phrasing, Intonation</p>	<p>Reading Skill: Character, Setting, Plot: Compare and Contrast Settings</p> <p>Phonics/Spelling Skill: Suffixes</p> <p>Writing Trait: Organization: Strong Openings</p> <p>Grammar Skill: Independent and Dependent Clauses</p> <p>Grammar Mechanics: Appositives (commas)</p>
<p>Unit 2, Week 2</p>	<p>Reading Skill: Character, Setting, Plot: Compare and Contrast Events</p> <p>Phonics/Spelling Skill: Plurals</p> <p>Writing Trait: Organization: Strong Openings</p> <p>Grammar Skill: Singular and Plural Nouns</p> <p>Grammar Mechanics: Forming plural nouns</p>		<p>Unit 5, Week 2</p>	<p>Reading Skill: Character, Setting Plot: Compare and Contrast Character</p> <p>Phonics/Spelling Skill: Homophones</p> <p>Writing Trait: Sentence Fluency: Transitions</p> <p>Grammar Skill: Complex Sentences</p> <p>Grammar Mechanics: Use commas with essential and nonessential clauses</p>
<p>Unit 2, Week 3</p>	<p>Reading Skill: Text Structure: Sequence</p> <p>Phonics/Spelling Skill: Inflectional Endings</p> <p>Writing Trait: Ideas: Supporting Details</p> <p>Grammar Skill: More Plural Nouns</p> <p>Grammar Mechanics: Plural forms and Appositives</p>		<p>Unit 5, Week 3</p>	<p>Reading Skill: Text Structure: Compare and Contrast</p> <p>Phonics/Spelling Skill: Prefixes</p> <p>Writing Trait: Ideas: Develop a Topic</p> <p>Grammar Skill: Adjectives</p> <p>Grammar Mechanics: Capitalization and punctuation</p>
<p>Unit 2, Week 4</p>	<p>Reading Skill: Theme</p> <p>Phonics/Spelling Skill: Contractions</p> <p>Writing Trait: Organization: Sequence</p> <p>Grammar Skill: Possessive Nouns</p> <p>Grammar Mechanics: Adding -s or 's</p>		<p>Unit 5, Week 4</p>	<p>Reading Skill: Text Structure: Cause and Effect</p> <p>Phonics/Spelling Skill: Suffixes -less and -ness</p> <p>Writing Trait: Organization: Strong Paragraphs</p> <p>Grammar Skill: Adjectives That Compare</p> <p>Grammar Mechanics: Using more and most</p>
<p>Unit 2, Week 5</p>	<p>Reading Skill: Theme</p> <p>Phonics/Spelling Skill: Closed Syllables</p> <p>Writing Trait: Word Choice: Precise Language</p> <p>Grammar Skill: Prepositional Phrases</p> <p>Grammar Mechanics: Punctuating titles and letters</p>		<p>Unit 5, Week 5</p>	<p>Reading Skill: Author's Point of View</p> <p>Phonics/Spelling Skill: Suffix -ion</p> <p>Writing Trait: Organization: Strong Conclusions</p> <p>Grammar Skill: Comparing with Good and Bad</p> <p>Grammar Mechanics: Irregular comparative forms</p>
<p>Unit 3, Week 1 (ALL WEEKS)</p> <p>Fluency: Expression, Phrasing, Intonation</p>	<p>Reading Skill: Theme</p> <p>Phonics/Spelling Skill: Open Syllables</p> <p>Writing Trait: Voice: Formal and Informal Voice</p> <p>Grammar Skill: Action Verbs</p> <p>Grammar Mechanics: Subject-verb agreement</p>		<p>Unit 6, Week 1 (ALL WEEKS)</p> <p>Fluency: Expression, Phrasing, Intonation</p>	<p>Reading Skill: Theme</p> <p>Phonics/Spelling Skill: Words with Greek Roots</p> <p>Writing Trait: Organization: Sequence</p> <p>Grammar Skill: Adverbs</p> <p>Grammar Mechanics: Capitalization and abbreviations in letters and formal e-mails</p>
<p>Unit 3, Week 2</p>	<p>Reading Skill: Theme</p> <p>Phonics/Spelling Skill: Open Syllables (V/V)</p> <p>Writing Trait: Word Choice: Connotation and Denotation</p> <p>Grammar Skill: Verb Tenses</p> <p>Grammar Mechanics: Avoid shifting tenses</p>		<p>Unit 6, Week 2</p>	<p>Reading Skill: Theme</p> <p>Phonics/Spelling Skill: Words with Latin Roots</p> <p>Writing Trait: Word Choice: Time-order Words</p> <p>Grammar Skill: Adverbs That Compare</p> <p>Grammar Mechanics: Using good and well, more and most, -er and -est</p>
<p>Unit 3, Week 3</p>	<p>Reading Skill: Main Ideas and Key Details</p> <p>Phonics/Spelling Skill: Vowel Team Syllables</p>		<p>Unit 6, Week 3</p>	<p>Reading Skill: Text Structure: Cause and Effect</p>

	Writing Trait: Ideas: Relevant Evidence Grammar Skill: Main Verbs and Helping Verbs Grammar Mechanics: Special helping verbs; Contractions, Troublesome words		Phonics/Spelling Skill: Words from Mythology Writing Trait: Sentence Fluency: Vary Sentence Structure Grammar Skill: Negatives Grammar Mechanics: Correct double negatives
Unit 3, Week 4	Reading Skill: Main Idea and Key Details Phonics/Spelling Skill: Consonant + le Syllables Writing Trait: Organization: Strong Conclusions Grammar Skill: Linking Verbs Grammar Mechanics: Punctuating titles and product names		Unit 6, Week 4
Unit 3, Week 5	Reading Skill: Author's Point of View Phonics/Spelling Skill: r-controlled Vowel Syllables Writing Trait: Sentence Fluency: Transitions Grammar Skill: Irregular Verbs Grammar Mechanics: Correct verb usage		Unit 6, Week 5
			Reading Skill: Point of View Phonics/Spelling Skill: Suffixes -ible, -able Writing Trait: Word Choice: Strong Words Grammar Skill: Prepositional Phrases as Adjectives and Adverbs Grammar Mechanics: Using pronouns in prepositions phrases (objective pronouns)

Grades 6-8 Glencoe Literature Scope and Sequence

	Grade 6	Grade 7	Grade 8
Reading Skills			
Activate Prior Knowledge	✓	✓	✓
Analyze Build/Apply	✓	✓	✓
Background Knowledge	✓	✓	✓
Clarify	✓	✓	✓
Classify	✓	✓	✓
Compare and Contrast	✓	✓	✓
Connect	✓	✓	✓
Determine Main Idea and Supporting Details	✓	✓	✓
Discuss	✓	✓	✓
Diction	✓	✓	✓
Distinguish Fact and Opinion	✓	✓	✓
Draw Conclusions	✓	✓	✓
Evaluate	✓	✓	✓
Generalize	✓	✓	✓
Identify Assumptions and Ambiguities			
Identify Author's Purpose	✓	✓	✓
Identify Cause and Effect	✓	✓	✓
Identify Character Traits	✓	✓	✓

Identify Genre	✓	✓	✓
Identify Literary and Text Elements	✓	✓	✓
Identify Logical Fallacies			
Identify Problem and Solution	✓	✓	✓
Identify Sequence	✓	✓	✓
Independent Reading	✓	✓	✓
Infer	✓	✓	✓
Interpret	✓	✓	✓
Monitor Comprehension	✓	✓	✓
Paraphrase and Summarize	✓	✓	✓
Predict	✓	✓	✓
Preview	✓	✓	✓
Question	✓	✓	✓
Recognize and Avoid Plagiarism	✓	✓	✓
Recognize Author's Purpose	✓	✓	✓
Recognize Bias	✓	✓	✓
Recognize Figurative Language	✓	✓	✓
Recognize Symbolism	✓	✓	✓
Respond	✓	✓	✓
Review	✓	✓	✓
Set a Purpose for Reading	✓	✓	✓
Skim and Scan	✓	✓	✓
Summarize	✓	✓	✓
Synthesize	✓	✓	✓
Understand Cause and Effect	✓	✓	✓
Understand Context	✓	✓	✓
Understand Humor	✓	✓	✓
Understand Media Elements	✓	✓	✓
Understand Persuasive Techniques	✓	✓	✓
Understand Text Structure	✓	✓	✓
Use Graphic Organizers	✓	✓	✓

Use Text Features	✓	✓	✓
Visualize	✓	✓	✓
Images and Text Elements			
Act and Scene	✓	✓	✓
Allegory			
Alliteration	✓	✓	✓
Allusion	✓	✓	✓
Ambiguity			
Analogy	✓	✓	✓
Anecdote	✓	✓	✓
Anthropomorphism			
Archetype			
Argument	✓	✓	✓
Assonance	✓	✓	✓
Author's Purpose	✓	✓	✓
Author's Credibility	✓	✓	✓
Author's Perspective	✓	✓	✓
Bias	✓	✓	✓
Cause and Effect	✓	✓	✓
Character/Characterization	✓	✓	✓
Chronological Order	✓	✓	✓
Compare and Contrast	✓	✓	✓
Conflict	✓	✓	✓
Connotation	✓	✓	✓
Couplet			
Cultural or Historical Allusions/Cultural Context	✓	✓	✓
Description	✓	✓	✓
Dialect	✓	✓	✓
Dialogue	✓	✓	✓
Diary			✓
Diction, Language, and Word Choice	✓	✓	✓
Direct Quotation	✓	✓	✓
Elegy and Free Verse	✓	✓	✓
Enjambment			

Epic			✓
Epiphany			
Farce			
Figurative Language	✓	✓	✓
Figures of Speech	✓	✓	✓
Flashback	✓	✓	✓
Foil			✓
Foreshadowing	✓	✓	✓
Form and Structure	✓	✓	✓
Genre	✓	✓	✓
Haiku	✓	✓	
Hero			
Historical	✓	✓	✓
Influence	✓	✓	✓
Humor/Satire	✓	✓	✓
Hyperbole	✓	✓	✓
Idioms	✓	✓	✓
Imagery	✓	✓	✓
Informational Text	✓	✓	✓
Irony	✓	✓	✓
Juxtaposition			
Line and Stanza	✓	✓	✓
Literary Time Periods and Movements			
Lyric Poetry	✓	✓	
Maxim			
Media Elements	✓	✓	✓
Media Ethics	✓	✓	✓
Metaphor and Simile	✓	✓	✓
Monologue, Soliloquy, and Aside			✓
Mood	✓	✓	✓
Moral	✓		
Motif			✓
Motivation		✓	✓
Myth	✓	✓	✓

Narrative Poetry		✓	✓
Narrator	✓	✓	✓
Ode	✓	✓	✓
Oral Tradition	✓	✓	✓
Oxymoron			✓
Paradox			✓
Parallelism	✓	✓	✓
Parody			
Personification	✓	✓	✓
Persuasive Techniques	✓	✓	✓
Photos and Illustrations	✓	✓	✓
Plot	✓	✓	✓
Poetic Form and Structure	✓	✓	✓
Point of View	✓	✓	✓
Problem/Solution	✓	✓	✓
Propaganda	✓	✓	✓
Protagonist and Antagonist	✓	✓	✓
Repetition	✓	✓	✓
Rhetorical Strategies	✓	✓	✓
Rhyme, Rhythm, and Meter			
Satire	✓	✓	✓
Sensory Details	✓	✓	✓
Setting	✓	✓	✓
Song			
Sonnet			✓
Sound Devices	✓	✓	✓
Speaker			✓
Stage Directions	✓	✓	✓
Stereotypes	✓		
Style	✓	✓	✓
Suspense		✓	✓
Symbolism	✓	✓	✓

Text Features	✓	✓	✓
Text Structure	✓	✓	✓
Theme	✓	✓	✓
Thesis	✓	✓	✓
Titles and Heads	✓	✓	✓
Tone	✓	✓	✓
Tragic Flaw			
Tragic Hero			
Understanding Graphics	✓	✓	✓
Voice	✓	✓	✓
Genre			
Ballad			✓
Biography, Autobiography, and Memoir	✓	✓	✓
Blank Verse			✓
Comedy			
Drama	✓	✓	✓
Epic	✓	✓	✓
Essay	✓	✓	✓
Farce			
Folktales, Myths, and Legends	✓	✓	✓
Free Verse	✓	✓	✓
Functional Documents	✓	✓	✓
Graphic Novel	✓	✓	✓
Haiku	✓	✓	
Historical Fiction and Nonfiction	✓	✓	✓
Informational Text	✓	✓	✓
Journal or Diary			✓
Letter			✓
Magazine Article	✓	✓	✓
Narrative Poem		✓	✓
Newspaper Article			
Novel Excerpt			✓
Parody			
Persuasive Media	✓	✓	✓

Poetry	✓	✓	✓
Satire			
Short Story	✓	✓	✓
Song		✓	
Sonnet		✓	✓
Speech	✓	✓	✓
Tragedy			
Literary Criticism			
Artistic Approach			
Biographical Approach			
Cultural Historical Approach			
Philosophical			
Political			
Social			
Vocabulary Skills			
Academic Vocabulary	✓	✓	✓
Affixes, Roots, and Base Words	✓	✓	✓
Analogies			✓
Compound Words			✓
Context Clues	✓	✓	✓
Denotation and Connotation	✓	✓	✓
Dialect and Dialogue		✓	✓
Dictionary Skills	✓	✓	✓
Etymology	✓	✓	✓
Figurative Language	✓	✓	✓
Homonyms and Homophones		✓	✓
Idioms	✓	✓	✓
Jargon	✓		✓
Multiple-Meaning Words	✓	✓	✓
Prefixes and Suffixes	✓	✓	✓
Synonyms and Antonyms	✓	✓	✓
Using a Thesaurus	✓	✓	✓
Word Origins	✓	✓	✓
Word Usage	✓	✓	✓
Writing Skills			
Writing Products			

Autobiographical Narrative	✓	✓	✓
Bibliography			✓
Biographical Narrative	✓	✓	✓
Blurb	✓	✓	✓
Character Analysis	✓	✓	✓
Character Sketch	✓	✓	✓
Chart	✓	✓	✓
Comic Strip	✓		
Comparison-Contrast Essay	✓	✓	✓
Creative Fiction	✓	✓	✓
Creative Nonfiction	✓	✓	✓
Descriptive Essay	✓	✓	✓
Descriptive Narrative	✓	✓	✓
Dialogue	✓	✓	✓
Dramatic Scene	✓	✓	✓
Editorial/Opinion	✓	✓	✓
Expository	✓	✓	✓
Essay	✓	✓	✓
Folktale	✓	✓	✓
Functional Document	✓	✓	✓
Graphic Story	✓	✓	✓
Interview	✓	✓	✓
Journal Entry	✓	✓	✓
Letter	✓	✓	✓
List	✓	✓	✓
Literary Analysis	✓	✓	✓
Literary Criticism	✓	✓	✓
Memo			✓
Monologue			✓
Narrative	✓	✓	✓
News Article			

News Report	✓	✓	✓
Outline		✓	
Paragraph	✓	✓	✓
Personal Essay	✓	✓	✓
Persuasive Essay/Speech	✓	✓	✓
Poem	✓	✓	✓
Proposal			✓
Reflective Essay	✓	✓	✓
Research	✓	✓	✓
Report	✓	✓	✓
Response to Literature	✓	✓	✓
Review	✓	✓	✓
Short Story	✓	✓	✓
Skit	✓	✓	✓
Speech	✓	✓	✓
Stage Directions	✓	✓	✓
Summary	✓	✓	✓
Writing Process			
Drafting	✓	✓	✓
Editing	✓	✓	✓
Identify Plagiarism	✓	✓	✓
Note Taking	✓	✓	✓
Presenting/Publishing	✓	✓	✓
Prewriting	✓	✓	✓
Proofreading	✓	✓	✓
Researching	✓	✓	✓
Revising	✓	✓	✓
Writing Traits			
Conventions	✓	✓	✓
Fluency	✓	✓	✓
Ideas	✓	✓	✓

Organization	✓	✓	✓
Presentation	✓	✓	✓
Voice	✓	✓	✓
Word Choice	✓	✓	✓
Grammar			
Active Voice and Passive Voice	✓	✓	✓
Adjectives	✓	✓	✓
Adverbs	✓	✓	✓
Appositives	✓	✓	✓
Capitalization	✓	✓	✓
Clauses	✓	✓	✓
Commas	✓	✓	✓
Compound and Complex Sentences	✓	✓	✓
Coordinating Conjunctions	✓	✓	✓
Modifiers	✓	✓	✓
Nouns	✓	✓	✓
Parallelism	✓	✓	✓
Parts of Speech	✓	✓	✓
Phrases, Clauses, and Sentences	✓	✓	✓
Pronouns	✓	✓	✓
Punctuation	✓	✓	✓
Sentence Combining	✓	✓	✓
Sentence Fragments	✓	✓	✓
Sentence Types	✓	✓	✓
Subjects and Predicates	✓	✓	✓
Subject-Verb Agreement	✓	✓	✓
Transitions and Transitional Expressions	✓	✓	✓
Verbs	✓	✓	✓
Listening, Speaking and Viewing			
Active Listening, and Group Discussion	✓	✓	✓
Analyzing Media Messages	✓	✓	✓

Debate		✓	✓
Interview	✓	✓	✓
Literary Analysis	✓	✓	✓
Literature Group	✓	✓	✓
Multimedia Presentation	✓	✓	✓
Narrative Presentation	✓	✓	✓
Oral Interpretation	✓	✓	✓
Oral Presentations	✓	✓	✓
Oral Report	✓	✓	✓
Oral Response to Literature	✓	✓	✓
Oral Tradition	✓	✓	✓
Performance	✓	✓	✓
Persuasive Techniques	✓	✓	✓
Reading Aloud	✓	✓	✓
Reflective Presentation			
Research	✓	✓	✓
Speech	✓	✓	✓
Story Telling	✓	✓	✓
Using Visuals	✓	✓	✓
Viewing Art, Cartoons, and Photographs	✓	✓	✓

Gateway Preparatory Academy

Attachment 12

Academic and Exit Standards

GRADE 5

READING

Guiding Principle: *Students read a wide range of fiction, nonfiction, classic, and contemporary works, to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They read a wide range of literature in many genres from a variety of time periods and cultures from around the world to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience. They draw on their prior experience, their interactions with other readers and writers, and reading skills that they have developed and refined.¹*

READING: Foundations

There are four key areas found in the Reading: Foundations section for grades K-5: Print Concepts, Phonological Awareness, Phonics, and Fluency. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Foundations.

Learning Outcome

5.RF.1 Apply foundational reading skills to demonstrate reading fluency and comprehension.

Print Concepts

- 5.RF.2.1 *Students are expected to build upon and continue applying concepts learned previously.*
- 5.RF.2.2 *Students are expected to build upon and continue applying concepts learned previously.*
- 5.RF.2.3 *Students are expected to build upon and continue applying concepts learned previously.*
- 5.RF.2.4 *Students are expected to build upon and continue applying concepts learned previously.*

Phonological Awareness

- 5.RF.3.1 *Students are expected to build upon and continue applying concepts learned previously.*
- 5.RF.3.2 *Students are expected to build upon and continue applying concepts learned previously.*
- 5.RF.3.3 *Students are expected to build upon and continue applying concepts learned previously.*
- 5.RF.3.4 *Students are expected to build upon and continue applying concepts learned previously.*
- 5.RF.3.5 *Students are expected to build upon and continue applying concepts learned previously.*

Phonics

- 5.RF.4.1 *Students are expected to build upon and continue applying concepts learned previously.*
- 5.RF.4.2 *Students are expected to build upon and continue applying concepts learned previously.*
- 5.RF.4.3 *Students are expected to build upon and continue applying concepts learned previously.*
- 5.RF.4.4 *Students are expected to build upon and continue applying concepts learned previously.*
- 5.RF.4.5 *Students are expected to build upon and continue applying concepts learned previously.*
- 5.RF.4.6 Use knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context.

Fluency

- 5.RF.5 Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

READING: *Literature*

There are three key areas found in the Reading: Literature section for grades 6-12: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Literature.

Learning Outcome

- 5.RL.1** Read and comprehend a variety of literature within a range of complexity appropriate for grades 4-5. By the end of grade 5, students interact with texts proficiently and independently.

Key Ideas and Textual Support

- 5.RL.2.1** Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.
- 5.RL.2.2** Determine a theme of a story, play, or poem from details in the text, including how characters respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- 5.RL.2.3** Describe two or more characters, settings, or events in a story or play, drawing on specific details in the text, and how they impact the plot.

5.RL.2.4 *Students are expected to build upon and continue applying concepts learned previously.*

Structural Elements and Organization

- 5.RL.3.1** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, play, or poem.
- 5.RL.3.2** Describe how a narrator's or speaker's point of view influences how events are portrayed.

Synthesis and Connection of Ideas

- 5.RL.4.1** Analyze how visual and multimedia presentations and representations can enhance the meaning of a text.
- 5.RL.4.2** Compare and contrast stories in the same genre on their approaches to similar themes and topics.

READING: *Nonfiction*

There are three key areas found in the Reading: Nonfiction section for grades 6-12: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Nonfiction.

Learning Outcome

- 5.RN.1** Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 4-5. By the end of grade 5, students interact with texts proficiently and independently.

