Indianapolis (Indy) STEAM Academy

Proposed

K-8 Charter School

Focus: Science, Technology, Engineering, Arts, Math

Submitted by:

Dr. Yvonne Bullock, CEO/Founder/Head of School

Educating Children Matters, Inc. Board of Directors:

Tanya Peterson
Pamela Grant-Taylor
Davita Johnson
Torian Stinnette
Brandon Warren

September 30, 2019

"Preparing Today's Students for Tomorrow's Careers!"

PROPOSAL OVERVIEW

(EXHIBIT B)

Exhibit B

Proposal Overview

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

Name of proposed Charter School: Indianapolis (Indy) STEAM Academy

Proposed Charter School location:* 16Tech Neighborhood (Riverside)

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

School district of proposed location: Indianapolis Public Schools

Legal name of group applying for Charter: Educating Children Matters, Inc.

Designated representative: Yvonne Bullock

Contact Information (Phone & Email): 317-797-5936/ymbullock@outlook.com

Planned opening year for the school: 2020

Model or focus of proposed school: (e.g., arts, college prep, dual-language, etc.) Science, Technology, Engineering, Arts, Mathematics (STEAM)

Proposed Grade Levels and Student Enrollment

Indicate the grade levels the school intends to serve. Specify both the planned and maximum number of enrolled students by grade level for each year.

Academic Year	Grade Levels	Student Enrollment (Planned/Maximum)
Year 1	K-2	150
Year 2	K-3	200
Year 3	K-4	250
Year 4	K-5	300
Year 5	K-6	350
At Capacity	K-8	450

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Target student population (if any): Low-income, underserved minorities and underrepresent students.

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

Yes ☐ No ☑

If yes, identify the authorizer(s): _____

Planned submission date(s): _____

Please list the number of previous submissions (including withdrawn submissions) for request to authorize any charter school(s) over the past five years, as required under IC § 20-24-3-4.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

Authorizer(s): Indiana Charter School Board , Education One, Office of Innovation(Withdrawn)

Submission date(s): Fall 2017, Fall 2018, Spring /Winter 2018

Signature of Designated Representative

Yvonne Bullock

Name

Yvonne Bullock

Signature

September 30, 2019

Date

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EXECUTIVE SUMMARY

Mission

The mission of Indianapolis STEAM Academy is to nurture the academic and creative talents of students through Science, Technology, Engineering, Arts, and Mathematics (STEAM) with a strong literacy foundation to ensure the achievement of all students, and prepare them for high school, college, and careers in a 21st century workforce.

Vision

The vision of the proposed Indianapolis STEAM Academy is to provide a high-quality educational option for parents and students. To help students develop an awareness of careers in STEM fields and prepare them to take advance coursework in high school and college. Students from low-income families will understand that education is a means to escape poverty. Minority students will be qualified to acquire jobs at STEM industries in Indianapolis and/or compete for jobs across the nation. Underrepresented students like girls will aspire to take on non-traditional roles and careers in STEM fields. Students will become life-long learners and productive citizens in their communities and continue to develop the next generation of learners. Indy Steam Academy's mission and vision are aligned with the **Indiana Charter School Board's mission** to authorize high performing charter schools and hold them accountable for high levels of student achievement and growth that will prepare them for high school, college, and careers.

Indy STEAM Academy is committed to address local community needs to overcome generations of poverty, violence, and illiteracy and significant workplace demands to develop students who are qualified to fill high technological and scientific jobs by: (1) building a strong literacy foundation in the early grades to ensure that all students are able to demonstrate proficiency in reading by third grade; (2) developing a deeper understanding of Indiana State Standards across core content areas through the integration and practical application of science, technology, engineering, and mathematics and enhance critical thinking, analytical, reasoning, and problem solving skills needed to address real world problems and challenges for the future; (3) fostering creativity and innovation through the integration of the arts enhances collaboration, communication, perseverance, and resilience which are 21st century skills needed to be successful in STEAM work environments.

Educational Need

Science, technology, engineering, and mathematics are skills students need to be competitive in a global marketplace and to enhance the economy. On a global level, the Program for International Student Assessment (PISA) suggests that students in the United States lag behind their peers in many countries. The U.S. ranked 38th out of 71 countries in math and 24th in science (National Center for Education Statistics, 2015). These results support the need for students to become more proficient in math and science to meet global workforce demands.

On a national level, the National Assessment of Educational Progress (NAEP) 2015 results show that the average math scores for 4th and 8th grade students have dropped for the first time since 2009. The proficiency rates for students scoring at or above in math is 40% at grade 4, 33% at grade 8, and 25% at grade 12. Approximately 18% of 4th grade students and 29% of 8th grade students were rated "below basic" in math. The proficiency rates for students scoring at or above in science is 38% at 4th grade, 34% at 8th grade, and 22% at 12th grade. Approximately 24% of 4th grade students and 32% of 8th grade students were rated "below basic" in science. This clearly demonstrates the need to build a strong foundation in higher level math and science concepts in the earlier grades to help students become proficient before entering high school and college. There is a need to increase the number of African American and Hispanic students including females participating in STEM college programs and careers. Research indicates that women represent nearly 50% of the workforce, but represent only 25% of the STEM workforce. Research indicates that African-Americans and Hispanics are significantly underrepresented in STEM jobs. In 2011, 6% of STEM workers were African- American, which is a 4% increase over the last 40 years. Hispanics represent 7% of STEM workers, which is a 5% increase since 1970 (Brooks, 2013). It is projected that by 2018, there will be 8.6 million STEM jobs available worldwide. It is also estimated that 3 million of those jobs will go

unfilled due to the lack of highly skilled workers (U.S. Department of Commerce, 2011). The annual salary of STEM workers is approximately $75,000+ annually compared to non-degree jobs that pay approximately $16,000 per year (U.S. Bureau of Labor Statistics). It is projected that 92% of STEM jobs will require some level of higher education. Advanced math and science content knowledge are critical for students to expand their career options and increase their earning power.

On a state level, the percentage of students rated proficient or above as measured by the NAEP 2015, is 50% at 4th grade and 39% at grade 8 in math, 42% at 4th grade and 36% at 8th grade in science. These proficiency rates were higher than national proficiency rates. Indiana ranked fourth in the nation on 4th grade math and eleventh in the nation on 8th grade math as many other states saw significant drops in math proficiency rates.

On a local level, Indianapolis Public School students passing English Language Arts is 37.1%, 30.6% in Math, and 22% in Science as measured by the 2017-18 ISTEP+/ILEARN. This clearly demonstrates the need to provide more high performing schools in Indianapolis to prepare students for college and to meet the demands of the STEM Workplace. Indianapolis has many STEM industries including Lilly, Dow, Roche, Rolls Royce, Cummins, and Raytheon. According to Georgetown University Center on Education and the Workforce, there will be a total of 115,570 STEM jobs by 2018 in Indianapolis, which is an increase from 105,560 jobs in 2008. The Indiana Department of Workforce Development projects there will be 401,408 STEM occupations in Indiana by 2020. It is projected that there will be approximately 7,000 new STEM jobs each year in addition to replacements and retirements, yet many of these jobs will go unfilled. There will be over 1,000,000 jobs over the next decade due to the surge in computer science, 80,000 of these jobs will be mid-level jobs that require two years of training. Governor Holcomb created the Next Level Jobs initiative to recruit students to return to school to be retrained and encouraged schools to start as early as preschool to expose students to STEM career pathways.

Proposed Target Community

The target community is the 16Tech Neighborhood surrounded by the Riverside, Upper Canal, and Ransom Place communities in Indianapolis, Indiana which is bounded by 10th Street to the south, 16th Street to the north, Indiana Avenue to the east, and the railroad to the west in the 46202 zip code. The total population for this community (2-mile radius) is approximately 77,744 of which 38% is African American, 40% is Caucasian, 15% is Hispanic and 3% is Asian. There are 17,487 households in this community. Twenty-three percent of the population is school age children and approximately 70.2% of these children live in poverty. Approximately 21% of households are single parent families with children under the age of 18 years old. Approximately 22% of the population ages 25 years+ do not have a high school diploma and 26% have a Bachelor's degree or higher. The unemployment rate is 10.4%. Approximately 61% of households live below the 125% poverty level. The average income per household is approximately 33,031 (www.savi.org). Indy STEAM Academy will put education at the forefront in this community to reduce poverty by enhancing the literacy of students, increasing the number of students graduating from high school, entering college, and assuming high-wage high-demand STEM jobs in city, state, nation, or globally. Indy STEAM Academy is a great fit for this community because the 16 Tech Neighborhood will enable our academy to provide extended learning opportunities beyond the classroom through collaboration with health, life sciences, technology, arts, and advanced engineering industries.

Proposed Target Student Population

The target student population will include students from Riverside, Ransom Place, Upper Canal and surrounding communities in the county. The academy will reach out to parents with students from low-income families, underserved minorities, and underrepresented students like girls in the STEM workplace. The academy seeks to attract parents who are currently serving in the STEM workforce who desire to have their children follow in the same career pathways. The academy plans to open the 2020 school year with approximately 150 students in grades K-2 and will increase its enrollment each year by adding 50 additional students at Kindergarten while remaining students matriculate the next grade level. The academy will reach a maximum capacity of approximately 450 students grades K-8 Year 7.