Key Ideas and Textual Support

- 5.RN.2.1** Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.

- 5.RN.2.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- 5.RN.2.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Structural Elements and Organization

- 5.RN.3.1 Apply knowledge of text features in multiple print and digital sources to locate information, gain meaning from a text, or solve a problem.
- 5.RN.3.2 Compare and contrast the organizational structure of events, ideas, concepts, or information in two or more texts.
- 5.RN.3.3 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspectives the accounts represent.

Synthesis and Connection of Ideas

- 5.RN.4.1 Explain how an author uses reasons and evidence to support claims in a text, identifying which reasons and evidence support which claims.
- 5.RN.4.2 Combine information from several texts or digital sources on the same topic in order to demonstrate knowledge about the subject.
- 5.RN.4.3 *Standard begins at sixth grade.*

READING: Vocabulary

There are two key areas found in the Reading: Vocabulary section for grades 6-12: Vocabulary Building and Vocabulary in Literature and Nonfiction Texts. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Vocabulary.

Learning Outcome

- 5.RV.1 Build and use accurately general academic and content-specific words and phrases.

Vocabulary Building

- 5.RV.2.1 Select and apply context clues (e.g., *word, phrase, sentence, and paragraph clues*) and text features to determine the meanings of unknown words.
- 5.RV.2.2 Identify relationships among words, including multiple meanings, synonyms and antonyms, homographs, metaphors, similes, and analogies.
- 5.RV.2.3 *Standard begins at sixth grade.*
- 5.RV.2.4 Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., *word origins, common Greek and Latin affixes and roots, parts of speech*).
- 5.RV.2.5 Consult reference materials, both print and digital (e.g., *dictionary, thesaurus*), to find the pronunciation and clarify the precise meanings of words and phrases.

Vocabulary in Literature and Nonfiction Texts

- 5.RV.3.1 Determine how words and phrases provide meaning to works of literature, including imagery, symbolism, and figurative language (e.g., *similes, metaphors, hyperbole, or allusion*).
- 5.RV.3.2 Determine the meaning of general academic and content-specific words and phrases in a nonfiction text relevant to a fifth grade topic or text.
- 5.RV.3.3 Analyze the meanings of proverbs, adages, and idioms in context.

WRITING

Guiding Principle: *Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes. Students apply knowledge of language structure, language conventions, media techniques, figurative language, and genre to create, critique, and discuss writing. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.*ⁱⁱ

WRITING

There are four key areas found in the Writing section for grades 6-12: Writing Genres, the Writing Process, the Research Process, and Conventions of Standard English. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Writing.

Learning Outcome

- 5.W.1 Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.

Handwriting

5.W.2.1 *Students are expected to build upon and continue applying concepts learned previously.*

5.W.2.2 *Students are expected to build upon and continue applying concepts learned previously.*

Writing Genres: Argumentative, Informative, and Narrative

- 5.W.3.1 Write persuasive compositions in a variety of forms that –
- Clearly present a position in an introductory statement to an identified audience.
 - Support the position with qualitative and quantitative facts and details from various sources, including texts.
 - Use an organizational structure to group related ideas that support the purpose.
 - Use language appropriate for the identified audience.
 - Connect reasons to the position using words, phrases, and clauses.
 - Provide a concluding statement or section related to the position presented.

- 5.W.3.2** Write informative compositions on a variety of topics that –
- Introduce a topic; organize sentences and paragraphs logically, using an organizational form that suits the topic.
 - Employ sufficient examples, facts, quotations, or other information from various sources and texts to give clear support for topics.
 - Connect ideas within and across categories using transition words (e.g., *therefore*, *in addition*).
 - Include text features (e.g., *formatting*, *pictures*, *graphics*) and multimedia when useful to aid comprehension.
 - Use appropriate language, vocabulary, and sentence variety to convey meaning; for effect; and to support a tone and formality appropriate to the topic and audience.
 - Provide a concluding statement or section related to the information or explanation presented.
- 5.W.3.3** Write narrative compositions in a variety of forms that –
- Develop the exposition (e.g., *describe the setting*, *establish the situation*, *introduce the narrator and/or characters*).
 - Develop an event sequence (e.g., *conflict*, *climax*, *resolution*) that unfolds naturally, connecting ideas and events using transitions.
 - Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.
 - Use precise and expressive vocabulary and figurative language for effect.
 - Provide an ending that follows from the narrated experiences or events.

The Writing Process

- 5.W.4** Apply the writing process to –
- Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., *quality of ideas*, *organization*, *sentence fluency*, *word choice*); and edit writing for format and standard English conventions.
 - Use technology to interact and collaborate with others to publish legible documents.

The Research Process: Finding, Assessing, Synthesizing, and Reporting Information

- 5.W.5 Conduct short research assignments and tasks on a topic.
- With support, formulate a research question (e.g., *What were John Wooden's greatest contributions to college basketball?*).
 - Identify and acquire information through reliable primary and secondary sources.
 - Summarize and paraphrase important ideas and supporting details, and include direct quotations where appropriate, citing the source of information.
 - Avoid plagiarism and follow copyright guidelines for use of images, pictures, etc.
 - Present the research information, choosing from a variety of sources.

Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling

5.W.6.1 Demonstrate command of English grammar and usage, focusing on:

5.W.6.1a **Nouns/Pronouns** – *Students are expected to build upon and continue applying conventions learned previously.*

5.W.6.1b **Verbs** –

- Writing sentences that use the perfect (e.g., *I have walked, I had walked, I will have walked*) verb tenses.
- Correctly using verbs that are often misused (e.g., *lie/lay, sit/set, rise/raise*).

5.W.6.1c **Adjectives/ Adverbs** – *Students are expected to build upon and continue applying conventions learned previously.*

5.W.6.1d **Prepositions** – Writing sentences that include prepositional phrases and explaining their functions in the sentence.

5.W.6.1e **Usage** – Writing correctly simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using correlative conjunctions (e.g., *either/or, neither/nor*).

5.W.6.2 Demonstrate command of capitalization, punctuation, and spelling, focusing on:

5.W.6.2a **Capitalization** – Applying correct usage of capitalization in writing.

5.W.6.2b **Punctuation** –

- Applying correct usage of apostrophes and quotation marks in writing.
- Using a comma for appositives, to set off the words *yes* and *no*, to set off a tag question from the rest of the sentence, and to indicate direct address.

5.W.6.2c **Spelling** – Applying correct spelling patterns and generalizations in writing.

SPEAKING AND LISTENING

Guiding Principle: *Students listen actively and communicate effectively for a variety of purposes, including for learning, enjoyment, persuasion, and the exchange of information and ideas. Students adjust their use of language to communicate effectively with a variety of audiences and for different purposes. Students develop an understanding of and respect for diversity in language use, patterns, and dialects.ⁱⁱⁱ*

SPEAKING AND LISTENING

There are three key areas found in the Speaking and Listening section for grades 6-12: Discussion and Collaboration, Comprehension, and Presentation of Knowledge and Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Speaking and Listening.

Learning Outcome

- 5.SL.1** Listen actively and adjust the use of spoken language (e.g., *conventions, style, vocabulary*) to communicate effectively with a variety of audiences and for different purposes.

Discussion and Collaboration

- 5.SL.2.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.
- 5.SL.2.2** Reflect on and contribute to ideas under discussion by drawing on readings and other resources.
- 5.SL.2.3** Establish and follow agreed-upon rules for discussion.
- 5.SL.2.4** Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- 5.SL.2.5** Review the key ideas expressed and draw conclusions in reference to information and knowledge gained from the discussions.

Comprehension

- 5.SL.3.1** Orally summarize or respond to a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- 5.SL.3.2** Summarize a speaker's points as they relate to main ideas or supporting details and demonstrate how claims are supported by reasons and evidence.

Presentation of Knowledge and Ideas

- 5.SL.4.1** Using appropriate language, present information on a topic or text, narrative, or opinion in an organized manner, with effective introductions and conclusions, using appropriate structure, appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly and concisely at an understandable pace.
- 5.SL.4.2** Create engaging presentations that include multimedia components and visual displays when appropriate to enhance the development of main ideas or themes.
- 5.SL.4.3** *Students are expected to build upon and continue applying concepts learned previously.*

MEDIA LITERACY

Guiding Principle: *Students develop critical thinking about the messages received and created by media. Students recognize that media are a part of culture and function as agents of socialization and develop understanding that people use individual skills, beliefs, and experiences to construct their own meanings from media messages. Students develop media literacy skills in order to become more informed, reflective, and engaged participants in society.^{iv}*

MEDIA LITERACY

By demonstrating the skills listed in Media Literacy, students should be able to meet the Learning Outcome for Media Literacy.

Learning Outcome

- 5.ML.1** Identify how information found in electronic, print, and mass media is used to inform, persuade, entertain, and transmit culture.

Media Literacy

- 5.ML.2.1** Review claims made in various types of media and evaluate evidence used to support these claims.
- 5.ML.2.2** Identify the role of the media in focusing people's attention on events and in forming their opinions on issues.

ⁱ Adapted from Standards for the English Language. National Council of Teachers of English and International Reading Association, 1996. Available at <http://www.ncte.org/library/NCTEFiles/Resources/Books/Sample/StandardsDoc.pdf>.

ⁱⁱ Ibid.

ⁱⁱⁱ Ibid.

^{iv} Adapted from Standards for the English Language. National Council of Teachers of English and International Reading Association, 1996. Available at <http://www.ncte.org/library/NCTEFiles/Resources/Books/Sample/StandardsDoc.pdf>.

MATHEMATICS: GRADE 5

The Mathematics standards for grade 5 are supplemented by the Process Standards for Mathematics.

The Mathematics standards for grade 5 are made up of 5 strands: Number Sense; Computation; Algebraic Thinking; Geometry; Measurement; and Data Analysis and Statistics. The skills listed in each strand indicate what students in grade 5 should know and be able to do in Mathematics.

NUMBER SENSE

GRADE 5
5.NS.1: Use a number line to compare and order fractions, mixed numbers, and decimals to thousandths. Write the results using $>$, $=$, and $<$ symbols.
5.NS.2: Explain different interpretations of fractions, including: as parts of a whole, parts of a set, and division of whole numbers by whole numbers.
5.NS.3: Recognize the relationship that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right, and inversely, a digit in one place represents $1/10$ of what it represents in the place to its left.
5.NS.4: Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.
5.NS.5: Use place value understanding to round decimal numbers up to thousandths to any given place value.
5.NS.6: Understand, interpret, and model percents as part of a hundred (e.g. by using pictures, diagrams, and other visual models).

COMPUTATION

GRADE 5

5.C.1: Multiply multi-digit whole numbers fluently using a standard algorithmic approach.

5.C.2: Find whole-number quotients and remainders with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Describe the strategy and explain the reasoning used.

5.C.3: Compare the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.

5.C.4: Add and subtract fractions with unlike denominators, including mixed numbers.

5.C.5: Use visual fraction models and numbers to multiply a fraction by a fraction or a whole number.

5.C.6: Explain why multiplying a positive number by a fraction greater than 1 results in a product greater than the given number. Explain why multiplying a positive number by a fraction less than 1 results in a product smaller than the given number. Relate the principle of fraction equivalence, $a/b = (n \times a)/(n \times b)$, to the effect of multiplying a/b by 1.

5.C.7: Use visual fraction models and numbers to divide a unit fraction by a non-zero whole number and to divide a whole number by a unit fraction.

5.C.8: Add, subtract, multiply, and divide decimals to hundredths, using models or drawings and strategies based on place value or the properties of operations. Describe the strategy and explain the reasoning.

5.C.9: Evaluate expressions with parentheses or brackets involving whole numbers using the commutative properties of addition and multiplication, associative properties of addition and multiplication, and distributive property.

ALGEBRAIC THINKING

GRADE 5

5.AT.1: Solve real-world problems involving multiplication and division of whole numbers (e.g. by using equations to represent the problem). In division problems that involve a remainder, explain how the remainder affects the solution to the problem.

5.AT.2: Solve real-world problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators (e.g., by using visual fraction models and equations to represent the problem). Use benchmark fractions and number sense of fractions to estimate mentally and assess whether the answer is reasonable.

5.AT.3: Solve real-world problems involving multiplication of fractions, including mixed numbers (e.g., by using visual fraction models and equations to represent the problem).

5.AT.4: Solve real-world problems involving division of unit fractions by non-zero whole numbers, and division of whole numbers by unit fractions (e.g., by using visual fraction models and equations to represent the problem).

5.AT.5: Solve real-world problems involving addition, subtraction, multiplication, and division with decimals to hundredths, including problems that involve money in decimal notation (e.g. by using equations to represent the problem).

5.AT.6: Graph points with whole number coordinates on a coordinate plane. Explain how the coordinates relate the point as the distance from the origin on each axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).

5.AT.7: Represent real-world problems and equations by graphing ordered pairs in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.

5.AT.8: Define and use up to two variables to write linear expressions that arise from real-world problems, and evaluate them for given values.

GEOMETRY

GRADE 5

5.G.1: Identify, describe, and draw triangles (right, acute, obtuse) and circles using appropriate tools (e.g., ruler or straightedge, compass and technology). Understand the relationship between radius and diameter.

5.G.2: Identify and classify polygons including quadrilaterals, pentagons, hexagons, and triangles (equilateral, isosceles, scalene, right, acute and obtuse) based on angle measures and sides. Classify polygons in a hierarchy based on properties.

MEASUREMENT

GRADE 5

5.M.1: Convert among different-sized standard measurement units within a given measurement system, and use these conversions in solving multi-step real-world problems.

5.M.2: Find the area of a rectangle with fractional side lengths by modeling with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.

5.M.3: Develop and use formulas for the area of triangles, parallelograms and trapezoids. Solve real-world and other mathematical problems that involve perimeter and area of triangles, parallelograms and trapezoids, using appropriate units for measures.

5.M.4: Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths or multiplying the height by the area of the base.

5.M.5: Apply the formulas $V = l \times w \times h$ and $V = B \times h$ for right rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths to solve real-world problems and other mathematical problems.

5.M.6: Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real-world problems and other mathematical problems.

DATA ANALYSIS AND STATISTICS

GRADE 5

5.DS.1: Formulate questions that can be addressed with data and make predictions about the data. Use observations, surveys, and experiments to collect, represent, and interpret the data using tables (including frequency tables), line plots, bar graphs, and line graphs. Recognize the differences in representing categorical and numerical data.

5.DS.2: Understand and use measures of center (mean and median) and frequency (mode) to describe a data set.

Grade 5 Science

Standard 1: Physical Science

Core Standard:

Describe the weight and volume and measure the weight and volume of various objects. (5.1.1, 5.1.2)

Core Standard:

Demonstrate that mass is conserved even when a substance has undergone a change in its state. (5.1.3, 5.1.4)

- 5.1.1 Describe and measure the volume and weight of a sample of a given material.
- 5.1.2 Describe the difference between weight and mass. Understand that weight is dependent on gravity and mass is the amount of matter in a given substance or material.
- 5.1.3 Demonstrate that regardless of how parts of an object are assembled the weight of the whole object is identical to the sum of the weight of the parts; however, the volume can differ from the sum of the volumes.
- 5.1.4 Determine if matter has been added or lost by comparing weights when melting, freezing or dissolving a sample of a substance.

Standard 2: Earth Science

Core Standard:

Observe, describe and ask questions about patterns in the sun-moon-earth system.

- 5.2.1 Recognize that our earth is part of the solar system in which the sun, an average star, is the central and largest body. Observe that our solar system includes the sun, moon, seven other planets and their moons, and many other smaller objects like asteroids and comets.
- 5.2.2 Observe and use pictures to record how the sun appears to move across the sky in the same general way every day but rises and sets in different places as the seasons change.

Grade 5 Science

- 5.2.3 In monthly intervals, observe and draw the length and direction of shadows cast by the sun at several chosen times during the day. Use the recorded data as evidence to explain how those shadows were affected by the relative position of the earth and sun.
- 5.2.4 Use a calendar to record observations of the shape of the moon and the rising and setting times over the course of a month. Based on the observations, describe patterns in the moon cycle.

Standard 3: Life Science

Core Standard:

Observe, describe and ask questions about how changes in one part of an ecosystem create changes in other parts of the ecosystem.

- 5.3.1 Observe and classify common Indiana organisms as producers, consumers, decomposers, predator and prey based on their relationships and interactions with other organisms in their ecosystem.
- 5.3.2 Investigate the action of different decomposers and compare their role in an ecosystem with that of producers and consumers.

Standard 4: Science, Engineering and Technology

Core Standard:

Design a prototype that replaces a function of a human body part.

- 5.4.1 Investigate technologies that mimic human or animal musculoskeletal systems in order to meet a need.
- 5.4.2 Investigate the purpose of prototypes and models when designing a solution to a problem and how limitations in cost and design features might affect their construction.
- 5.4.3 Design solutions to problems in the context of musculoskeletal body systems. Using suitable tools, techniques and materials, draw or build a prototype or model of a proposed design.

Standard 1: History	Standard 2: Civics and Government	Standard 3: Geography	Standard 4: Economics
<p>Students describe the historical movements that influenced the development of the United States from pre-Columbian times up to 1800, with an emphasis on the American Revolution and the founding of the United States.</p> <p>Historical Knowledge</p> <p>Ways of Life Before and After the Arrival of Europeans to 1610</p> <p>5.1.1 Identify and describe early cultures and settlements that existed in North America prior to contact with Europeans.</p> <p>Examples: The Anasazi (100 B.C./B.C.E. – 1300 A.D./C.E.) and Mississippian culture at Cahokia (600 A.D./C.E. – 1400 A.D./C.E.)</p>	<p>Students identify main components and characteristics of the United States government. Students identify and explain key ideas in government from the colonial and founding periods that continue to shape civic and political life.</p> <p>Foundations of Government</p> <p>5.2.1 Summarize the principles and purposes of government as stated in the Preamble to the United States Constitution.</p> <p>5.2.2 Identify and explain ideas about limited government*, the rule of law and individual rights in key colonial era documents.</p> <p>Examples: The Mayflower Compact (1620), Fundamental Orders of Connecticut (1639)</p> <p>*limited government: the powers of government are specified and limited, usually by a written constitution, in order to protect individual rights</p>	<p>Students describe the influence of the Earth/sun relationship on climate and use global grid systems; identify regions; describe physical and cultural characteristics; and locate states, capitals and major physical features of the United States. They also explain the changing interaction of people with their environment in regions of the United States and show how the United States is related geographically to the rest of the world.</p> <p>The World in Spatial Terms</p> <p>5.3.1 Demonstrate that lines of latitude and longitude are measured in degrees of a circle, that places can be precisely located where these lines intersect, and that location can be stated in terms of degrees north or south of the equator and east or west of the prime meridian.</p> <p>Places and Regions</p> <p>5.3.2 Identify and describe cultural and physical regions of the United States</p> <p>5.3.3 Use maps and globes to locate states, capitals, major cities, major rivers, the Great Lakes, and mountain ranges in the United States.</p>	<p>Students describe the productive resources and market relationships that influence the way people produce goods and services and earn a living in the United States in different historical periods. Students consider the importance of economic decision making and how people make economic choices that influence their future.</p> <p>5.4.1 Describe the economic activities within and among Native American Indian cultures prior to contact with Europeans. Examine the economic incentives that helped motivate European exploration and colonization.</p> <p>5.4.2 Summarize a market economy* and give examples of how the colonial and early American economy exhibited these characteristics.</p> <p>Example: Private ownership, markets, competition and rule of law</p> <p>* market economy: An economic system where decision about what to produce, how to produce, and to whom to allocate goods and services are made primarily by individuals</p>

Grade 5 Social Studies

			<p>and businesses. In a market economy, prices are determined by the interaction of consumers and producers in markets.</p>
Standard 1: History			
<p>5.1.2 Examine accounts of early European explorations of North America including major land and water routes, reasons for exploration and the impact the exploration had. Examples: The Viking explorations and settlements in Greenland and North America; Spanish expeditions by Christopher Columbus, Hernán Cortés, Hernando de Soto and Francisco Vasquez de Coronado; expeditions by French explorers Jacques Cartier and Samuel de Champlain; and expeditions for England and Holland by explorers Henry Cabot, Henry Hudson and John White</p>	<p>5.2.3 Give examples and explain how the British colonies in America developed forms of representative government; self-government and democratic practices. Examples: Town meetings in New Hampshire, colonial legislative bodies in Virginia and Massachusetts, and charters on individual freedoms and rights in Rhode Island and Connecticut</p> <p>5.2.4 Identify and explain key ideas about government as noted in the Declaration of Independence, Articles of Confederation, Northwest Ordinance, United States Constitution and the Bill of Rights. Example: Union*, popular sovereignty*, republican government* (representative government), constitutional government* (constitutionalism), federal government (national</p>	<p>5.3.4 Identify Native American Indian and colonial settlements on maps and explain the reasons for the locations of these places. Examples: Near bodies of water, on lowlands, along a transportation route and near natural resources or sources of power</p> <p style="text-align: center;">Physical Systems</p> <p>5.3.5 Locate the continental divide and the major drainage basins in the United States.</p> <p>5.3.6 Use maps to describe the characteristics of climate regions of the United States.</p> <p>5.3.7 Identify major sources of accessible fresh water and describe the impact of access on the local and regional communities.</p> <p style="text-align: right;">Human Systems</p>	<p>5.4.3 Define types of trade barriers*. *trade barriers: policies that hinder trade such as tariffs, quotas or embargos</p> <p>5.4.4 Describe the impact of technological developments and major inventions on business productivity during the early development of the United States.</p> <p>5.4.5 Explain how education and training, specialization and investment in capital resources* increase productivity*. *capital resources: goods, such as tools, buildings and equipment, used in production *productivity: the amount of goods and services produced in a period of time divided by the productive resources used</p>
Standard 2: Civics and Government			
Standard 3: Geography			
Standard 4: Economics			

Grade 5 Social Studies

<p>of European exploration in the late fifteenth and sixteenth centuries. Examples: Compare styles of housing, settlement patterns, sources of food and clothing, customs and oral traditions, political and economic organization, and types and uses of technology.</p>	<p>government), federalism* and individual rights* *union: an alliance of citizens, colonies, states or other entities for mutual interest or benefit *popular sovereignty: government by consent of the governed who are the source of all authority in their government</p>	<p>5.3.8 Explain how the Spanish, British and French colonists altered the character and use of land in early America.</p>	
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GRADE 8

READING

Guiding Principle: *Students read a wide range of fiction, nonfiction, classic, and contemporary works, to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They read a wide range of literature in many genres from a variety of time periods and cultures from around the world to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience. They draw on their prior experience, their interactions with other readers and writers, and reading skills that they have developed and refined.¹*

READING: Literature

There are three key areas found in the Reading: Literature section for grades 6-12: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Literature.