Community Engagement

The Indy STEAM Academy Head of School has met with several community organizations and has received letters of support from IUPUI Urban Center for the Advancement of STEM Education (UCASE), I-STEM Resource Network, Big Brothers and Big Sisters of Central Indiana, Marian University Klipsch Educators College, Teach for America and Cummins Behavioral Health Systems. Cummins Behavioral Health Systems will provide wraparound mental health services for identified students and their families. Cummins will be on site all day two days per week. The Big Brothers Big Sisters of Central Indiana will provide with support with the school-wide implementation of the "Character Counts" program and social skills development. Marian University will provide Teacher Clinical Residents who will gain teaching experience as they pursue their Master's Degree in Education. This partnership will increase our access to the teacher pool. Teach for America will provide certified teachers who what have transition to teaching and are working on a Master's Degree in Education. This partnership will also enhance our access to the teacher pool. The Urban Center for the Advancement of STEM (UCASE) will provide mobile resource science labs, graduate students to help students in the afterschool tutoring and homework help programs, and assist classes with service-learning projects; work with the academy to develop a STEAM summer camp program, and provide additional training with math and science content areas. The science and engineering portions of our curriculum will be supported by the I-STEM Resource Network and the Science Initiative at Purdue University which will provide professional development and support for teachers with the implementation of the Indiana Science Standards and the use of science kits to support physical, earth, space, and life sciences instruction. Project Lead the Way Indianapolis has provided a grant to train our STEAM Coach and one teacher at each grade level. We will use the train-the-trainer model so all teachers will be able to implement the "Launch and Gateway" engineering curriculums. The Center for Science and Technology at the Boston Science Museum will provide modules for our design challenges using the **"Engineering is Elementary"** curriculum. Teachers will also receive training with the implementation of these modules as well. Local STEM Industries and organizations including the National Organization for the Professional Advancement of Black Chemist and Chemical Engineers (NOBCChE) and the National Society of Black Engineers (NSBE) will provide STEAM Ambassadors (volunteers) who will help with STEM career exploration, engineers and scientist will work with teachers and students to enhance their engineering designs, provide classroom talks, work with career fairs, and provide industry visits, Jr. Internships, and job shadowing experiences for students. The CEO/Founder visited several Head Start and Preschool programs and spoke with parents to determine their interest in a STEAM curriculum. Indy STEAM Academy received overwhelming parent responses to our curriculum and instructional model as an educational choice for their children. Indy Steam Academy will reach out to parents in surrounding communities to explain the STEAM instructional model and give children an opportunity to learn about our curriculum first hand during our monthly Recruitment Fairs. The academy will conduct community meetings and focus groups at local churches, public library, and YMCA to solicit parent interest in the academy and to gather feedback regarding desired programs and services for the academy. The website for the academy (visit www.indysteamacademy.org) will serve as a digital resource to connect with parents and the community.

Education Plan/School Design

Indy STEAM Academy will provide a non-traditional school year of 186 full-days of student instruction and an extended 7-hour school day, which is two hours more than the State requirement of a 5-hour school day. This is a total of 1302 hours of instruction each year, which is 402 more hours and 57 more days of instruction per school year compared to traditional public schools. Daily instruction will include 90-minute blocks of reading, math, and STEM instruction each day. Art, music, physical education and library will be 60 minutes which rotates and coincides with teacher plan periods. Health and Wellness, Social Studies and the Social Emotional Learning/Character Education curriculums will be 60 minutes. Intervention "Success Time" will be 60 minutes which is embedded in the 7-hour school day. There will be one hour of afterschool activities which include tutoring (three days per week), daily homework help (four days), and extracurricular activities such as instrumental, drama, dance, choir, athletics, Lego,

and robotics (four days). Fall and Spring Breaks will be one week and Winter Break will be two weeks which are embedded in the academic calendar year. Identified students will participate in a three-weeks summer school program. Other students may participate in enrichment programs which include STEM camps and competitions.

Instructional Model

Indy STEAM Academy will provide a rigorous standards-based curriculum and evidence-based instructional strategies that build a deeper understanding of content through the practical application of skills using authentic learning activities that enhance critical thinking and problem-solving skills to ensure that students are prepared to take advanced coursework in high school and college. Multiple layers of support for new and beginning teachers will be provided using STEAM and Literacy Coaches, Lead Teacher Mentors at each grade span and ongoing professional development. Teachers will work with their grade level team leaders, and coaches to plan their instruction using curriculum maps that deconstruct the standards and pacing guides to implement instruction. Indy STEAM Academy will set high, yet attainable performance goals to ensure the academic success of all students. Teachers will use data from diagnostic, formative and summative assessments, and quarterly benchmark assessments to monitor student learning, differentiate instruction during small group instruction, and make informed decisions about teaching and student learning.