Learning Outcome

- 8.RL.1** Read a variety of literature within a range of complexity appropriate for grades 6-8. By the end of grade 8, students interact with texts proficiently and independently.

Key Ideas and Textual Support

- 8.RL.2.1** Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.
- 8.RL.2.2** Analyze the development of a theme or central idea over the course of a work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that supports the analysis.
- 8.RL.2.3** Analyze how particular lines of dialogue or incidents in a work of literature propel the action, reveal aspects of a character, or provoke a decision.
- 8.RL.2.4** *Students are expected to build upon and continue applying concepts learned previously.*

Structural Elements and Organization

- 8.RL.3.1** Compare and contrast the structure of two or more related works of literature (e.g., *similar topic or theme*), and analyze and evaluate how the differing structure of each text contributes to its meaning and style.
- 8.RL.3.2** Analyze a particular point of view or cultural experience in a work of world literature considering how it reflects heritage, traditions, attitudes, and beliefs.

Synthesis and Connection of Ideas

- 8.RL.4.1** Analyze the extent to which a filmed or live production of a story or play stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
- 8.RL.4.2** Analyze how works of literature draw on and transform earlier texts.

READING: Nonfiction

There are three key areas found in the Reading: Nonfiction section for grades 6-12: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Nonfiction.

Learning Outcome

- 8.RN.1** Read a variety of nonfiction within a range of complexity appropriate for grades 6-8. By the end of grade 8, students interact with texts proficiently and independently.

Key Ideas and Textual Support

- 8.RN.2.1** Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.
- 8.RN.2.2** Analyze the development of a central idea over the course of a text, including its relationship to supporting ideas; provide a detailed, objective summary of the text.
- 8.RN.2.3** Analyze how a text makes connections and distinctions among individuals, events, and ideas.

Structural Elements and Organization

- 8.RN.3.1** *Students are expected to build upon and continue applying concepts learned previously.*
- 8.RN.3.2** Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
- 8.RN.3.3** Determine an author's perspective or purpose in a text, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

Synthesis and Connection of Ideas

- 8.RN.4.1** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- 8.RN.4.2** Evaluate the advantages and disadvantages of using different mediums (e.g., *print or digital text, video, multimedia*) to present a particular topic or idea.
- 8.RN.4.3** Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

READING: *Vocabulary*

There are two key areas found in the Reading: Vocabulary section for grades 6-12: Vocabulary Building and Vocabulary in Literature and Nonfiction Texts. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Vocabulary.

Learning Outcome

- 8.RV.1 Acquire and use accurately grade-appropriate general academic and content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Vocabulary Building

- 8.RV.2.1 Use context to determine or clarify the meaning of words and phrases.
- 8.RV.2.2 *Students are expected to build upon and continue applying concepts learned previously.*
- 8.RV.2.3 Distinguish among the connotations of words with similar denotations.
- 8.RV.2.4 Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*).
- 8.RV.2.5 Select appropriate general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or origin.

Vocabulary in Literature and Nonfiction Texts

- 8.RV.3.1 Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- 8.RV.3.2 Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- 8.RV.3.3 Interpret figures of speech (e.g., *verbal irony, puns*) in context.

WRITING

Guiding Principle: *Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes. Students apply knowledge of language structure, language conventions, media techniques, figurative language, and genre to create, critique, and discuss writing. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.*ⁱⁱ

WRITING

There are four key areas found in the Writing section for grades 6-12: Writing Genres, the Writing Process, the Research Process, and Conventions of Standard English. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Writing.

Learning Outcome

- 8.W.1** Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.

Handwriting

- 8.W.2** *Students are expected to build upon and continue applying concepts learned previously.*

Writing Genres: Argumentative, Informative, and Narrative

- 8.W.3.1** Write **arguments** in a variety of forms that –
- Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
 - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
 - Use effective transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - Establish and maintain a consistent style and tone appropriate to purpose and audience.
 - Provide a concluding statement or section that follows from and supports the argument presented.

- 8.W.3.2** Write **informative** compositions in a variety of forms that –
- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., *headings*), graphics (e.g., *charts, tables*), and multimedia when useful to aiding comprehension.
 - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
 - Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
 - Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
 - Establish and maintain a style appropriate to the purpose and audience.
 - Provide a concluding statement or section that follows from and supports the information or explanation presented.
- 8.W.3.3** Write **narrative** compositions in a variety of forms that –
- Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.
 - Organize an event sequence (e.g., *conflict, climax, resolution*) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
 - Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
 - Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
 - Provide an ending that follows from and reflects on the narrated experiences or events.

The Writing Process

- 8.W.4** Apply the **writing process** to –
- Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.
 - Use technology to interact and collaborate with others to generate, produce, and publish writing and present information and ideas efficiently.

The Research Process: Finding, Assessing, Synthesizing, and Reporting Information

- 8.W.5** Conduct short research assignments and tasks to build knowledge about the research process and the topic under study.
- Formulate a research question.
 - Gather relevant information from multiple sources, using search terms effectively, and annotate sources.
 - Assess the credibility and accuracy of each source.
 - Quote or paraphrase the information and conclusions of others.
 - Avoid plagiarism and follow a standard format for citation.
 - Present information, choosing from a variety of formats.

Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling

8.W.6.1 Demonstrate command of English grammar and usage, focusing on:

8.W.6.1a **Pronouns –**

Students are expected to build upon and continue applying conventions learned previously.

8.W.6.1b **Verbs –**

Explaining the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences; forming and using active and passive voice; recognizing and correcting inappropriate shifts in verb voice.

8.W.6.1c **Adjectives and Adverbs –**

Students are expected to build upon and continue applying conventions learned previously.

8.W.6.1d **Phrases and Clauses –**

Students are expected to build upon and continue applying conventions learned previously.

8.W.6.1e **Usage –**

Students are expected to build upon and continue applying conventions learned previously.

8.W.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:

8.W.6.2a **Capitalization –**

Students are expected to build upon and continue applying conventions learned previously.

8.W.6.2b **Punctuation –**

Using punctuation (comma, ellipsis, dash) to indicate a pause, break, or omission.

8.W.6.2c **Spelling –**

Students are expected to build upon and continue applying conventions learned previously.

SPEAKING AND LISTENING

Guiding Principle: *Students listen actively and communicate effectively for a variety of purposes, including for learning, enjoyment, persuasion, and the exchange of information and ideas. Students adjust their use of language to communicate effectively with a variety of audiences and for different purposes. Students develop an understanding of and respect for diversity in language use, patterns, and dialects.ⁱⁱⁱ*

SPEAKING AND LISTENING

There are three key areas found in the Speaking and Listening section for grades 6-12: Discussion and Collaboration, Comprehension, and Presentation of Knowledge and Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Speaking and Listening.

Learning Outcome

- 8.SL.1** Listen actively and adjust the use of spoken language (e.g., *conventions, style, vocabulary*) to communicate effectively with a variety of audiences and for different purposes.

Discussion and Collaboration

- 8.SL.2.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly.
- 8.SL.2.2** Examine, analyze, and reflect on ideas under discussion by identifying specific evidence from materials under study and other resources.
- 8.SL.2.3** Follow rules for considerate discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- 8.SL.2.4** Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- 8.SL.2.5** Acknowledge new information expressed by others, and, when warranted, qualify or justify personal views in reference to the evidence presented.

Comprehension

- 8.SL.3.1** Analyze the purpose of information presented in diverse media and formats (e.g., *visually, quantitatively, orally*) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- 8.SL.3.2** Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Presentation of Knowledge and Ideas

- 8.SL.4.1** Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- 8.SL.4.2** Create engaging presentations that integrate multimedia components and visual displays to clarify information, strengthen claims and evidence, and add interest.
- 8.SL.4.3** *Students are expected to build upon and continue applying concepts learned previously.*

MEDIA LITERACY

Guiding Principle: *Students develop critical thinking about the messages received and created by media. Students recognize that media are a part of culture and function as agents of socialization and develop understanding that people use individual skills, beliefs, and experiences to construct their own meanings from media messages. Students develop media literacy skills in order to become more informed, reflective, and engaged participants in society.^{iv}*

MEDIA LITERACY

By demonstrating the skills listed in Media Literacy, students should be able to meet the Learning Outcome for Media Literacy.

Learning Outcome

- 8.ML.1** Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.

Media Literacy

- 8.ML.2.1** Identify and analyze persuasive and propaganda techniques used in visual and verbal messages by electronic, print and mass media, and identify false or misleading information.
- 8.ML.2.2** Analyze and interpret how people experience media messages differently, depending on point of view, culture, etc.

ⁱ Adapted from Standards for the English Language. National Council of Teachers of English and International Reading Association, 1996. Available at <http://www.ncte.org/library/NCTEFiles/Resources/Books/Sample/StandardsDoc.pdf>.

ⁱⁱ Ibid.

ⁱⁱⁱ Ibid.

^{iv} Adapted from Standards for the English Language. National Council of Teachers of English and International Reading Association, 1996. Available at <http://www.ncte.org/library/NCTEFiles/Resources/Books/Sample/StandardsDoc.pdf>.

MATHEMATICS: GRADE 8

The Mathematics standards for grade 8 are supplemented by the Process Standards for Mathematics.

The Mathematics standards for grade 8 are made up of 5 strands: Number Sense; Computation; Algebra and Functions; Geometry and Measurement; and Data Analysis, Statistics, and Probability. The skills listed in each strand indicate what students in grade 8 should know and be able to do in Mathematics.

NUMBER SENSE

GRADE 8

- 8.NS.1:** Give examples of rational and irrational numbers and explain the difference between them. Understand that every number has a decimal expansion; for rational numbers, show that the decimal expansion terminates or repeats, and convert a decimal expansion that repeats into a rational number.
- 8.NS.2:** Use rational approximations of irrational numbers to compare the size of irrational numbers, plot them approximately on a number line, and estimate the value of expressions involving irrational numbers.
- 8.NS.3:** Given a numeric expression with common rational number bases and integer exponents, apply the properties of exponents to generate equivalent expressions.
- 8.NS.4:** Use square root symbols to represent solutions to equations of the form $x^2 = p$, where p is a positive rational number.

COMPUTATION

GRADE 8

- 8.C.1:** Solve real-world problems with rational numbers by using multiple operations.
- 8.C.2:** Solve real-world and other mathematical problems involving numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Interpret scientific notation that has been generated by technology, such as a scientific calculator, graphing calculator, or excel spreadsheet.

ALGEBRA AND FUNCTIONS

GRADE 8

8.AF.1: Solve linear equations with rational number coefficients fluently, including equations whose solutions require expanding expressions using the distributive property and collecting like terms. Represent real-world problems using linear equations and inequalities in one variable and solve such problems.

8.AF.2: Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by transforming a given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers).

8.AF.3: Understand that a function assigns to each x -value (independent variable) exactly one y -value (dependent variable), and that the graph of a function is the set of ordered pairs (x,y) .

8.AF.4: Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear, has a maximum or minimum value). Sketch a graph that exhibits the qualitative features of a function that has been verbally described.

8.AF.5: Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. Describe similarities and differences between linear and nonlinear functions from tables, graphs, verbal descriptions, and equations.

8.AF.6: Construct a function to model a linear relationship between two quantities given a verbal description, table of values, or graph. Recognize in $y = mx + b$ that m is the slope (rate of change) and b is the y -intercept of the graph, and describe the meaning of each in the context of a problem.

8.AF.7: Compare properties of two linear functions given in different forms, such as a table of values, equation, verbal description, and graph (e.g., compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed).

8.AF.8: Understand that solutions to a system of two linear equations correspond to points of intersection of their graphs because points of intersection satisfy both equations simultaneously. Approximate the solution of a system of equations by graphing and interpreting the reasonableness of the approximation.

GEOMETRY AND MEASUREMENT

GRADE 8

8.GM.1: Identify, define and describe attributes of three-dimensional geometric objects (right rectangular prisms, cylinders, cones, spheres, and pyramids). Explore the effects of slicing these objects using appropriate technology and describe the two-dimensional figure that results.

8.GM.2: Solve real-world and other mathematical problems involving volume of cones, spheres, and pyramids and surface area of spheres.

8.GM.3: Verify experimentally the properties of rotations, reflections, and translations, including: lines are mapped to lines, and line segments to line segments of the same length; angles are mapped to angles of the same measure; and parallel lines are mapped to parallel lines.

8.GM.4: Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations. Describe a sequence that exhibits the congruence between two given congruent figures.

8.GM.5: Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations. Describe a sequence that exhibits the similarity between two given similar figures.

8.GM.6: Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.

8.GM.7: Use inductive reasoning to explain the Pythagorean relationship.

8.GM.8: Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and other mathematical problems in two dimensions.

8.GM.9: Apply the Pythagorean Theorem to find the distance between two points in a coordinate plane.

DATA ANALYSIS, STATISTICS, AND PROBABILITY

GRADE 8

8.DSP.1: Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantitative variables. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.

8.DSP.2: Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and describe the model fit by judging the closeness of the data points to the line.

8.DSP.3: Write and use equations that model linear relationships to make predictions, including interpolation and extrapolation, in real-world situations involving bivariate measurement data; interpret the slope and y-intercept.

8.DSP.4: Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs. Understand and use appropriate terminology to describe independent, dependent, complementary, and mutually exclusive events.

8.DSP.5: Represent sample spaces and find probabilities of compound events (independent and dependent) using methods, such as organized lists, tables, and tree diagrams.

8.DSP.6: For events with a large number of outcomes, understand the use of the multiplication counting principle. Develop the multiplication counting principle and apply it to situations with a large number of outcomes.

Grade 8 Science

Content Standards

Standard 1: Physical Science

Core Standard

Describe how atomic structures determine chemical properties and how atoms and molecules interact.

- 8.1.1 Explain that all matter is composed of particular arrangements of atoms and that there are approximately one hundred types of atoms (i.e., elements).
- 8.1.2 Understand that elements are organized on the periodic table based on atomic number.
- 8.1.3 Explain how the arrangement of atoms and molecules determines chemical properties of substances.
- 8.1.4 Describe the structure of atoms and relate the arrangement of electrons to how atoms interact with other atoms.
- 8.1.5 Explain that atoms join together to form molecules and compounds and illustrate with diagrams the relationship between atoms and compounds and between atoms and molecules.
- 8.1.6 Explain that elements and compounds have characteristic properties such as density, boiling points and melting points that remain unchanged regardless of sample size.
- 8.1.7 Explain that chemical changes occur when substances react and form one or more different products, whose physical and chemical properties are different from those of the reactants.
- 8.1.8 Demonstrate that in a chemical change the total numbers of each kind of atom in the product are the same as in the reactants and that the total mass of the reacting system is conserved.

Standard 2: Earth and Space Systems

Core Standard

Explain how the sun's energy heats the air, land and water and drives the processes that result in wind, ocean currents and the water cycle. (8.2.1, 8.2.2, 8.2.3, 8.2.4, 8.2.5)

Core Standard

Describe how human activities have changed the land, water, and atmosphere. (8.2.6, 8.2.7)

- 8.2.1 Recognize and demonstrate how the sun's energy drives convection in the atmosphere and in bodies of water, which results in ocean currents and weather patterns.
- 8.2.2 Describe and model how water moves through the earth's crust, atmosphere and oceans in a cyclic way as a liquid vapor and solid.
- 8.2.3 Describe the characteristics of ocean currents and identify their effects on weather patterns.
- 8.2.4 Describe the physical and chemical composition of the atmosphere at different elevations.
- 8.2.5 Describe the conditions that cause Indiana weather and weather-related events such as tornadoes, lake effect snow, blizzards, thunderstorms and flooding.
- 8.2.6 Identify, explain and discuss some effects human activities (e.g., air, soil, light, noise and water pollution) have on the biosphere.
- 8.2.7 Recognize that some of Earth's resources are finite and describe how recycling, reducing consumption and the development of alternatives can reduce the rate of their depletion.
- 8.2.8 Explain that human activities, beginning with the earliest herding and agricultural activities, have drastically changed the environment and have affected the capacity of the environment to support native species. Explain current efforts to reduce and eliminate these impacts and encourage sustainability.

Standard 3: Life Science

Core Standard

Understand the predictability of characteristics being passed from parents to offspring. (8.3.1, 8.3.2, 8.3.3, 8.3.4, 8.3.5, 8.3.6, 8.3.7)

Core Standard

Explain how a particular environment selects for traits that increase the likelihood of survival and reproduction by individuals bearing those traits. (8.3.8, 8.3.9, 8.3.10)

- 8.3.1 Explain that reproduction is essential for the continuation of every species and is the mechanism by which all organisms transmit genetic information.
- 8.3.2 Compare and contrast the transmission of genetic information in sexual and asexual reproduction.
- 8.3.3 Explain that genetic information is transmitted from parents to offspring mostly by chromosomes.
- 8.3.4 Understand the relationship between deoxyribonucleic acid (DNA), genes and chromosomes.
- 8.3.5 Identify and describe the difference between inherited traits and the physical and behavioral traits that are acquired or learned.
- 8.3.6 Observe anatomical structures of a variety of organisms and describe their similarities and differences. Use the data collected to organize the organisms into groups and predict their relatedness.
- 8.3.7 Recognize and explain that small genetic differences between parents and offspring can accumulate in successive generations so that descendants may be different from their ancestors.
- 8.3.8 Examine traits of individuals within a population of organisms that may give them an advantage in survival and reproduction in given environments or when the environments change.
- 8.3.9 Describe the effect of environmental changes on populations of organisms when their adaptive characteristics put them at a disadvantage for survival. Describe how extinction of a species can ultimately result from a disadvantage.
- 8.3.10 Recognize and describe how new varieties of organisms have come about from selective breeding.

Standard 4
Science, Technology and Engineering

Core Standard

Identify the appropriate materials to be used to solve a problem based on their specific properties and characteristics.

- 8.4.1 Understand how the strength of attractive forces among particles in a material helps to explain many physical properties of the material, such as why different materials exist as gases, liquids or solids at a given temperature.
- 8.4.2 Rank the strength of attractions among the particles of room-temperature materials.
- 8.4.3 Investigate the properties (i.e., mechanical, chemical, electrical, thermal, magnetic and optical) of natural and engineered materials.

Grade 8 Social Studies

Standard 1: History **Standard 2: Civics and Government** **Standard 3: Geography** **Standard 4: Economics**

Students examine the relationship and significance of themes, concepts and movements in the development of United States history, including review of key ideas related to the colonization of America and the revolution and Founding Era. This will be followed by emphasis on social reform, national development and westward expansion, and the Civil War and Reconstruction period.

Historical Knowledge

The American Revolution and Founding of the United States: 1754 to 1801

8.1.1 Identify the major Native American Indian groups of eastern North America and describe early conflict and cooperation between European settlers and these Native American groups.

8.1.2 Compare and contrast reasons for British, French, Spanish and Dutch colonization in the New World.

Students explain the major principles, values and institutions of constitutional government and citizenship, which are based on the founding documents of the United States and how the three branches of government share and check power within our federal system of government.

Foundations of Government

8.2.1 Identify and explain essential ideas of constitutional government, which include limited government; rule of law; due process of law; separated and shared powers; checks and balances; federalism; popular sovereignty; republicanism; representative government; and individual rights to life, liberty and property; and freedom of conscience.

Students identify the major geographic characteristics of the United States and its regions. They name and locate the major physical features of the United States, as well as demonstrate a broad understanding of the states, capitals and major cities, and use geographic skills and technology to examine the influence of geographic factors on national development.

The World in Spatial Terms

8.3.1 Read maps to interpret symbols and determine the land forms and human features that represent physical and cultural characteristics of regions in the United States.

Places and Regions

8.3.2 Read and interpret maps that portray the physical growth and development of the United States from colonization through Reconstruction (1877).

Students identify, describe and evaluate the influence of economic factors on national development from the founding of the nation to the end of Reconstruction.

8.4.1 Identify economic factors contributing to European exploration and colonization in North America, the American Revolution and the drafting of the Constitution of the United States.

Standard 1: History		Standard 2: Civics and Government		Standard 3: Geography		Standard 4: Economics	
<p>8.1.3 Explain the conditions, causes, consequences and significance of Britain's struggle to maintain control of colonies during the French and Indian War (1754–1763).</p> <p>8.1.4 Identify and explain the reasons and actions for the resistance and rebellion against British imperial rule by the thirteen colonies in North America (1761–1775).</p> <p>8.1.5 Analyze the causes and effects of the Revolutionary War (1775–1783), including the ideas from the Declaration of Independence, the enactment of the Articles of Confederation and the Treaty of Paris (1783).</p> <p>8.1.6 Identify and give the significance of major events in the creation of the Constitution such as: the enactment of state constitutions, the Constitutional conventions, the willingness to compromise, and the Federalist-anti-Federalist debates regarding the vote to ratify the Constitution.</p>	<p>8.2.2 Explain the concept of a separation of powers and how and why these powers are distributed, shared and limited in the constitutional government of the United States.</p> <p>8.2.3 Examine ways that the national government affects the everyday lives of people of the United States.</p> <p style="text-align: center;">Functions of Government</p> <p>8.2.4 Compare and contrast the delegated, reserved, and concurrent powers (division of power or federal system) contained in the United States Constitution.</p> <p>8.2.5 Compare and contrast the different functions of national and state government within the federal system by analyzing the United States Constitution and the Indiana Constitution.</p> <p style="text-align: center;">Roles of Citizens</p> <p>8.2.6 Recognize and explain the relationship between the rights and responsibilities of citizenship in the United States.</p>	<p style="text-align: center;">Physical Systems</p> <p>8.3.3 Identify and locate the major climate regions in the United States and describe the characteristics of these regions.</p> <p>8.3.4 Identify the major mountain ranges and river systems of the United States and explain the importance of these physical features in the development of America.</p> <p style="text-align: center;">Human Systems</p> <p>8.3.5 Identify the agricultural regions of the United States and be able to give explanations for how the land was used and developed during the growth of the United States.</p> <p>8.3.6 Using maps identify changes influenced by growth, economic development and human migration in the United States.</p> <p>8.3.7 Using primary and secondary sources, identify ways people modified the physical environment as the United States developed and describe the impacts that resulted.</p>	<p>8.4.2 Identify and explain the four types of economic systems (traditional, command, market, and mixed); evaluate how the characteristics of a market economy have affected the economic and labor development of the United States. *traditional economy: an economy in which resources are allocated based on custom and tradition</p> <p>*command economy: an economy in which resources are allocated by the government or other central authority</p> <p>*market economy: an economy in which resources are allocated by decisions of individuals and businesses</p> <p>*mixed economy: an economic system combining private and public enterprise</p> <p>8.4.3 Explain how federal, state, and local governments are involved in the economy of the United States.</p>				

Grade 8 Social Studies

Standard 1: History		Standard 2: Civics and Government		Standard 3: Geography		Standard 4: Economics	
<p>8.1.7 Identify and explain the steps taken during the Washington Administration and the First and Second Congresses of the United States to establish a stable and lasting national government.</p> <p>8.1.8 Compare and contrast the views of Thomas Jefferson and Alexander Hamilton and explain how their differences gave rise to the development of political parties.</p> <p>8.1.9 Identify the events leading up to the presidential and congressional election of 1800 and the transfer of political authority and power to the Democratic-Republican Party led by Thomas Jefferson (1801); Evaluate the significance of these events.</p> <p>8.1.10 Analyze the influence of important individuals on social and political developments of the time (1775 – 1800) such as the Independence movement and the framing of the Constitution.</p>	<p>8.2.7 Explain the importance of responsible participation by citizens in voluntary civil organizations to bring about social reform.</p> <p>8.2.8 Explain ways that citizens can participate in the election process (political parties, campaigns and elections) at the national, state, and local levels.</p> <p>8.2.9 Explain how citizens can monitor and influence the development and implementation of public policies at local, state and national levels of government.</p> <p>8.2.10 Research and defend positions on issues in which fundamental values and principles related to the United States Constitution are in conflict such as: 1st and 2nd Amendment rights, the right to privacy, and the rights of the individual.</p>	<p>8.3.8 Analyze human and physical factors that have influenced migration and settlement patterns and relate them to the economic development of the United States.</p> <p>8.3.9 Identify and interpret maps, graphs and charts showing the distribution of natural resources such as forests, water sources and wildlife in the United States at the beginning of the nineteenth century and give examples of how people exploited these resources as the country became more industrialized and people moved westward.</p>	<p>8.4.4 Analyze contributions of entrepreneurs and inventors in the development of the United States economy to 1877.</p> <p>8.4.5 Relate how new technology and inventions brought about changes in labor productivity in the United States in the eighteenth and nineteenth centuries.</p> <p>8.4.6 Trace the development of different kinds of money used in the United States.</p> <p>8.4.7 Trace the development of the banking system in the United States.</p> <p>8.4.8 Explain and evaluate examples of domestic and international interdependence throughout United States history.</p> <p>8.4.9 Examine the importance of borrowing and lending (the use of credit) in the United States economy and list the advantages and disadvantages of using credit.</p>				

Grade 8 Social Studies

			<p>8.4.10 Compare and contrast job skills needed in different time periods in United States history</p>
<p>Standard 1: History Standard 2: Civics and Government Standard 3: Geography Standard 4: Economics</p>			
<p>8.1.11 Compare and contrast the ways of life in the northern and southern states, including the growth of towns and cities and the growth of industry in the North and the growing dependence on slavery and the production of cotton in the South.</p> <p>National Expansion and Reform: 1801 to 1861</p> <p>8.1.12 Interpret how the events surrounding the Louisiana Purchase (1803) and Lewis and Clark expedition (1803-1806) allowed for America's initial push towards westward expansion.</p> <p>8.1.13 Explain the main issues, consequences, and landmark decisions of the Marshall Court.</p> <p>8.1.14 Analyze the causes and consequences of the War of 1812.</p> <p>8.1.15 Define nationalism and understand the direction nationalism gave to domestic and foreign policy and to the development of an industrial economy during this period.</p>			

Grade 8 Social Studies

Standard 1: History	Standard 2: Civics and Government	Standard 3: Geography	Standard 4: Economics
<p>8.1.16 Identify the key ideas of Jacksonian democracy and explain their influence on political participation, political parties and constitutional government; analyze Jackson's actions as President such as the destruction of the National Bank, the nullification crisis, and Jackson's Indian policy.</p> <p>8.1.17 Explain relationships and conflict between settlers and Native Americans on the frontier.</p> <p>8.1.18 Describe the causes, courses, challenges, compromises, and consequences associated with westward expansion, including the concept of Manifest Destiny.</p> <p>8.1.19 Analyze the causes and effects of the Mexican War (1846-1848).</p>			

Grade 8 Social Studies

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Standard 1: History	Standard 2: Civics and Government	Standard 3: Geography	Standard 4: Economics
<p>8.1.20 Give examples of how immigration affected American culture in the decades before and the Civil War, including growth of industrial sites in the North; religious differences; tensions between middle-class and working-class people, particularly in the Northeast; and intensification of cultural differences between the North and the South.</p> <p>8.1.21 Give examples of the changing role of women, minorities, and immigrants in the northern, southern and western parts of the United States in the mid-nineteenth century, and examine possible causes for these changes.</p> <p>8.1.22 Describe the abolitionist movement and identify figures and organizations involved in the debate over slavery, including leaders of the Underground Railroad</p>			

Grade 8 Social Studies

<p>8.1.23 Analyze the influence of early individual social reformers and movements such as the abolitionist, feminist and social reform movements.</p>			
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Standard 1: History **Standard 2: Civics and Government** **Standard 3: Geography** **Standard 4: Economics**

<p>The Civil War and Reconstruction Period: 1850 to 1877</p> <p>8.1.24 Analyze the causes and effects of events leading to the Civil War, and evaluate the impact issues such as states' rights and slavery had in developing America's sectional conflict.</p> <p>8.1.25 Identify the factors and individuals which influenced the outcome of the Civil War and explain the significance of each.</p> <p>8.1.26 Compare and contrast the three plans for Reconstruction and evaluate the merits of each.</p> <p>8.1.27 Describe causes and lasting effects of the Civil War and Reconstruction as well as the political controversies surrounding this time such as Andrew Johnson's</p>			
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Grade 8 Social Studies

impeachment, the Black Codes, and the Compromise of 1877.

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Grade 8 Social Studies

Standard 1: History	Standard 2: Civics and Government	Standard 3: Geography	Standard 4: Economics
<p>Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research, and Issues-Analysis and Decision-Making</p> <p>8.1.28 Recognize historical perspective and evaluate alternative courses of action by describing the historical context in which events unfolded.</p> <p>8.1.29 Differentiate between facts and historical interpretations of events, recognizing that the historian's narrative reflects his or her judgment about the significance of particular facts.</p> <p>8.1.30 Using primary and secondary sources, analyze an issue confronting the United States from colonial times through the Reconstruction period.</p> <p>8.1.31 Compare and contrast examples of art, music, literature, and other forms of expression; explain how these reflect American culture during this time period.</p>			

Gateway Preparatory Academy

Attachment 13

School Calendar and Schedules

Gateway Preparatory Academy 2016-2017

JULY						
M	T	W	T	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

AUGUST							23
M	T	W	T	F	S	S	
1	2	3	4	5	6	7	
8	9	10	11	12	13	14	
15	16	17	18	19	20	21	
22	23	24	25	26	27	28	
29	30	31					

SEPTEMBER							20
M	T	W	T	F	S	S	
			1	2	3	4	
	6	7	8	9	10	11	
12	13	14	15	16	17	18	
19	20	21	22	23	24	25	
	27	28	29	30			

OCTOBER							20
M	T	W	T	F	S	S	
					1	2	
3	4	5	6	7	8	9	
10	11	12	13	14	15	16	
17	18	19	20	21	22	23	
24	25	26	27	28	29	30	
31							

NOVEMBER							18
M	T	W	T	F	S	S	
	1	2	3	4	5	6	
7	8	9	10	11	12	13	
14	15	16	17	18	19	20	
	22				26	27	
28	29	30					

DECEMBER							13
M	T	W	T	F	S	S	
			1	2	3	4	
5	6	7	8	9	10	11	
12	13	14	15	16	17	18	
19					24	25	
					31		

JANUARY							18
M	T	W	T	F	S	S	
						1	
		4	5	6	7	8	
9	10	11	12	13	14	15	
	17	18	19	20	21	22	
23	24	25	26	27	28	29	
30	31						

FEBRUARY							18
M	T	W	T	F	S	S	
		1	2	3	4	5	
6	7	8	9	10	11	12	
13	14	15	16	17	18	19	
	21	22	23	24	25	26	
27	28						

MARCH							17
M	T	W	T	F	S	S	
		1	2	3	4	5	
6	7	8	9	10	11	12	
13	14	15	16	17	18	19	
20	21	22	23	24	25	26	

APRIL							18
M	T	W	T	F	S	S	
					1	2	
3	4	5	6	7	8	9	
10	11	12	13	14	15	16	
17	18	19	20	21	22	23	
24	25	26	27	28	29	30	

MAY							20
M	T	W	T	F	S	S	
1	2	3	4	5	6	7	
8	9	10	11	12	13	14	
15	16	17	18	19	20	21	
22	23	24	25	26	27	28	
	30	31					

JUNE							5
M	T	W	T	F	S	S	
			1	2	3	4	
5	6	7	8	9	10	11	
12	13	14	15	16	17	18	
19	20	21	22	23	24	25	
26	27	28	29	30			

July	26	Teacher In-service begins (report FT)
Aug	1	First Day of School for students
Aug	22	Open House
Sept	5	Labor Day - No School
Sept	6	Professional Dev Day - No School
Sept	26	Q1 Interim Reports go home
Oct	11	Parent Teacher Conferences (PM)
Oct	18	Professional Dev Day-No School
Oct	26	End of Grading Period
Oct	28	Q1 Report Cards Go Home
Nov	11	Veterans Day - No School
Nov	21	Q2 Interim Reports Go Home
Nov	23-25	Thanksgiving Break - No School
Dec	21	Winter Break Begins
Jan	4	School Resumes
Jan	9	End of Grading Period
Jan	12	Q2 Report Cards go Home
Jan	16	MLK Day- No School
Jan	17	Professional Dev Day- No School
Feb	10	Q3 Interim Reports go Home
Feb	17	Professional Dev Day- No School
Feb	20	Presidents Day - No School
Feb	21	Parent Teacher Conferences (PM)
Mar	6	Professional Dev Day - No School
March	13	End of Grading Period
Mar	13 -	Performance Based Assess (Gr. 3-8)
Apr	14	
March	17	Q3 Report Cards go Home
March	20-24	Flex Days
Mar	27-31	Spring Break
April	6	Q4 Interim Reports go Home
April	7	Professional Dev Day-No School
April	14-17	Easter Break - No School
Apr	17 -	End of Year Test (Gr. 3-8)
May	19	
June	7	Last Day Students Report
June	7	Q4 Grade Cards go Home
June	8	Last Day Staff Reports

	School Closed/Holiday
	In Service-No School for Students
	First and Last Day of School
	Parent/Teacher Conferences
	Interim Reports
	Grade Cards
	Spring PBA Testing (Grades 3-8)
	Spring EOY Tests (Grades 3-8)

Holidays = 25 Instructional Days = 190
In-service = 10 Instructional Hours = 1140

Attachment 13: School Calendar and Schedule

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 Calendar

School Schedule

While the exact schedules will be determined and set during the planning and implementation phase prior to School opening, we are considering something similar to the following schedules:

Elementary Daily Student Schedule	
Classes start at 8:10 (Drop-off between 8:00 and 8:10)	
Grades K-2	Grades 3-5
8:10 – 9:40 First Block (Reading – Word Work, Vocabulary, Whole Group Mini Lesson, Small Groups)	8:10 – 8:40 Specials: PE, Art, Music
9:40 – 9:55 Read Aloud With Accountable Talk	8:40 – 10:10 First Block (Reading – Word Work, Vocabulary, Whole Group Mini Lesson, Small Groups)
10:00 – 11:30 Second Block (Math – Whole Group Mini-lesson and small groups instruction)	10:10 – 10:25 Read Aloud With Accountable Talk
11:30 – 12:00 Third Block (Science, Social Studies, Health)	10:25 – 11:25 Second Block (Math – Whole Group, Mini-lesson, and small group instruction)
12:00 – 12:30 Lunch II	11:25- 11:55 Lunch I
12:30 – 1:00 Third Block Continued (Science, Social Studies, Health)	11:55 – 12:25 Second Block Continued (Math)
1:00 – 2:00 Fourth Block (Writer's Workshop)	12:25 – 1:25 Third Block (Writer's Workshop)
2:00 – 2:40 Specials: PE, Art, Music	1:25 – 2:40 Fourth Block (Science, Social Studies, Health)
2:40 Dismissal (Pick up between 2:40-3:00)	

This schedule is a general guideline that will be used when developing the master schedule. Key points that will be taken into consideration when scheduling instructional time are:

- Uninterrupted blocks for reading and math of at least ninety (90) minutes (during which time these subject areas will be the primary focus, within the context of the overall projects currently being completed by the class).
- 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 (so that reading specialists can work with as many students as possible).

- Creative/constructive play and expression are essential in the development of children, and, therefore, recess time will be built into the day, preferably breaking apart the two main academic blocks.
- Special area class scheduling to allow grade level teachers to have common planning time during the school day.

Given the philosophy of the School with the intention to incorporate interdisciplinary approaches to instruction, we do not believe a rigid class schedule to be in the best interest of the educational approach. The table below indicates the dedicated core instructional minutes that will be provided throughout each day, as well as a breakdown of the specialists who will work with each class of students throughout the week. We will work with the sponsor to ensure accuracy and compliance with state reporting.

Instructional Minutes						
	Kinder- garten	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade
Dedicated Core Academic Instructional Minutes - Daily						
Language Arts Instruction	120	120	110	100	90	90
Math Instruction	90	90	90	90	90	90
Weekly Minutes with Specialists (Per Classroom)						
Reading Specialist	90	90	60	45	30	30
Physical Education	150	150	150	150	150	150
Art Teacher	45	45	45	45	45	45
Music Teacher	45	45	45	45	45	45

In order to offer students a full complement of the courses and topics that make a strong academic program and a strong foundation for well-rounded adolescent students, the School will offer middle school students six (6) classes per day each school year. Each class period will be fifty-five (55) minutes in length. However, in many cases, because students will work with a team of teachers who integrate their curriculums frequently, there will many opportunities for flexible scheduling to include block periods to allow teachers to work with students for an extended time period on integrated lessons and activities.

A sample middle school schedule is presented below. There will be more than one period for lunch and the times may be adjusted from what is presented here. The sample daily schedule for middle school students may be as follows:

Middle School Daily Schedule	
1 st period	8:10-9:05
2 nd period	9:10-10:05
3 rd period	10:10-11:05
4 th period	11:10-12:05
Lunch	12:10-12:40
5 th period	12:45-1:40
6 th period	1:45-2:40

Gateway Preparatory Academy

Attachment 14

Enrollment Policy

School Enrollment Policy

1. Admission requirements, including an explanation of the purpose of any pre-admission activities for students or parents.

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. Enrollment will not be denied to any eligible applicants on the basis of sex, race, religion, national origin, ancestry, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning disability.

No pre-admission activities will be required for students or parents other than completing and submitting a School application form within the application timeline as below.

2. Tentative dates for the application period, including enrollment deadlines and procedures, and an explanation of how the school will receive and process Intent to Enroll forms.

In year 1, the School will hold an open enrollment application period of not less than sixty (60) days beginning on December 1, 2016. Parents will complete an online School application form. Parents without computer or internet access may complete and submit a hard copy application. All applications will be assigned a number in the order received based on the grade level for which the student is applying.

In subsequent years, the School will provide an annual pre-enrollment, lottery, and enrollment process. This shall include a sixty (60) day open application window, including a lottery if needed at the conclusion of the application window.

A student will have been determined to have accepted enrollment when he/she has returned the acceptance letter with the appropriate parent/guardian signature along with the signed family agreement.

3. Tentative lottery dates and procedures.

In the event that the number of applications exceeds the number of available spaces, the School will conduct a lottery, which will be administered by the Director or his designee. Names will be randomly selected for applicants for each grade level to determine which students are invited to enroll and which students will be on the waiting list. Students will be given ten (10) days from notice of acceptance to confirm attendance. If a student declines enrollment or fails to respond within the given time frame, the enrollment will be offered to the next student on the waiting list until all student stations are filled.

Enrollment preference will be given to the following students as specified in IC 20-24-5-5:

1. Siblings of currently enrolled students
2. Children of the charter school's founders, governing body members, and charter school employees, as long as the enrollment preference under this subsection is not given to more than ten percent (10%) of the charter school's total population.

4. Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.

a. Waiting Lists

In the event that the number of applications exceeds the number of available spaces, the School will conduct a lottery. All application numbers will be drawn by random selection for each grade level to determine which students are invited to enroll and which students will be on the waiting list.

b. Withdrawals and Transfers

Students who leave the School must notify the School office and classroom teacher in writing, return all textbooks and library materials, and verify that all debts to the School are paid in full.

Gateway Preparatory Academy

Attachment 15

Student Discipline Policy

Student Discipline Policy

1. Practices the school will use to promote good discipline in the school, including both penalties for infractions and incentives for positive behavior.

a. Promoting Good Discipline

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:

- Be respectful
- Be on task
- Always be safe
- Be responsible

These expectations will be reflected in language throughout the School and will always be stated positively.

The School shall develop a plan that includes, at a minimum the following guidelines for promoting good behavior and effective discipline:

- 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 statements 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 Indiana Department of Child Services.
- 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.

In keeping with a School climate which emphasizes positive and professional behavior, the School will establish and maintain a uniform “dress code” similar to that outlined below. No student will be denied access to the School because of a lack of a school uniform. The School will carry school uniforms onsite in the School Spirit Store. Options will be provided for families who cannot afford uniforms including offering a discount on each shirt. Additionally, in extreme circumstances, uniforms from the School may be donated to some students. A parent’s ability to pay for the school uniform will not be a barrier to enrollment.

[1] Shirts

Uniform shirts will be available in red or tan, in polo and oxford styles, with the School emblem. As these are the only shirts allowed to be worn in School, these options are intended to allow our students some flexibility and variety. All uniform shirts must be purchased through the School. Parents or students may not purchase an article of clothing and have it embroidered or screened with the School logo as this would represent a copyright infringement.

Shirts may be worn on campus un-tucked as long as the shirt tail is neither too short nor too long (as determined by School staff) and as long as students maintain a neat and professional appearance. Untucked shirts will be permitted as long as the privilege is not abused.

Shirts must be worn as designed, without modification. However, oxford shirts may be worn open with a modest, plain t-shirt or tank underneath in red, tan, white or black. The School reserves the right to deem T-shirts or tanks worn in this manner as inappropriate if modesty is not maintained (i.e. t-shirt too tight, mid-drift exposed, tank too low cut, or any other such issue). This privilege will also be reviewed on occasion and will remain as long as the privilege is not abused.

[2] Bottoms

Uniform bottoms may be long pants or Bermuda-style, long shorts in black, khaki, and plain blue denim. Girls are also permitted to wear skorts, skirts, and capri pants. The blue jeans policy is being implemented on a trial basis and may be changed at the School’s sole discretion. The policy is intended to be allowed as long as the privilege is not abused.

All pants must be worn at the waist. No rips, sags, tears, or embellishments are allowed. No pants with rivets, cargo pants, cargo shorts, overalls, leggings, sweat pants, short shorts or zip off style pants may be worn.

Bottoms in khaki, black or plain denim may be purchased at any location as long as they meet the above requirements.

[3] Shoes

No sandals, flip-flops, heavy military type boots, shoes with metal tips, or bedroom slippers may be worn. Heels must be two (2) inches or lower.

[4] Outerwear

Students will be allowed to wear any type of outerwear to School. However, in the School building and in all classes, students will be required to wear School approved "logo" outer wear (available through the School) or plain red or khaki jackets or sweaters pre-approved by School staff.

[5] Hair

Hair must be neat and clean with no "unnatural" colors (i.e. fluorescent, pink, bright green, Mohawks, etc.). No hats, bandanas, or headbands may be worn.

[6] General

- No visible piercing other than modest earrings or studs in ears only.
- No visible undergarments.

b. Penalties and Incentives

As is common in many schools, each teacher will have clearly stated classroom policies in regard to misbehavior. If a child disregards these classroom guidelines, parents will be notified and this will be documented. After three (3) such parent notifications, administrators will become involved in the next incident. The Director or designee will talk with the student to try to ascertain the root of the problem and help to find ways of resolving the issue.

Together, the student will work with the Director (or adult working with him or her) to develop an individual action plan (which may be written out) to change future behavior. The School is designed to provide a nurturing environment where we will attempt to solve the cause of the problem so that students feel safe and can return to participating in the academic program of the School.

The School will follow the Positive Behavioral Interventions and Support (PBIS) process. PBIS is the application of evidence based strategies and systems to assist schools to increase academic performance, increase safety, decrease problem behavior, and establish a positive school culture.¹ The PBIS process results in the creation of effective intervention plans that will impede problem behaviors, teach new skills, and create support systems for the student.

On a school-wide level, PBS relies on accurate and reliable discipline referral data to understand the behaviors occurring across campus. An analysis of the data allows a school team to identify the problem areas, brainstorm interventions such as where and what to teach, reward the students exhibiting the expected behavior, and communicate findings to the staff, students, and families. The PBS process is a team-based approach that relies on a strong collaboration between families and professionals from a variety of disciplines regardless of the level implemented.²

A progressive discipline process will be implemented at the School and will include re-direction by school staff, contact and conferences with parents (for students younger than 18), behavioral contracts, suspension, and in rare cases, expulsion. Generally, student expulsion will be a last resort after numerous attempts to re-direct or modify student behavior through the PBIS process have failed. The School will have a zero-tolerance policy for circumstances involving drugs, weapons, or violence and these situations may result in expulsion

¹ <http://www.indiana.edu/~crpbisin/wp-content/uploads/2014/06/PBISDescription062614.pdf>

² Florida's Positive Behavior Support Project, http://flpbs.fmhi.usf.edu/whatispbs_def.cfm

To address discipline and behavior concerns that are not resolved by the plans stated above, a School Intervention and Appeal Committee (IAC) will be created. The function of the IAC will be review and enforcement. Reasons for student referrals to the Committee may include but are not limited to:

- Cases of severe or repeated discipline infractions
- Continued lack of compliance with homework and or class work policy
- Failure to support the School's dress code
- Parent absences from Parent Teacher conferences
- Failure to complete parent volunteer requirement
- Serious violation of the Student Code of Conduct
- Excessive absences or tardies
- Upon receiving one suspension
- At the discretion of the Administrator

The School Director, who is not a committee member, will select the members of the IAC. The IAC shall be composed of a minimum of three (3) teachers (selected with faculty input) or other school personnel, and three (3) parents (selected with parent input). Efforts will be made to have a community representative. A majority of the members will be required to be present to conduct the meeting and render a recommendation. The IAC members will serve a renewable one-year term.

The IAC will meet on a regular, predetermined basis or when requested by the School Director /designee. Though not a member of the committee, the School Director will be available to answer questions and participate in deliberation but will not vote. Only the committee members will vote on the interventions determined. Decisions will be based on majority vote. The proceedings will be held in strict confidence.

The IAC may recommend alternatives and interventions for improvement, and determine the best solution for the student and student body. This committee is not authorized to reinvestigate situations but must accept the validity of administrative decisions regarding incidents.

The IAC will make the official recommendation for any interventions deemed appropriate for the School and the student. The IAC will verify that appropriate procedures have been followed.

To maintain confidentiality for students, each IAC parent representative must annually sign to show their compliance with the following statement:

I understand that under the Family Educations Rights and Privacy Act and state law, student records are confidential. As a member of this School's Intervention and Appeal Committee, I understand that I will have access to confidential information and agree to maintain the confidentiality of all student records and information, including student evaluation records and personally identifiable information contained therein.

Parents/guardians will be notified at least five (5) days prior to the scheduled meeting that the student has been referred to the IAC. Meetings will be held on the scheduled date and time.

The parent/guardian and/or the student may address the committee: parents of elementary student will have a maximum of twenty (20) minutes, parents of middle school students will have a maximum of ten (10) minutes. Parents will not be present when the committee deliberates. Minutes will be kept of the meeting, however, deliberations will not be included. Parents may have access to the portion of the minutes which refer to their child.

Parents and/or the student are permitted to submit an addendum to the official minutes. The School may provide parents and/or the student with a conference report immediately following the conclusion of the meeting.

The IAC will make an official recommendation to the School Director. A school administrator will communicate with the parent/guardian within forty-eight (48) hours of the IAC meeting to outline conditions and recommendations determined by the committee.

2. A preliminary list of the offenses for which students in the school must (where non-discretionary) and may (where discretionary) be suspended or expelled, respectively.

Students may be suspended from School for offenses that include but are not limited to the following:

- Fighting or other dangerous and/or disruptive behavior
- Smoking on school grounds or possession of tobacco products
- Being under the influence or possession of alcoholic beverages or intoxicants of any kind on school grounds
- Defacing or vandalism of school property
- Igniting any flammable substance or possession of products such as lighters
- Theft
- Harassment/Bullying of students, faculty, staff, parents, substitutes, or visitors
- Repetitive disruptive behavior
- Rude or vulgar language, gestures, pictures, or actions
- Disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties
- Actions deemed to be unsafe or containing the potential to disrupt the educational setting

At the time of suspension, the School Director or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to School. If School administrators wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

Suspensions may be assigned from one (1) day to ten (10) days, depending on the severity of the student's actions.

Generally, student expulsion will be a last resort after numerous attempts to re-direct or modify student behavior have failed. The School will have a zero-tolerance policy for circumstances involving drugs, weapons, or violence and these situations may result in expulsion.

The School may withdraw a student involuntarily for failure to maintain eligibility, such as residency requirements, or for violation of the School's Student Conduct Code, which must also be compliant with IDEA, Section 504 of the Rehabilitation Act, and the American with Disabilities Act (ADA) for student with disabilities.

The School may not withdraw a student involuntarily for poor academic performance or for a minor infraction of the School's Code of Conduct. The School will ensure that no pressure, coercion, negotiation, or other inappropriate inducement may be used to attempt to have parents/guardians withdraw students from the School.

3. An explanation of how the school will take into account the rights of students with disabilities

in disciplinary actions and proceedings.

Discipline for students with disabilities will comply with federal and state requirements.

To the extent that removal would be applied to students without disabilities, school personnel may order the removal of a student with a disability from the student's current placement for not more than ten (10) consecutive school days. An LEA is not required to provide services to a student with a disability during short-term removals totaling ten (10) school days or less in a school year, if services are not provided to students without disabilities during such removals.

A change in placement will occur when

- a removal is for more than ten (10) consecutive school days; or
- a series of removals constitute a pattern because the removals cumulate to more than ten (10) school days in a school year, and, because of factors such as the length of each removal, the total amount of time the student is removed, and the proximity of the removals to one another.

A manifestation determination will be made any time disciplinary procedures result in a change of placement for a student with a disability. A manifestation determination will examine the relationship between the student's disability and the specific behavior that resulted in disciplinary action.

The IEP team and other qualified personnel will consider all relevant evaluation and diagnostic information including information supplied by the parents of the student, observations of the student, the student's current IEP and placement, and any other relevant information. The team will then determine that, in relationship to the behavior subject to disciplinary action:

- a. The student's IEP and placement were appropriate and whether the special education services, supplementary aids and services, accommodations and modifications, and positive behavior intervention strategies were provided consistent with the student's IEP and placement;
- b. The student's disability impaired the ability of the student to understand the impact and consequences of the behavior subject to disciplinary action; and
- c. The student's disability impaired the student's ability to control the behavior subject to disciplinary action.

If the IEP team and other qualified personnel determine that the student's behavior was not related to the disability, the relevant disciplinary procedures applicable to students without disabilities may be applied to the student in the same manner in which they would be applied to students without disabilities.

If the IEP team determines that the student's behavior was a manifestation of the disability, the student's placement cannot be changed by school personnel as a disciplinary intervention. Immediate steps will be taken to remedy any deficiencies in the student's IEP or placement, or in their implementation that were identified during the manifestation determination.

If a parent disagrees with the manifestation determination decision made by the IEP team, the parent may request an expedited due process hearing.

For long-term removals of a student with a disability:

- (a) The School will notify the parent of the removal decision and provide the parent with a copy of the notice of procedural safeguards on the same day as the date of the removal decision;
- (b) An IEP meeting will be held immediately if possible but in no case later than ten (10) school days after the removal decision to conduct a manifestation determination review
- (c) Services will be provided;

(d) IEP team will meet to develop a functional behavioral assessment (FBA) and implement a positive behavior intervention plan (PBIP); and

(e) Beginning on the eleventh cumulative school day of removal in a school year, a free appropriate public education (FAPE) will be provided to a student with a disability.

Services to such a student will be provided to the extent necessary to enable the student to appropriately progress in the general curriculum and appropriately advance toward achieving the goals in the student's IEP.

4. A description of the appeal process that the school will employ for students facing expulsion.

Parents and/or the student have the right to appeal a School decision regarding behavior.

- a. An appeal must be made in writing to the IAC within forty-eight (48) hours of parental notification. Any new or additional information to be considered must be included in the appeal request.
- b. If the dispute or concern cannot be resolved satisfactorily with the IAC, the parent/guardian 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.
- c. Any appeals to the Board will be sent to the Board Chair in writing within five (5) days of meeting with the IAC. The written appeal may be sent via email, regular mail, or fax at the Chair's discretion. If no appeal is received by the Chair within five (5) days, the IAC decision is final.
- d. The Chair will review the appeal and may meet formally or informally with the parent/guardian to gather more information.
- e. If the dispute can be resolved within the School and Board's existing policies, the Chair may resolve the dispute. If the dispute has merit and is outside of the School and Board's existing policies, the Chair may present the issue to the Board at the next regularly scheduled board meeting.

5. How parents will be informed of the school's discipline policy.

The Code of Student Conduct shall be incorporated into a parent/student handbook and will be available to parents on the School website.

Gateway Preparatory Academy

Attachment 16

Evidence of Support

Gateway Preparatory Academy
Community Engagement Plan

March 2016

Meet with community leaders and stakeholder representatives from the greater near-west side

Seek one or two board members with direct connection to the greater near-west side, preferably engaged in the community

Continue outreach efforts to greater near-west side leadership through board members

Make final decisions regarding school location

Attend meetings of nearby neighborhood associations and ask to be on the April or May agenda to present information about the school

Continue development of community engagement strategic plan

Seek meeting with IPS to discuss potential partnerships or collaboration

April 2016

Reach out to identified community organizations in the School's service area and solicit official partnerships and feedback on student recruitment plan

Attend meetings of nearby neighborhood associations and ask to be on the May agenda

Present school plan to the new mayor neighborhood liaison, and elected officials from the city-county council and state legislature, which represent the School's service area

Meet with the Westside Education Task Force and find opportunities to collaborate on education outcomes identified in the Near West Quality of Life Plan

Identify volunteers for community engagement events

Host at least one community forum

May 2016

Present information at neighborhood association meetings in School's service area

Continue securing community partnerships

Maintain a strong presence at community gatherings with the help of board members and volunteers with the goal of introducing the School to the community, identifying new

students, and securing additional community partners

Finalize strategic plan for community engagement once charter application is approved

June 2016 to August 2017

Fully implement community engagement strategic plan

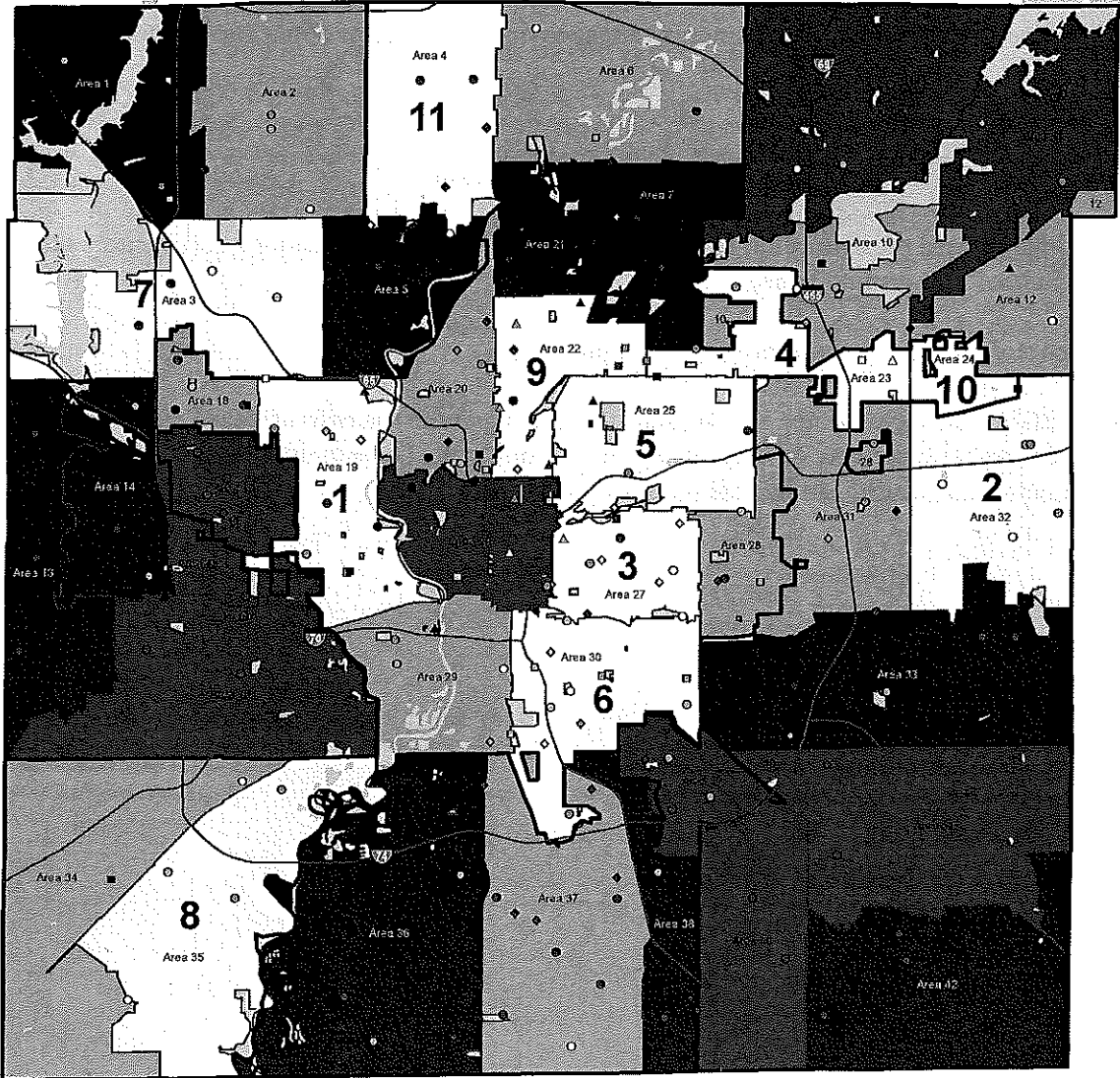
Maintain board presence of at least one or two members of the School's service area on the School's governing board

Continue securing community partnerships

Maintain a strong presence at community gatherings with the help of board members and volunteers with the goal of introducing the School to the community, identifying new students, and securing additional community partners

Indianapolis Priority Areas, Grades K-5

Rank based on 2013-14 Service Gaps



Area rankings for Grades K-5

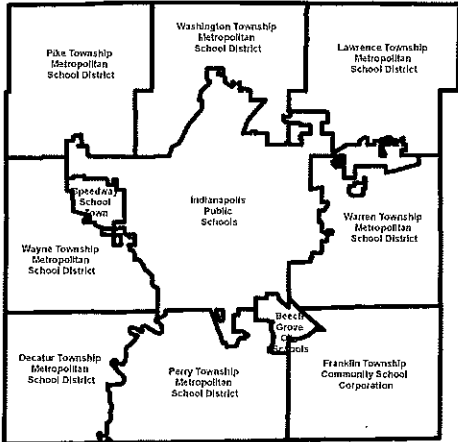
- 1 - 11 (High Priority)
- 12 - 22
- 23 - 32
- 33 - 42 (Low Priority)
- Study Geography
- School District Boundary
- Park

School Performance

- A - Exemplary Progress
- ⊙ B - Commendable Progress
- C - Academic Progress
- ⊙ D - Watch
- F - Probation
- ⊙ No Grade

School Type

- District, neighborhood
- △ District, magnet/citywide
- Charter
- ◇ Private

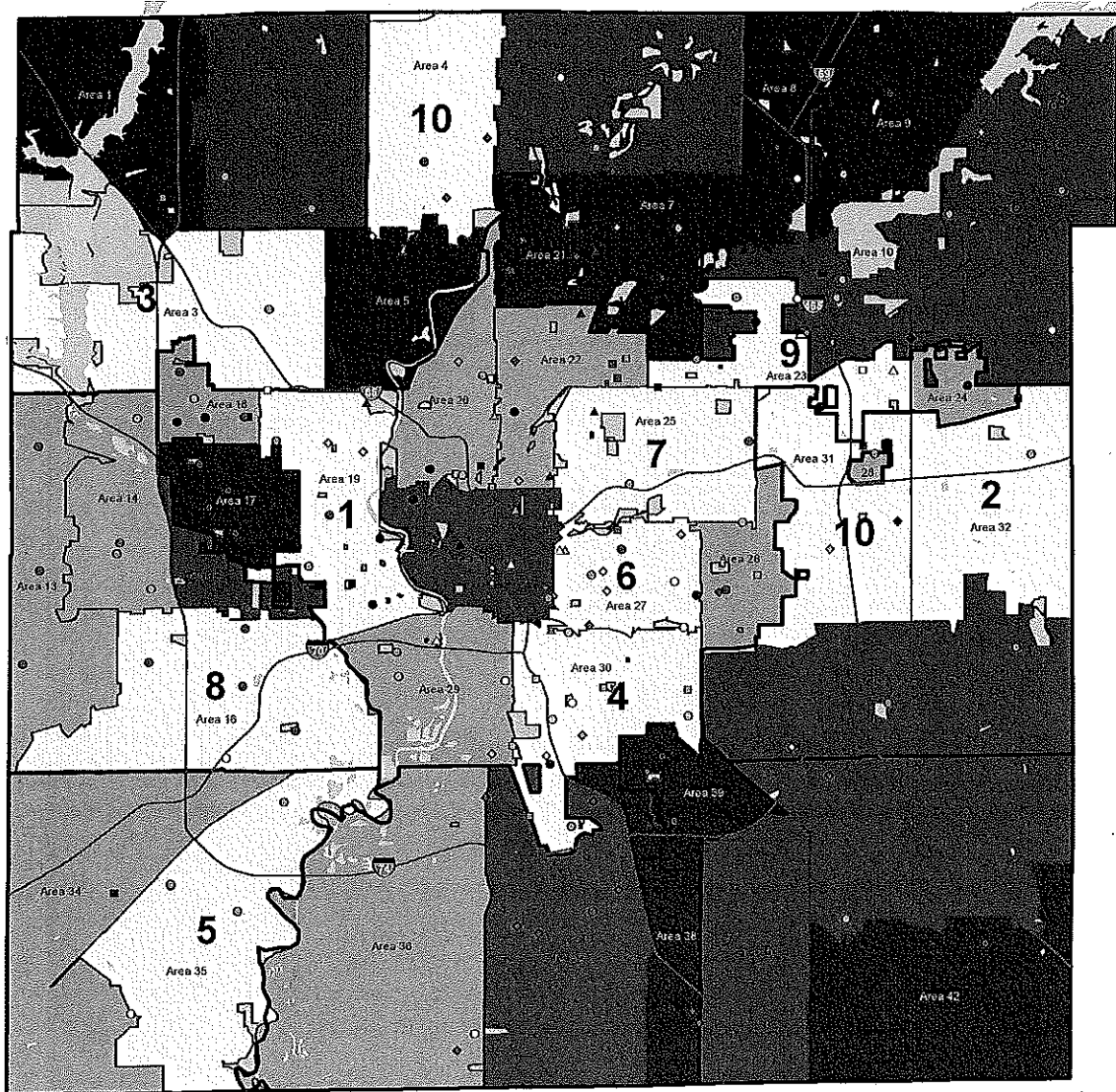


Sources: US Census; Indiana Department of Education (IDOE); National Center for Education Statistics (NCES); IndyGIS.

Indianapolis Priority Areas, Grades 6-8

Rank based on 2013-14 Service Gaps

DRAFT



Area rankings for Grades 6-8

- 1 - 11 (High Priority)
- 12 - 21
- 22 - 32
- 33 - 42 (Low Priority)

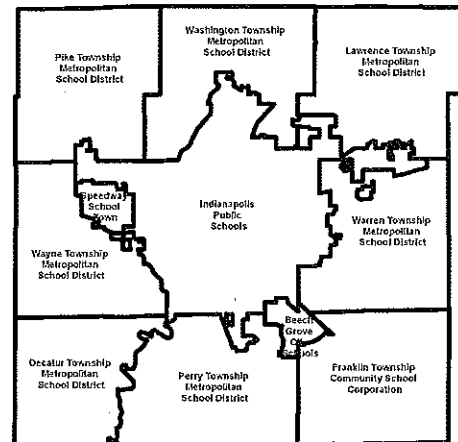
- Study Geography
- School District Boundary
- Park

School Performance

- A - Exemplary Progress
- B - Commendable Progress
- C - Academic Progress
- D - Watch
- F - Probation
- No Grade

School Type

- District, neighborhood
- District, magnet/citywide
- Charter
- Private



Sources: US Census; Indiana Department of Education (IDOE); National Center for Education Statistics (NCES); IndyGIS.

Prepared by

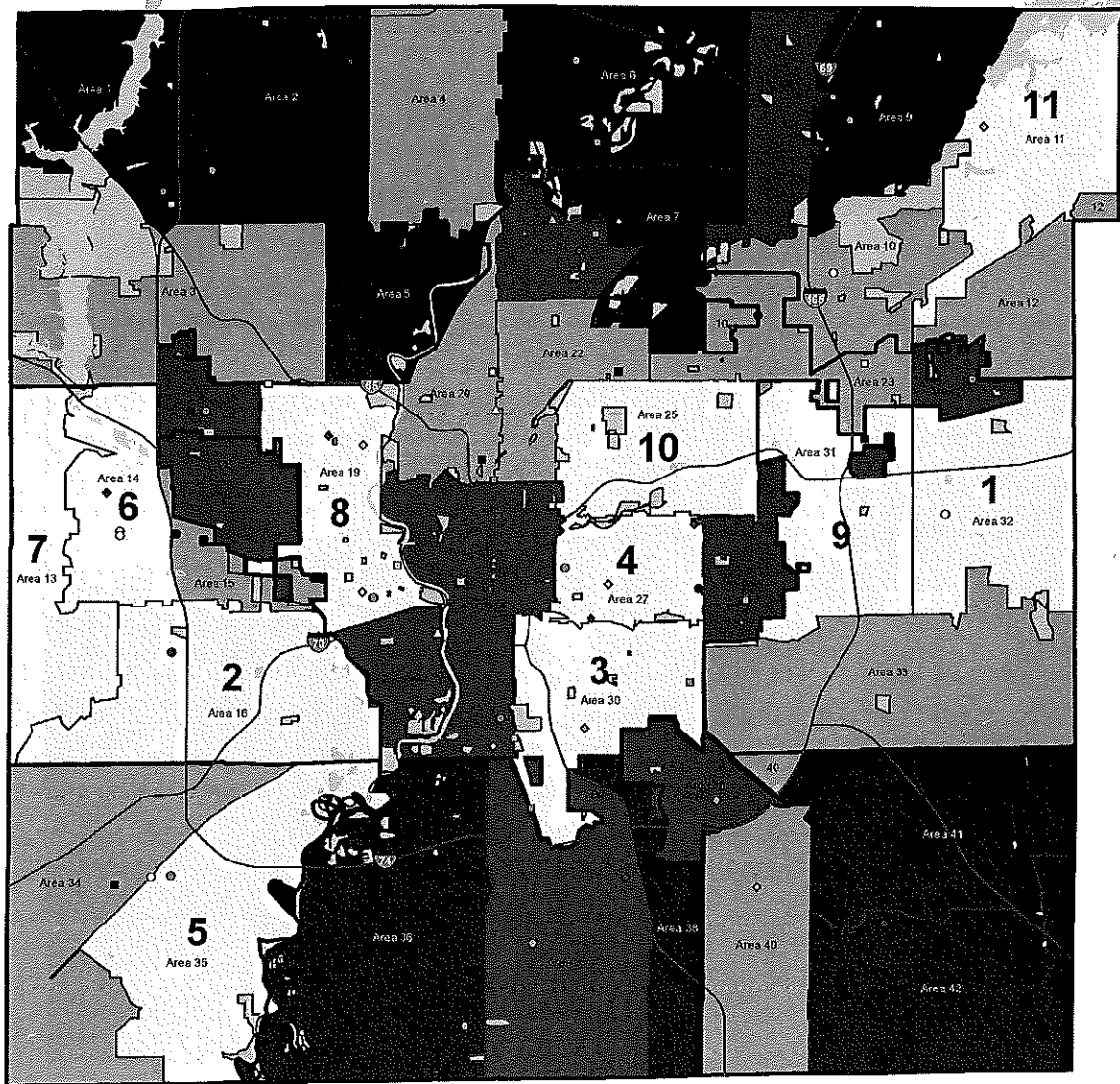
IFF conducts independent research that enables nonprofit organizations, foundations, and government agencies to make informed decisions about resource allocation and policy initiatives. Please visit www.iff.org/research for more information.



Indianapolis Priority Areas, Grades 9-12

Rank based on 2013-14 Service Gaps

DRAFT



Area rankings for Grades 9-12

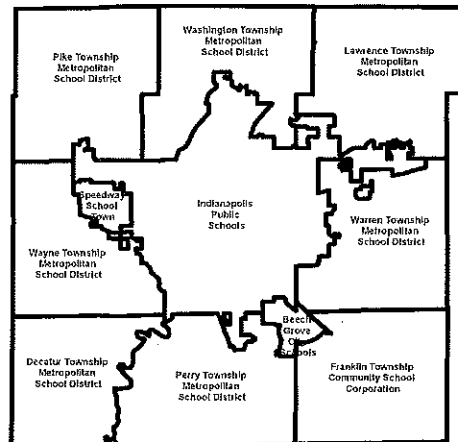
- 1 - 11 (High Priority)
- 12 - 22
- 23 - 32
- 33 - 42 (Low Priority)
- Study Geography
- ▣ School District Boundary
- ▤ Park

School Performance

- A - Exemplary Progress
- ⊙ B - Commendable Progress
- C - Academic Progress
- ⊙ D - Watch
- F - Probation
- ⊙ No Grade

School Type

- District, neighborhood
- △ District, magnet/citywide
- Charter
- ◇ Private



Sources: US Census; Indiana Department of Education (IDOE); National Center for Education Statistics (NCES); IndyGIS.

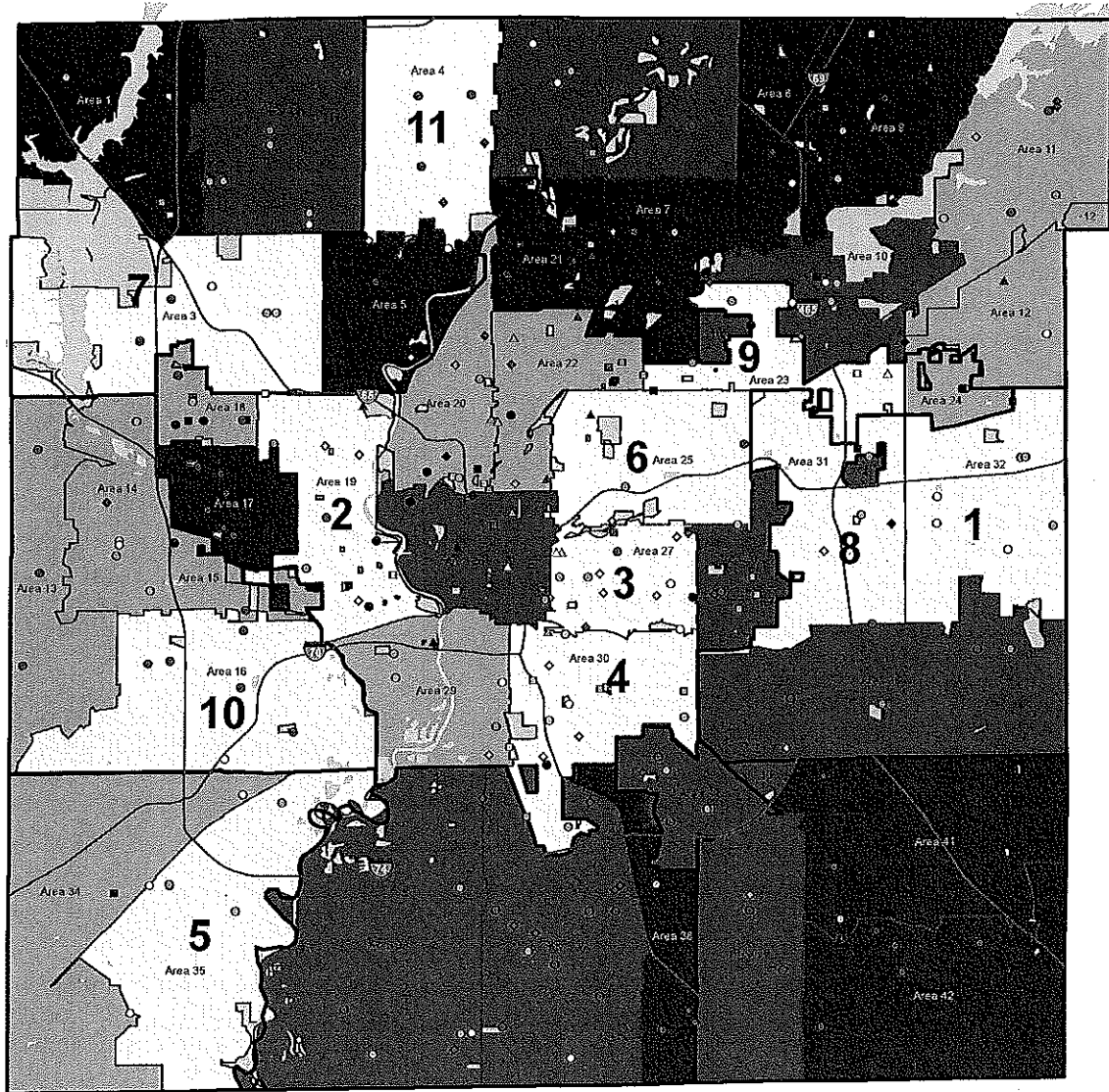
IFF conducts independent research that enables nonprofit organizations, foundations, and government agencies to make informed decisions about resource allocation and policy initiatives. Please visit www.iff.org/research for more information.

Prepared by



Indianapolis Priority Areas, Grades K-12

Rank based on 2013-14 Service Gaps



Area rankings for Grades K-12

- 1 - 11 (High Priority)
- 12 - 22
- 23 - 32
- 33 - 42 (Low Priority)

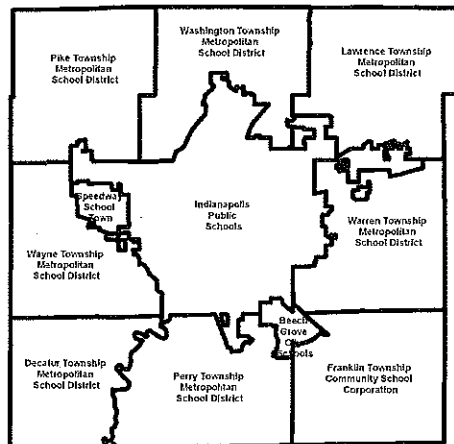
- Study Geography
- School District Boundary
- Park

School Performance

- A - Exemplary Progress
- B - Commendable Progress
- C - Academic Progress
- D - Watch
- F - Probation
- No Grade

School Type

- District, neighborhood
- District, magnet/citywide
- Charter
- Private



Gateway Preparatory Academy

Attachment 18

Insurance Coverage



**Miller
Insurance
Group**

millerinsurancegrp.com
info@millerinsurancegrp.com

Insurance Estimate: Gateway Preparatory Academy

Prepared on: March 1, 2016

By: Chad Miller

To Whom It May Concern:

We appreciate the opportunity to provide the outlined insurance estimate for Gateway Preparatory Academy.

Miller Insurance group has operated as an independent agency in Indiana since 1937. We have earned outstanding relationships built on trust, industry knowledge, and service excellence. We are a supporter of quality education in Indiana, whether it be a traditional public school, charter school, or independent school, we want all students in Indiana to have the opportunity to receive an excellent education regardless of the zip code in which they are born. One of our agents, Chad Miller, spent six years working in a public charter school, four of which were as an administrator. Our agency is uniquely positioned to provide coverage which meet the requirements of the law and ICSB, and to advise our clients on school-specific strategies to mitigate risk.

Indiana Charter School Board General Requirements

- We are licensed to do business in The State of Indiana as required by law.
- We will utilize the following carriers, which are admitted in the State of Indiana, to place Gateway Preparatory Academy's exposure: Hanover Insurance, Liberty Mutual, Markel, Selective, and Travelers Insurance. We also have access to secondary markets in the event Gateway Preparatory school is not able to be placed with a standard carrier.
- We will only place this school with at least an "A" rated insurance carrier as determined by A.M. Best rating guidelines.

Indiana Charter School Board Minimum Insurance Requirements

On behalf of Gateway Preparatory Academy, the following coverages can be secured to meet all requirements of the ICSB and/or additional insureds as appropriate:

- **Workers' Compensation Liability:** Workers' compensation for all employees as required by Indiana law (see IC § 22-3).
- **Commercial General Liability:** Commercial general liability in an occurrence form, with limits of not less than \$1,000,000 per occurrence and \$2,000,000 aggregate for bodily injury, personal injury and property damage liability coverage. Liability coverage shall include the following: all premises and operations, products/completed operations, independent contractors, separation of insureds, defense and contractual liability. Such comprehensive general liability insurance must expressly cover sexual abuse/molestation liability, and medical payments of \$5,000. The ICSB and the IDOE must each be named as an Additional Insured on a primary, non-contributory basis for any liability arising directly or indirectly from all school business, including school-



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sanctioned functions that may take place outside of normal school hours. As noted above, a copy of the endorsement reflecting these additions must be submitted to the ICSB.

- **Educators' Legal Liability (including Directors' and Officers' and Employment Practices Liability):** Liability insurance covering the school and its directors and officers from liability claims arising from wrongful acts, errors or omissions with regard to the conduct of their duties related to operation and management of the school with limits of not less than \$1,000,000 per occurrence and \$2,000,000 aggregate.
- **Automobile Liability:** Required when any motor vehicle (whether owned, non-owned or hired) is used in connection with all school business, including school-sanctioned functions that may take place outside of ICSB Insurance Requirements Page 2 normal school hours, with limits of not less than \$1,000,000 per occurrence for bodily injury and property damage. NOTE: such liability insurance provides coverage for the school only. The ICSB strongly encourages schools to establish a policy whereby any school employee who drives a personally-owned vehicle for school-related business (including field trips or conferences) must have personal auto coverage of at least \$100,000, and that all such employees must provide certificates of insurance to keep on file at the school.
- **Umbrella/Excess Liability:** Umbrella or Excess Liability Insurance with limits of not less than \$4,000,000 to provide additional limits for underlying general, automobile, employers' and educators' legal liability.
- **Property Insurance:** Property insurance from an A-rated insurance carrier for full Replacement Cost of property, whether by lease or other agreement, from physical loss or damage. Such insurance shall cover boiler and machinery exposures and business interruption/ extra expense losses. If the charter school is leasing its property, the ICSB will accept insurance in the name of either the school or the property owner.
- **Student Accident Coverage:** All Indiana High School Athletic Association (IHSAA) schools must include coverage for athletic participation.
- **Employee Dishonesty Liability:** Employee Dishonesty liability insurance in the amount of at least \$250,000 for all school employees. Note that the state of Indiana has specific fidelity bond requirements for certain school employees.
- **Cyber Liability:** Schools may wish to obtain cyber liability insurance, depending upon the school model.
- **Foreign Travel/Field Trip Liability:** Schools may wish to obtain liability insurance covering field trips and/or foreign travel, depending upon the school model. Additional Requirements For Schools

Indiana Charter School Board Additional Requirements

We are also aware that contracting with an Educational Management Organization Charter schools authorized by the ICSB that enter into a management agreement with an Educational Management Organization ("EMO") must factor in these additional requirements:

- The service agreement between the charter school and the EMO must require the school to be named as an Additional Insured on the EMO's liability policies.
- The EMO must obtain liability insurance coverage from an A-rated carrier naming the ICSB and the IDOE as Additional Insured on a primary, non-contributory basis. As noted above, a copy of the endorsement reflecting these additions must be submitted to the ICSB.



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- Workers' compensation insurance that complies with state law must be carried by whichever entity employs the school's staff. If both the school and the EMO employ staff, then each entity must carry the appropriate insurance coverage for their respective employees. If the school does not employ any of the staff or administration and does not carry workers' compensation insurance, then the service agreement between the charter school and the EMO must include a provision to indemnify the school against any liability for workers' compensation claims.

Based on the initial estimates, and the programming required, it would be our counsel that the following estimates could be used for budgeting purposes

Year One Projection (2016-2017 Academic Year)

Coverage	Premium
Liability	
Directors and Officers Liability	\$3,495
Workers Compensation/Employer's Liability	\$7,120
Commercial General Liability	\$2,585
Educators Legal Liability	\$2,300
Automobile Liability (Hired Non-Owned)	\$1,035
Employee Dishonesty Liability	\$1,435
Cyber Liability	\$2,810
Umbrella Liability	\$3,245
Liability Cost	\$24,025
Property	
Business Auto	\$2,005
Leased Property	\$3,625
Property Cost	5,630
Total Cost	\$29,655
Optional Coverages	
Law Enforcement Professional	\$1,760
Foreign Travel Liability	\$1,245

Estimates were made based on the following based on the following:

- 350 Students
- 16 Staff
- One commercial auto (likely 16-passenger van)
- Property is estimated at \$400,000 contents, and the requirement to insure a building valued at \$1,000,000.



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***Important note:** Insurance market conditions can change quickly, which makes it difficult to project insurance costs for the fall of 2017. This estimate has been put together using knowledge from our carrier companies and our experience insuring charter schools. Insurance rates can be affected by a number of factors and therefore come with a high degree of variability.

Should you have any questions, feel free to contact me by phone or through email.

For our youth,

Chad Miller

Commercial Producer

e: chad@millerinsurancegrp.com

c: (317) 869-9180

INDIANA CHARTER SCHOOL BOARD

5-Year Pro Forma Budget Submission Template Fall 2015

|General Instructions for New School Applicants

- Complete the School Enrollment Projection tab in ORANGE
 - Complete the Year 0 - Budget and Cash Flow tab in PURPLE
 - Complete ALL FIVE annual budget tabs in BLUE
 - Complete ALL FIVE staffing tabs in GREEN
 - Enter information into the WHITE cells
 - Do not enter information into the GREY cells
- NOTE: Applicants proposing to operate a network of schools should add a worksheet or attach a separate file reflecting the consolidated network's 5-Year pro-forma budget, reflecting all components - including the regional back office/central office - of the Indiana network.
- We encourage applicants to contact the Indiana Department of Education Office of School Finance to learn more about Indiana's funding formula and all grant and operating funds available. Visit <http://www.doe.in.gov/idoefinance> for more information.

School Name: Gateway Preparatory Academy

SCHOOL ENROLLMENT PROJECTIONS

205	275	300	325
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Planned Number of Students																	
ACADEMIC YEAR	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL	% ELL	% SPED	% SNAP, TANF or Foster Care
Year 1: 2016-2017	50	20	20	20	20	20	20	20	15					205		10%	100%
Year 2: 2017-2018	50	50	25	25	25	25	25	25	25					275		10%	100%
Year 3: 2018-2019	50	50	50	25	25	25	25	25	25					300		10%	100%
Year 4: 2019-2020	50	50	50	50	25	25	25	25	25					325		10%	100%
Year 5: 2020-2021	50	50	50	50	50	25	25	25	25					350		10%	100%

Planned Number of Classes														
ACADEMIC YEAR	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Year 1: 2016-2017	2	1	1	1	1	1	1	1	1					10
Year 2: 2017-2018	2	2	1	1	1	1	1	1	1					11
Year 3: 2018-2019	2	2	2	1	1	1	1	1	1					12
Year 4: 2019-2020	2	2	2	2	1	1	1	1	1					13
Year 5: 2020-2021	2	2	2	2	2	1	1	1	1					14

Note: FDK

	2016	2017
Foundation Grant	\$ 4,967	\$ 5,088
Complexity Grant	\$ 3,489	\$ 3,539

School Name: Gateway Preparatory Academy						
	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
REVENUE						
State Revenue						
Basic Grant		\$ 1,417,780	\$ 1,901,900	\$ 2,074,800	\$ 2,247,700	\$ 2,420,600
State Matching Funds for School Lunch Program		\$ -	\$ -	\$ -	\$ -	\$ -
Professional Development		\$ -	\$ -	\$ -	\$ -	\$ -
Technology Grants		\$ -	\$ -	\$ -	\$ -	\$ -
Remediation Program		\$ -	\$ -	\$ -	\$ -	\$ -
Gifted and Talented Program		\$ -	\$ -	\$ -	\$ -	\$ -
Textbook Reimbursement		\$ -	\$ -	\$ -	\$ -	\$ -
Summer School		\$ -	\$ -	\$ -	\$ -	\$ -
Charter and Innovation Network School Grant Program		\$ -	\$ -	\$ -	\$ -	\$ -
Charter and Innovation Network School Advance Program		\$ -	\$ -	\$ -	\$ -	\$ -
Other State Revenue (please describe)		\$ -	\$ -	\$ -	\$ -	\$ -
Other State Revenue (please describe)		\$ -	\$ -	\$ -	\$ -	\$ -
Federal Revenue						
Public Charter School Program (PCSP) Grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Public Law 101-476 (IDEA)		\$ 47,150	\$ 63,250	\$ 69,000	\$ 74,750	\$ 80,500
Title I		\$ 102,500	\$ 137,500	\$ 150,000	\$ 162,500	\$ 175,000
Title II		\$ 6,150	\$ 8,250	\$ 9,000	\$ 9,750	\$ 10,500
Federal Lunch Program		\$ 110,700	\$ 148,500	\$ 162,000	\$ 175,500	\$ 189,000
Federal Breakfast Reimbursement		\$ -	\$ -	\$ -	\$ -	\$ -
Other Revenue Federal sources (please describe)	\$ -	\$ -	\$ 31,500	\$ 31,500	\$ 31,500	\$ 31,500
Other Revenue Federal sources (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Revenues						
Committed Philanthropic Donations	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Before and After Care Fees		\$ -	\$ -	\$ -	\$ -	\$ -
Interest Income		\$ -	\$ -	\$ -	\$ -	\$ -
Other (working capital loan)	\$ 250,000	\$ 83,500	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ 125,000	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Revenue	\$ 250,000	\$ 1,892,780	\$ 2,290,900	\$ 2,496,300	\$ 2,701,700	\$ 2,907,100
EXPENDITURES						
Personnel Expenses						
Wages, Benefits and Payroll Taxes	\$ 106,500	\$ 832,500	\$ 1,067,500	\$ 1,192,500	\$ 1,242,500	\$ 1,292,500
Substitute Teachers		\$ 2,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000
Professional Development		\$ 15,000	\$ 16,000	\$ 14,000	\$ 15,000	\$ 15,000
Bonuses		\$ -	\$ 25,000	\$ 35,000	\$ 40,000	\$ 50,000
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Personnel Expenses	\$ 106,500	\$ 849,500	\$ 1,111,500	\$ 1,244,500	\$ 1,300,500	\$ 1,360,500
Instructional Supplies and Resources						
Textbooks	\$ -	\$ 50,000	\$ 22,500	\$ 10,000	\$ 10,000	\$ 15,000
Library, periodicals, etc	\$ -	\$ 2,000	\$ 2,000	\$ 3,000	\$ 4,000	\$ 5,000
Technology	\$ -	\$ 40,000	\$ 15,000	\$ 5,000	\$ 10,000	\$ 10,000
Assessment materials	\$ -	\$ 6,700	\$ 8,000	\$ 8,500	\$ 9,000	\$ 12,000
Computers	\$ -	\$ 30,000	\$ 10,000	\$ 10,000	\$ 12,000	\$ 15,000
Software	\$ -	\$ 15,000	\$ 15,000	\$ 16,000	\$ 17,500	\$ 20,000
Other classroom supplies	\$ -	\$ 20,000	\$ 10,000	\$ 11,000	\$ 14,000	\$ 15,000
Field trips, other unclassified items	\$ -	\$ 1,200	\$ 5,000	\$ 5,000	\$ 7,000	\$ 15,000
Co-curricular & Athletics	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Instructional Supplies and Resources	\$ -	\$ 164,900	\$ 87,500	\$ 68,500	\$ 83,500	\$ 107,000
Support Supplies and Resources						
Administrative Computers	\$ 3,000	\$ 3,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
Administrative Software	\$ 1,500	\$ 1,000	\$ 1,000	\$ 1,500	\$ 1,500	\$ 1,500
Administration Dues, fees, misc expenses	\$ -	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500
Office supplies	\$ 1,200	\$ 30,000	\$ 30,000	\$ 32,000	\$ 33,000	\$ 34,000
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Support Supplies and Resources	\$ 5,700	\$ 34,500	\$ 32,500	\$ 35,000	\$ 36,000	\$ 37,000
Board Expenses						
Charter Board Services, including Board Training, retreats	\$ 3,500	\$ 5,600	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000
Charter Board Supplies & Equipment	\$ -	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000
Charter Board Dues, fees, etc	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ 41,000	\$ 55,000	\$ 60,000	\$ 65,000	\$ 70,000
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Board Expenses	\$ 3,500	\$ 49,600	\$ 64,000	\$ 69,000	\$ 74,000	\$ 79,000
Professional Purchased or Contracted Services						
Legal Services	\$ 8,000	\$ 12,000	\$ 12,000	\$ 12,000	\$ 12,000	\$ 12,000
Audit Services (compliant with SBOA requirements)	\$ -	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
Payroll Services	\$ 700	\$ 7,000	\$ 7,500	\$ 7,500	\$ 7,500	\$ 7,500
Accounting Services	\$ -	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000
Printing/Newsletter/Annual Report Services	\$ -	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
Consultants	\$ 32,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000
Internet Services	\$ 400	\$ 30,000	\$ 35,000	\$ 35,000	\$ 35,000	\$ 35,000
Telephone/Telecommunication Services	\$ 2,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$ -	\$ 29,655	\$ 29,655	\$ 29,655	\$ 29,655	\$ 29,655
Travel	\$ 1,400	\$ 5,400	\$ 6,500	\$ 7,000	\$ 7,500	\$ 8,000
Postage	\$ 1,300	\$ 2,500	\$ 3,200	\$ 3,300	\$ 3,400	\$ 3,500
Special Education Services	\$ -	\$ 20,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000
Student Information Services	\$ -	\$ 10,000	\$ 10,500	\$ 13,000	\$ 14,000	\$ 15,000
Road service	\$ -	\$ 110,700	\$ 148,500	\$ 162,000	\$ 175,500	\$ 189,000
Transportation	\$ -	\$ 10,000	\$ 12,000	\$ 14,000	\$ 16,000	\$ 18,000
Nursing Services	\$ -	\$ 2,000	\$ 2,800	\$ 3,000	\$ 3,500	\$ 4,000
Other (please describe)	\$ -	\$ 28,356	\$ 38,038	\$ 41,496	\$ 44,954	\$ 48,412
Other (please describe)	\$ -	\$ 18,450	\$ 24,750	\$ 27,000	\$ 29,250	\$ 31,500
Other (please describe)	\$ -	\$ 15,000	\$ 15,000	\$ 20,000	\$ 20,000	\$ 25,000
Other (please describe)	\$ -	\$ 20,000	\$ 36,000	\$ 35,000	\$ 30,000	\$ 31,000
Total Professional Purchased or Contracted Services	\$ 45,800	\$ 368,061	\$ 459,443	\$ 481,951	\$ 500,259	\$ 529,567
Facilities						
Rent, mortgage, or other facility cost	\$ 4,000	\$ 150,000	\$ 200,000	\$ 250,000	\$ 275,000	\$ 300,000
Furniture & Equipment	\$ 1,000	\$ 75,000	\$ 25,000	\$ 10,000	\$ 25,000	\$ 25,000
Gas/Electric	\$ -	\$ 30,000	\$ 35,000	\$ 35,000	\$ 35,000	\$ 35,000
Water/Sewer	\$ -	\$ 10,000	\$ 12,000	\$ 12,000	\$ 12,000	\$ 12,000
Grounds Keeping	\$ -	\$ 2,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000
Maintenance Services	\$ -	\$ 1,500	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000
Custodial	\$ -	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000
Waste disposal	\$ -	\$ 4,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
Debt Service for Facilities (Interest Only)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ 61,500	\$ 82,500	\$ 90,000	\$ 97,500	\$ 105,000
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Facilities	\$ 5,000	\$ 354,000	\$ 385,500	\$ 428,000	\$ 475,500	\$ 508,000
Other						
Contingency	\$ -	\$ -	\$ 25,000	\$ 50,000	\$ 50,000	\$ 50,000
Indiana Charter School Board/Administrative Fee	\$ -	\$ 28,356	\$ 38,038	\$ 41,496	\$ 44,954	\$ 48,412
CMO/BMO Fee	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Charter and Innovation Network School Advance Program	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Interest Costs	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Escrow account for closure	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ 70,000	\$ 60,000	\$ 120,000	\$ 150,000
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Other	\$ -	\$ 28,356	\$ 133,038	\$ 151,496	\$ 214,954	\$ 248,412
Total Expenditures	\$ 166,500	\$ 1,848,916	\$ 2,267,481	\$ 2,478,447	\$ 2,684,713	\$ 2,869,479
Carryover/Deficit	\$ 83,500	\$ 43,864	\$ 23,419	\$ 17,853	\$ 16,987	\$ 37,621
Cumulative Carryover/(Deficit)	\$ 83,500	\$ 127,364	\$ 150,783	\$ 168,636	\$ 185,623	\$ 223,244

	Jun-16	Jul-16	Aug-16	Sep-16	Oct-16	Nov-16	Dec-16	TOTAL 2016	Jan-17	Feb-17	Mar-17	Apr-17	May-17	Jun-17	TOTAL FIRST HALF 2017
FINANCING ACTIVITIES															
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NET INCOME	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,200.00	\$ 10,600.00	\$ 13,800.00	\$ 14,400.00	\$ 3,400.00	\$ 4,800.00	\$ 4,800.00	\$ 22,700.00	\$ 19,600.00	\$ 69,700.00
Beginning Cash Balance	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
ENDING CASH BALANCE	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,200.00	\$ 10,600.00	\$ 13,800.00	\$ 14,400.00	\$ 3,400.00	\$ 4,800.00	\$ 4,800.00	\$ 22,700.00	\$ 19,600.00	\$ 69,700.00

Expected New School Annual Operating Budget -- YEAR I -- Fiscal Year July 1--June 30		
REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 1,417,780	Foundation amount for all charter schools in FY2016 is \$4967, regardless of corporation of legal settlement. Students in Full Day Kindergarten are treated as 1 student, 1/2 day kindergarten is treated as 0.5 for purposes of ADM.
State Matching Funds for School Lunch Program		
Professional Development		
Technology Grants		
Remediation Program		
Gifted and Talented Program		
Textbook Reimbursement		
Summer School		
Charter and Innovation Network School Grant Program		Under the FY16/17 appropriation, all charters in their first two years are automatically awarded \$500 / student for capital and transportation costs. Please review IC 20-24-13 for criteria for schools in subsequent years.
Charter and Innovation Network School Advance Program		Note: Please review IC 20-49-9 for information.
Other State Revenue (please describe)		
Other State Revenue (please describe)		
Federal Revenue		
Public Charter School Program (PCSP) Grant	\$ -	NOTE: This is a competitive grant for planning & implementation. Funding is not guaranteed. The funding for the PCSP grant is distributed through a reimbursement process. Contact Jeff Barber at the IDOE with questions.
Public Law 101-476 (IDEA)	\$ 47,150	
Title I	\$ 102,500	
Title II	\$ 6,150	
Federal Lunch Program	\$ 110,700	
Federal Breakfast Reimbursement		
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Other (Working Capital Advances - rollover)	\$ 83,500	
Other (Line of Credit)	\$ 125,000	
Other (please describe)		
Other (please describe)		
Total Revenue	\$ 1,892,780	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 832,500	Use staffing workbook
Substitute Teachers	\$ 2,000	
Professional Development	\$ 15,000	
Bonuses		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Personnel Expenses	\$ 849,500	
Instructional Supplies and Resources		
Textbooks	\$ 50,000	

Library, periodicals, etc	\$ 2,000	
Technology	\$ 40,000	
Assessment materials	\$ 6,700	
Computers	\$ 30,000	
Software	\$ 15,000	
Other classroom supplies	\$ 20,000	
Field trips, other unclassified items	\$ 1,200	
Co-curricular & Athletics		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Instructional Supplies and Resources	\$ 164,900	
Support Supplies and Resources		
Administrative Computers	\$ 3,000	
Administrative Software	\$ 1,000	
Administration Dues, fees, misc expenses	\$ 500	
Office supplies	\$ 30,000	
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Support Supplies and Resources	\$ 34,500	
Board Expenses		
Charter Board Services, including Board Training, retreats	\$ 5,600	
Charter Board Supplies & Equipment	\$ 3,000	
Charter Board Dues, fees, etc	?	
Curriculum / Accountability Consultants	\$ 41,000	
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Board Expenses	\$ 49,600	
Professional Purchased or Contracted Services		
Legal Services	\$ 12,000	
Audit Services (compliant with SBOA requirements)	\$ 5,000	
Payroll Services	\$ 7,000	
Accounting Services	\$ 25,000	
Printing/Newsletter/Annual Report Services	\$ 2,000	
Consultants	\$ 10,000	
Internet Services	\$ 30,000	
Telephone/Telecommunication Services	\$ 5,000	
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$ 29,655	
Travel	\$ 5,400	
Postage	\$ 2,500	
Special Education Services	\$ 20,000	
Student Information Services	\$ 10,000	
Food service	\$ 110,700	
Transportation	\$ 10,000	
Nursing Services	\$ 2,000	
Educational Program Consultants	\$ 28,356	
Human Resource Consultants	\$ 18,450	
Marketing Support	\$ 15,000	
Information Technology Support	\$ 20,000	
Total Professional Purchased or Contracted Services	\$ 368,061	

Facilities		
Rent, mortgage, or other facility cost	\$ 150,000	
Furniture & Equipment	\$ 75,000	
Gas/electric	\$ 30,000	
Water/ Sewer	\$ 10,000	
Grounds Keeping	\$ 2,000	
Maintenance Services	\$ 1,500	
Custodial	\$ 20,000	
Waste disposal	\$ 4,000	
Debt Service for Facilities (Interest Only)		
Facility Guaranty Fee - Credit Enhancement	\$ 61,500	
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Facilities	\$ 354,000	
Other		
Contingency		
Indiana Charter School Board Administrative Fee	\$ 28,356	Assume 3% of Basic Grant (Row 6).
CMO/EMO Fee		Be certain to reflect the full amount of any fee, including the management fee and any pass-through fees. If pass-through fees are reflected elsewhere in the budget, please clearly indicate this in the Budget Narrative.
Charter and Innovation Network School Advance Program Interest Costs		
Escrow account for disillusionment / closure		Schools are required to maintain an account in reserve to cover expenses for school closing. \$10,000 should be placed in reserve starting in year 2 with a balance of \$30,000 by year 4.
Other (please describe)		
Other (please describe)		
Total Other	\$ 28,356	
Total Expenditures	\$ 1,848,916	
Carryover/Deficit	\$ 43,864	

Cumulative Carryover/(Deficit) \$ 43,864

Expected Charter School Staffing Needs -- Year 1

Please fill in the expected positions along with salary and benefit estimates. Insert rows as needed. Be certain to include all Administrative Staff positions, in addition to Teachers and positions such as Paraprofessional, Teaching Assistant, Counselor, Therapist, Nurse, etc. as may be appropriate for your school model.

Benefits Assumptions - Please describe how you calculated your benefits and what is included below					
Position Description	Number of Staff Per Position	Average Salary for the Position	Total Salary	Benefits and Payroll Taxes	TOTAL Salary and Benefits
Principals	1	80,000	80,000	20,000	100,000
Assistant Principals	0	50,000	-	-	-
Classroom Teachers	10	40,000	400,000	100,000	500,000
Specials Teachers	1.5	40,000	60,000	15,000	75,000
Special Education	1	40,000	40,000	10,000	50,000
Clerical Staff	1	30,000	30,000	7,500	37,500
Educational Aides	2	28,000	56,000	14,000	70,000
			-		-
			-		-
			-		-
			-		-
			-		-
			-		-
			-		-
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			-		-
			-		-
			-		-
			-		-
TOTAL			666,000	166,500	832,500

Expected New School Annual Operating Budget -- YEAR 2 -- Fiscal Year July 1-June 30

REVENUE		
	Amount	Notes
State Revenue		
		Foundation amount for all charter schools in FY2016 is \$4967, regardless of corporation of legal settlement. Students in Full Day Kindergarten are treated as 1 student, 1/2 day kindergarten is treated as 0.5 for purposes of ADM.
Basic Grant	\$ 1,901,900	
State Matching Funds for School Lunch Program		
Professional Development		
Technology Grants		
Remediation Program		
Gifted and Talented Program		
Textbook Reimbursement		
Summer School		
Charter and Innovation Network School Grant Program		
Charter and Innovation Network School Advance Program		Note: Please review IC 20-49-9 for information.
Other State Revenue (please describe)		
Other State Revenue (please describe)		
Federal Revenue		
		NOTE: This is a competitive grant for planning & implementation. Funding is not guaranteed. The funding for the PCSP grant is distributed through a reimbursement process. Contact Jeff Barber at the IDOE with questions.
Public Charter School Program (PCSP) Grant		
Public Law 101-476 (IDEA)	\$ 63,250	
Title I	\$ 137,500	
Title II	\$ 8,250	
Federal Lunch Program	\$ 148,500	
Federal Breakfast Reimbursement		
eRate	\$ 31,500	
Other Revenue Federal sources (please describe)		
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Revenue	\$ 2,290,900	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 1,067,500	Use staffing workbook
Substitute Teachers	\$ 3,000	
Professional Development	\$ 16,000	
Bonuses	\$ 25,000	
Other (please describe)		
Other (please describe)		

Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Personnel Expenses	\$	1,111,500
Instructional Supplies and Resources		
Textbooks	\$	22,500
Library, periodicals, etc	\$	2,000
Technology	\$	15,000
Assessment materials	\$	8,000
Computers	\$	10,000
Software	\$	15,000
Other classroom supplies	\$	10,000
Field trips, other unclassified items	\$	5,000
Co-curricular & Athletics		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Instructional Supplies and Resources	\$	87,500
Support Supplies and Resources		
Administrative Computers	\$	1,000
Administrative Software	\$	1,000
Administration Dues, fees, misc expenses	\$	500
Office supplies	\$	30,000
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Support Supplies and Resources	\$	32,500
Board Expenses		
Charter Board Services, including Board Training, retreats	\$	6,000
Charter Board Supplies & Equipment	\$	3,000
Charter Board Dues, fees, etc		
Curriculum / Accountability Consultants	\$	55,000
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Board Expenses	\$	64,000
Professional Purchased or Contracted Services		
Legal Services	\$	12,000
Audit Services (compliant with SBOA requirements)	\$	5,000
Payroll Services	\$	7,500
Accounting Services	\$	25,000
Printing/Newsletter/Annual Report Services	\$	2,000
Consultants	\$	10,000
Internet Services	\$	35,000
Telephone/Telecommunication Services	\$	5,000
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$	29,655
Travel	\$	6,500
Postage	\$	3,200
Special Education Services	\$	25,000

Student Information Services	\$	10,500	
Food service	\$	148,500	
Transportation	\$	12,000	
Nursing Services	\$	2,800	
Educational Program Consultants	\$	38,038	
Human Resource Consultants	\$	24,750	
Marketing Support	\$	15,000	
Information Technology Support	\$	36,000	
Total Professional Purchased or Contracted Services	\$	453,443	
Facilities			
Rent, mortgage, or other facility cost	\$	200,000	
Furniture & Equipment	\$	25,000	
Gas/electric	\$	35,000	
Water/ Sewer	\$	12,000	
Grounds Keeping	\$	3,000	
Maintenance Services	\$	3,000	
Custodial	\$	20,000	
Waste disposal	\$	5,000	
Debt Service for Facilities (Interest Only)			
Facility Guaranty Fee - Credit Enhancement	\$	82,500	
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Facilities	\$	385,500	
Other			
Contingency	\$	25,000	
Indiana Charter School Board Administrative Fee	\$	38,038	Assume 3% of Basic Grant (Row 6).
			Be certain to reflect the full amount of any fee, including the management fee and any pass-through fees. If pass-through fees are reflected elsewhere in the budget, please clearly indicate this in the Budget Narrative.
CMO/EMO Fee			
Charter and Innovation Network School Advance Program Interest Costs			
			Schools are required to maintain an account in reserve to cover expenses for school closing. \$10,000 should be placed in reserve starting in year 2 with a balance of \$30,000 by year 4.
Escrow account for dissillusionment / closure			
Debt Service - Line of Credit	\$	70,000	
Other (please describe)			
Total Other	\$	133,038	
Total Expenditures	\$	2,267,481	
Carryover/Deficit	\$	23,419	

Cumulative Carryover/(Deficit) \$ 67,283

Expected New School Annual Operating Budget -- YEAR 3 -- Fiscal Year July 1-June 30

REVENUE		
REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 2,074,800	Foundation amount for all charter schools in FY2016 is \$4967, regardless of corporation of legal settlement. Students in Full Day Kindergarten are treated as 1 student, 1/2 day kindergarten is treated as 0.5 for purposes of ADM.
State Matching Funds for School Lunch Program		
Professional Development		
Technology Grants		
Remediation Program		
Gifted and Talented Program		
Textbook Reimbursement		
Summer School		
Charter and Innovation Network School Grant Program		Under the FY16/17 appropriation, all charters in their first two years are automatically awarded \$500 / student for capital and transportation costs. Please review IC 20-24-13 for criteria for schools in subsequent years.
Charter and Innovation Network School Advance Program		Note: Please review IC 20-49-9 for information.
Other State Revenue (please describe)		
Other State Revenue (please describe)		
Federal Revenue		
Public Law 101-476 (IDEA)	\$ 69,000	
Title I	\$ 150,000	
Title II	\$ 9,000	
Federal Lunch Program	\$ 162,000	
Federal Breakfast Reimbursement		
eRate	\$ 31,500	
Other Revenue Federal sources (please describe)		
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Revenue	\$ 2,496,300	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 1,192,500	Use staffing workbook
Substitute Teachers	\$ 3,000	
Professional Development	\$ 14,000	
Bonuses	\$ 35,000	
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Personnel Expenses	\$ 1,244,500	

Instructional Supplies and Resources		
Textbooks	\$ 10,000	
Library, periodicals, etc	\$ 3,000	
Technology	\$ 5,000	
Assessment materials	\$ 8,500	
Computers	\$ 10,000	
Software	\$ 16,000	
Other classroom supplies	\$ 11,000	
Field trips, other unclassified items	\$ 5,000	
Co-curricular & Athletics		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Instructional Supplies and Resources	\$ 68,500	
Support Supplies and Resources		
Administrative Computers	\$ 1,000	
Administrative Software	\$ 1,500	
Administration Dues, fees, misc expenses	\$ 500	
Office supplies	\$ 32,000	
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Support Supplies and Resources	\$ 35,000	
Board Expenses		
Charter Board Services, including Board Training, retreats	\$ 6,000	
Charter Board Supplies & Equipment	\$ 3,000	
Charter Board Dues, fees, etc		
Curriculum / Accountability Consultants	\$ 60,000	
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Board Expenses	\$ 69,000	
Professional Purchased or Contracted Services		
Legal Services	\$ 12,000	
Audit Services (compliant with SBOA requirements)	\$ 5,000	
Payroll Services	\$ 7,500	
Accounting Services	\$ 25,000	
Printing/Newsletter/Annual Report Services	\$ 2,000	
Consultants	\$ 10,000	
Internet Services	\$ 35,000	
Telephone/Telecommunication Services	\$ 5,000	
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$ 29,655	
Travel	\$ 7,000	
Postage	\$ 3,300	
Special Education Services	\$ 25,000	
Student Information Services	\$ 13,000	
Food service	\$ 162,000	

Transportation	\$ 14,000	
Nursing Services	\$ 3,000	
Educational Program Consultants	\$ 41,496	
Human Resource Consultants	\$ 27,000	
Marketing Support	\$ 20,000	
Information Technology Support	\$ 35,000	
Total Professional Purchased or Contracted Services	\$ 481,951	
Facilities		
Rent, mortgage, or other facility cost	\$ 250,000	
Furniture & Equipment	\$ 10,000	
Gas/electric	\$ 35,000	
Water/ Sewer	\$ 12,000	
Grounds Keeping	\$ 3,000	
Maintenance Services	\$ 3,000	
Custodial	\$ 20,000	
Waste disposal	\$ 5,000	
Debt Service for Facilities (Interest Only)		
Facility Guaranty Fee - Credit Enhancement	\$ 90,000	
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Facilities	\$ 428,000	
Other		
Contingency	\$ 50,000	
Indiana Charter School Board Administrative Fee	\$ 41,496	Assume 3% of Basic Grant (Row 6).
CMO/EMO Fee		Be certain to reflect the full amount of any fee, including the management fee and any pass-through fees. If pass-through fees are reflected elsewhere in the budget, please clearly indicate this in the Budget Narrative.
Charter and Innovation Network School Advance Program Interest Costs		
Escrow account for dissillusionment / closure		Schools are required to maintain an account in reserve to cover expenses for school closing. \$10,000 should be placed in reserve starting in year 2 with a balance of \$30,000 by year 4.
Debt Service	\$ 60,000	
Other (please describe)		
Total Other	\$ 151,496	
Total Expenditures	\$ 2,478,447	
Carryover/Deficit	\$ 17,853	

Cumulative Carryover/(Deficit) \$ 85,136

Expected New School Annual Operating Budget -- YEAR 4 -- Fiscal Year July 1-June 30

REVENUE	Amount	Notes
State Revenue		
		Foundation amount for all charter schools in FY2016 is \$4967, regardless of corporation of legal settlement. Students in Full Day Kindergarten are treated as 1 student, 1/2 day kindergarten is treated as 0.5 for purposes of ADM.
Basic Grant	\$ 2,247,700	
State Matching Funds for School Lunch Program		
Professional Development		
Technology Grants		
Remediation Program		
Gifted and Talented Program		
Textbook Reimbursement		
Summer School		
		Under the FY16/17 appropriation, all charters in their first two years are automatically awarded \$500 / student for capital and transportation costs. Please review IC 20-24-13 for criteria for schools in subsequent years.
Charter and Innovation Network School Grant Program		
Charter and Innovation Network School Advance Program		Note: Please review IC 20-49-9 for information.
Other State Revenue (please describe)		
Other State Revenue (please describe)		
Federal Revenue		
Public Law 101-476 (IDEA)	\$ 74,750	
Title I	\$ 162,500	
Title II	\$ 9,750	
Federal Lunch Program	\$ 175,500	
Federal Breakfast Reimbursement		
eRate	\$ 31,500	
Other Revenue Federal sources (please describe)		
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Revenue	\$ 2,701,700	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 1,242,500	Use staffing workbook
Substitute Teachers	\$ 3,000	
Professional Development	\$ 15,000	
Bonuses	\$ 40,000	
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Personnel Expenses	\$ 1,300,500	

Instructional Supplies and Resources		
Textbooks	\$	10,000
Library, periodicals, etc	\$	4,000
Technology	\$	10,000
Assessment materials	\$	9,000
Computers	\$	12,000
Software	\$	17,500
Other classroom supplies	\$	14,000
Field trips, other unclassified items	\$	7,000
Co-curricular & Athletics		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Instructional Supplies and Resources	\$	83,500
Support Supplies and Resources		
Administrative Computers	\$	1,000
Administrative Software	\$	1,500
Administration Dues, fees, misc expenses	\$	500
Office supplies	\$	33,000
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Support Supplies and Resources	\$	36,000
Board Expenses		
Charter Board Services, including Board Training, retreats	\$	6,000
Charter Board Supplies & Equipment	\$	3,000
Charter Board Dues, fees, etc		
Curriculum / Accountability Consultants	\$	65,000
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Board Expenses	\$	74,000
Professional Purchased or Contracted Services		
Legal Services	\$	12,000
Audit Services (compliant with SBOA requirements)	\$	5,000
Payroll Services	\$	7,500
Accounting Services	\$	25,000
Printing/Newsletter/Annual Report Services	\$	2,000
Consultants	\$	10,000
Internet Services	\$	35,000
Telephone/Telecommunication Services	\$	5,000
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$	29,655
Travel	\$	7,500
Postage	\$	3,400
Special Education Services	\$	25,000
Student Information Services	\$	14,000
Food service	\$	175,500

Transportation	\$ 16,000	
Nursing Services	\$ 3,500	
Educational Program Consultants	\$ 44,954	
Human Resource Consultants	\$ 29,250	
Marketing Support	\$ 20,000	
Information Technology Support	\$ 30,000	
Total Professional Purchased or Contracted Services	\$ 500,259	
Facilities		
Rent, mortgage, or other facility cost	\$ 275,000	
Furniture & Equipment	\$ 25,000	
Gas/electric	\$ 35,000	
Water/ Sewer	\$ 12,000	
Grounds Keeping	\$ 3,000	
Maintenance Services	\$ 3,000	
Custodial	\$ 20,000	
Waste disposal	\$ 5,000	
Debt Service for Facilities (Interest Only)		
Facility Guaranty Fee - Credit Enhancement	\$ 97,500	
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Facilities	\$ 475,500	
Other		
Contingency	\$ 50,000	
Indiana Charter School Board Administrative Fee	\$ 44,954	Assume 3% of Basic Grant (Row 6).
		Be certain to reflect the full amount of any fee, including the management fee and any pass-through fees. If pass-through fees are reflected elsewhere in the budget, please clearly indicate this in the Budget Narrative.
CMO/EMO Fee		
Charter and Innovation Network School Advance Program		
Interest Costs		
		Schools are required to maintain an account in reserve to cover expenses for school closing. \$10,000 should be placed in reserve starting in year 2 with a balance of \$30,000 by year 4.
Escrow account for disillusionment / closure		
Debt Service - Line of Credit	\$ 120,000	
Other (please describe)		
Total Other	\$ 214,954	
Total Expenditures	\$ 2,684,713	
Carryover/Deficit	\$ 16,987	

Cumulative Carryover/(Deficit)

\$ 102,123

Expected New School Annual Operating Budget -- YEAR 5 -- Fiscal Year July 1-June 30

REVENUE		
	Amount	Notes
State Revenue		
Basic Grant	\$ 2,420,600	Foundation amount for all charter schools in FY2016 is \$4967, regardless of corporation of legal settlement. Students in Full Day Kindergarten are treated as 1 student, 1/2 day kindergarten is treated as 0.5 for purposes of ADM.
State Matching Funds for School Lunch Program		
Professional Development		
Technology Grants		
Remediation Program		
Gifted and Talented Program		
Textbook Reimbursement		
Summer School		
Charter and Innovation Network School Grant Program		Under the FY16/17 appropriation, all charters in their first two years are automatically awarded \$500 / student for capital and transportation costs. Please review IC 20-24-13 for criteria for schools in subsequent years.
Charter and Innovation Network School Advance Program		Note: Please review IC 20-49-9 for information.
Other State Revenue (please describe)		
Other State Revenue (please describe)		
Federal Revenue		
Public Law 101-476 (IDEA)	\$ 80,500	
Title I	\$ 175,000	
Title II	\$ 10,500	
Federal Lunch Program	\$ 189,000	
Federal Breakfast Reimbursement		
eRate	\$ 31,500	
Other Revenue Federal sources (please describe)		
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Revenue	\$ 2,907,100	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 1,292,500	Use staffing workbook
Substitute Teachers	\$ 3,000	
Professional Development	\$ 15,000	
Bonuses	\$ 50,000	
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		

Total Personnel Expenses	\$ 1,360,500	
Instructional Supplies and Resources		
Textbooks	\$ 15,000	
Library, periodicals, etc	\$ 5,000	
Technology	\$ 10,000	
Assessment materials	\$ 12,000	
Computers	\$ 15,000	
Software	\$ 20,000	
Other classroom supplies	\$ 15,000	
Field trips, other unclassified items	\$ 15,000	
Co-curricular & Athletics		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Instructional Supplies and Resources	\$ 107,000	
Support Supplies and Resources		
Administrative Computers	\$ 1,000	
Administrative Software	\$ 1,500	
Administration Dues, fees, misc expenses	\$ 500	
Office supplies	\$ 34,000	
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Support Supplies and Resources	\$ 37,000	
Board Expenses		
Charter Board Services, including Board Training, retreats	\$ 6,000	
Charter Board Supplies & Equipment	\$ 3,000	
Charter Board Dues, fees, etc		
Curriculum / Accountability Consultants	\$ 70,000	
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Board Expenses	\$ 79,000	
Professional Purchased or Contracted Services		
Legal Services	\$ 12,000	
Audit Services (compliant with SBOA requirements)	\$ 5,000	
Payroll Services	\$ 7,500	
Accounting Services	\$ 25,000	
Printing/Newsletter/Annual Report Services	\$ 2,000	
Consultants	\$ 10,000	
Internet Services	\$ 35,000	
Telephone/Telecommunication Services	\$ 5,000	
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$ 29,655	
Travel	\$ 8,000	
Postage	\$ 3,500	
Special Education Services	\$ 25,000	

Student Information Services	\$ 15,000	
Food service	\$ 189,000	
Transportation	\$ 18,000	
Nursing Services	\$ 4,000	
Educational Program Consultants	\$ 48,412	
Human Resource Consultants	\$ 31,500	
Marketing Support	\$ 25,000	
Information Technology Support	\$ 31,000	
Total Professional Purchased or Contracted Services	\$ 529,567	
Facilities		
Rent, mortgage, or other facility cost	\$ 300,000	
Furniture & Equipment	\$ 25,000	
Gas/electric	\$ 35,000	
Water/ Sewer	\$ 12,000	
Grounds Keeping	\$ 3,000	
Maintenance Services	\$ 3,000	
Custodial	\$ 20,000	
Waste disposal	\$ 5,000	
Debt Service for Facilities (Interest Only)		
Facility Guaranty Fee - Credit Enhancement	\$ 105,000	
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Facilities	\$ 508,000	
Other		
Contingency	\$ 50,000	
Indiana Charter School Board Administrative Fee	\$ 48,412	Assume 3% of Basic Grant (Row 6).
		Be certain to reflect the full amount of any fee, including the management fee and any pass-through fees. If pass-through fees are reflected elsewhere in the budget, please clearly indicate this in the Budget Narrative.
CMO/EMO Fee		
Charter and Innovation Network School Advance Program		
Interest Costs		
		Schools are required to maintain an account in reserve to cover expenses for school closing. \$10,000 should be placed in reserve starting in year 2 with a balance of \$30,000 by year 4.
Escrow account for dissillusionment / closure		
Debt Service - Line of Credit	\$ 150,000	
Other (please describe)		
Total Other	\$ 248,412	
Total Expenditures	\$ 2,869,479	
Carryover/Deficit	\$ 37,621	

Cumulative Carryover/(Deficit)

\$ 139,744

Gateway Preparatory Academy

Attachment 20

Budget Narrative

Detailed Budget Narrative

1. Assumptions and revenue estimates, including but not limited to the basis for Per-Pupil Revenue projections, staffing levels, facilities expenses, and technology costs.

The budgets reflect the collaborative effort of the School's founders and Meridian Education. By this team effort, these budgets are the product of leveraging the knowledge of the School's vision, environment, and instructional model with the practical value of years of accounting and budgeting for charter schools.

The Indiana School funding allocation will be the primary revenue source. It is based on the latest revenue calculator provided by the Indianapolis Mayor's office and has been verified with funding amounts from other charter schools in Indianapolis serving a similar student population. We estimate an all-in average per pupil revenue of \$8,166 per student, which includes the Basic Grant, Complexity Grant, Title I, Title II, and IDEA funds, assuming that 10% of the students qualify for Special Education services.

The budget as presented, including salaries for administrators, teachers, and other school staff, are averages that were based on the published salaries for Indianapolis Public Schools. Staffing levels assume a student : teacher ratio of 25:1. In years 2 and beyond, the contingency and positive fund balance were thoughtfully constructed to account for those unforeseen or unknowable variables that naturally accompany a new charter school start up, and to guarantee that the School has the fiscal capacity and agility to address those needs. Primary spending priorities are on expenses directly related to student instruction and a conducive learning environment. This includes: salaries and benefits for instructional and support staff, instructional materials and supplies, contracted services for educational support, insurance, facility costs, and related costs necessary to provide a safe and healthy learning environment for students. Secondary spending priorities are for those non-essential but beneficial expenses to improve student learning. These costs are usually incurred as the School reaches its targeted student capacity. This includes: additional enrichment, auxiliary supplemental instructional materials, intramural uniforms, etc. The School will contract with an outside food service vendor who is pre-approved to process Free and Reduced Price Lunch applications and serve within the guidelines of the National School Lunch Program. It is anticipated that the costs associated with this program will be cost neutral. School staff is sufficient in number to assist and otherwise facilitate the breakfast and lunch service if necessary.

In alignment with the information above, expenses are increased as enrollment increases, but does not assume an increase in per pupil revenue. An inflation factor of one-two percent (1-2%) per year, for selected items, in Years 2-5 is also assumed.

The costs for IT services are based on the experience of Meridian Education at schools they have assisted in the past. Regarding instructional hardware, it is anticipated that the school will purchase technology on the following schedule for each classroom: 1 laptop computer, 1 LCD projector, 1 document camera, 1 printer, 8-12 student devices (tablets or chromebooks depending on grade level). Beyond this, the School will have standard office devices and technology for non-instructional staff in addition to leased copiers and similar equipment.

The IT support costs are based on outsourcing the IT network and desktop support. Outsourcing these services has proven to be incredibly efficient and cost-effective for the Schools as the school is effectively buying fractional time from IT resources from desktop support to network engineers.

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 couple 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 already started the search for a facility in the targeted area and have 3-4 leads on prospective facilities, which will meet the needs of the school. 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 which Meridian has helped to start in the past several years.

2. The degree to which the network and school budget will rely on variable income (e.g., grants, donations, fundraising).

The School's budget is built to sustain itself solely on the accumulated per-pupil funding from federal and state sources. Any fundraising, grants, or donations that the School receives will serve to enrich the existing program and assist the School in achieving its programmatic and financial goals sooner than forecasted. The budget as submitted also includes a customary aftercare component that provides slight net revenue to the School.

The School may apply for grants to assist with the start-up expenses or programmatic resources, however, these funds were not included in the budget as there is no commitment for those funds.

3. The school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than the estimated budget.

The five-year budget proforma is purposefully built to provide an accurate, yet fundamentally conservative financial basis, ensuring that the School is sustainable over the long term. Three important aspects of the budget that protect the School against unforeseen negative revenue scenarios are: the positive fund balance projection built into the 5 year proforma, all source revenue projections are flat (no annual percentage increase) in the first five years of the School, and the budget does not rely on any outside sources of funds such as grants, fundraising, or donations to operate. The line of credit from a third party, will give additional financial security to the school in the event that enrollment in a given year does not meet expectations. Additionally, large capital purchases initially budgeted in years one through three could be amortized via long term leases which would free up operating cash during the School's initial opening phase.

Should these proactive measures not fully ameliorate a deteriorating revenue situation, the Board and school leadership team through its established budget review process will identify potential expenses that can be reduced and act in the combined best interest of students and the financial longevity of the School. Should the revenue reduction be a result of lower than expected enrollment, the budget review will also include a reconciliation of current staffing needs and appropriate reductions in force (RIF) will occur within the first six weeks of school.

4. How the school will ensure it has sufficient funds to cover all anticipated expenses, including but not limited to: (a) start-up costs, (b) any special education costs incurred, (c) any transportation costs necessary to ensure the school will be accessible for all enrolled students, and (d) required retirement plan contributions.

Start-up related expenses will be incurred pursuant to the opening of the School. These expenses include but are not limited to legal fees, marketing and advertising, office supplies, facilities costs, utilities, and employment related costs. The total start-up related expense is projected to be approximately \$166,500, in the 2016-17 fiscal year. We anticipate that the balance of the start-up

expenses will be incurred in the 2017-18 fiscal year. A letter of financial commitment has been received (Attachment 20) from Rearden Capital to provide a line of credit of up to \$400,000 to help the School cover start-up activities and cash flow support.

Regarding Transportation, we believe that the vast majority of our students will live within 2 miles of the school, so yellow bus transportation will not be required. However, at least \$10,000 per year has been budgeted to provide transportation to students with disabilities whose IEP requires transportation to and from school.

Special education revenues and expenses have been included based on an estimate of 10% of the student population will qualify for special education services, and the vast majority of these students will be mildly disabled.

The school anticipates having the Teachers, Administrators and Support staff participate in the TRF or PRS retirement programs. The budget has included a 3% employer contribution to the TRF or PRS program for each employee. Employees may contribute more to the program as applicable to the program.



Gateway Preparatory Academy
320 N. Meridian St., Suite 1100
Indianapolis, Indiana 46204
Attn: Board Chair

March 5, 2016

Dear Gateway Academy

Thank you for your interest in Rearden Capital. We specialize in K-12 educational financing and work with a numerous schools across the country. Specifically, we provide various types of financing or financial support including, new equipment, start-up operations, expansion, working capital, and other financial vehicles. Related to the start-up activities and cash-flow support in year one, we can provide a line of credit up to \$400,000, pending underwriting and loan documentation.

While you are still early in the start-up process, we are interested in working with you and your school to determine how we could assist Gateway Preparatory Academy, if the charter application is approved. In addition to our financial services, we can also help to connect you with other relevant K-12 educational professionals including accounting firms, audit firms, marketing firms and many others. We look forward to a more detailed conversation about Gateway's specific needs.

Thank you

Rearden Capital, LLC

Gateway Preparatory Academy

Attachment 21

Portfolio Summary

Not applicable since there is no ESP partner.

Gateway Preparatory Academy

Attachment 22

Indiana School Financials

Not applicable since there is no ESP partner.

Gateway Preparatory Academy

Attachment 23

Operator Financials

Not applicable since there is no ESP partner.

Gateway Preparatory Academy

Attachment 24

Litigation Documentation

Not applicable since there is no ESP partner.