Learning Environment

Classrooms are student-centered where the teacher serves as a "facilitator" of learning. During reading and math instruction, the teacher provides whole group, flexible small guided groups, paired, and independent work instruction. During the STEM block of instruction, students work in learning teams and collaborative groups that rotate each quarter. This model builds students' self-confidence and encourages them to take ownership for their learning by completing design challenges from start to finish. This model develops critical thinking, creativity, collaboration, communication, and team building to be effective in a STEM workplace. Indy STEAM Academy will develop Academic, Behavior, and Career Pathway (ABC) Plans at the beginning of the school year with students and their parents to support the academic and social emotional well-being of students.

Class Size and Structure

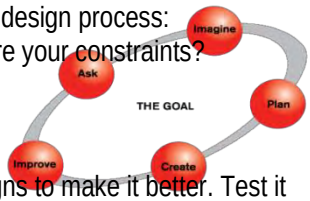
The minimum class size will be 18 students and the maximum class size will be 25 students per classroom. The projected enrollment is 150 students grades K-2 starting Year 1. The maximum capacity will be 450 students grades K-8 by Year 7. There will be two teachers/classrooms for each grade level. One teacher assistant will be assigned to work with each grade level team. Two additional teachers and one teacher assistant will be added each year as students transition to the next grade level.

Instructional Strategies listed below are embedded in the Indiana Academic Standards and lesson plans:

Project Based Learning. This hands-on instructional approach is integrated with the science inquiry approach. Students work in learning teams or collaborative groups that rotate each quarter during the STEM Instructional block. Science and Engineering Modules from Project Lead the Way and Engineering Is Elementary are aligned with core science concepts. Each grade level has specific science and engineering concepts to investigate. The project is framed by meaningful problems to solve or questions to answer. Students engage in a rigorous, extended process of asking questions, finding resources, and applying information across content areas. Students give, receive, and use feedback to improve their design process and design models. Students present their work to their classmates at STEAM assemblies and to their parents at STEAM family nights. Research suggests that project based learning and hands-on activities engage students with learning, helps students make connections with new knowledge, increases retention of information, improves students' attitudes towards learning, and fosters a sense of accomplishment when projects are completed which makes this instructional strategy a good "fit" for the students in the targeted community.

21st Century Learning. This instructional approach fosters a broad set of knowledge, skills, work habits and character traits that are critical to the success of students in the STEM workplace. Students learn the 4Cs - critical thinking, communication, collaboration, and creativity which are fostered through the integration STEAM.

Science Inquiry Approach. This instructional approach is integrated with the project-based learning approach. Students work in learning teams to solve research problems during the STEM Instructional block. The I-STEM Resource Network provides science kits for experimentation with Physical, Life, and Earth/Space concepts. Students gain scientific knowledge by observing making predictions, performing investigations and experiments, testing predictions with multiple trials, collecting data, evaluating investigations, and communicating their findings.
Engineering Design Process. Teachers guide students through the five-step lesson to plan and construct their design models: Students read stories about real-world problems to engage them in the design process:



ASK: What is the need or problem? How have others approached it? What are your constraints?
IMAGINE: What are potential solutions? Brainstorm ideas. Choose the best one.
PLAN: Draw a diagram. Make lists of materials you will need.
CREATE: Follow your plan and create a prototype. Test it out!
IMPROVE: What works? What doesn't? What could work better? Modify your designs to make it better. Test it out! Evaluate the design.

The engineering design process supports students as they create new technology that solves real world problems.

Vision for Growth

The vision for growth of Indy STEAM Academy is to provide a K-8 public charter school starting July 30, 2020 with a projected start-up enrollment of 150 students grades K-2. The academy will grow its enrollment each year by adding one additional grade level (50 students) until it reaches eighth grade and a maximum capacity of 450 students. Indy STEAM Academy understands the research on the national phenomenon of the "Middle School Drip" where students, especially girls lose interest in science and tend to drop out of STEAM programs at the end of their middle school years (Williams, 2017). To combat this phenomenon, the academy desires to partner with Purdue Polytechnic Academy to ensure that students remain in the STEAM pipeline for high school, college, and careers in the STEM workplace. The academy will also provide a "Transition to Kindergarten" program for preschool (age 4) students who do not meet the new (2020) October 1st age 5 birthdate requirement, but will turn five before the end of third quarter. This program will implement a PreK STEAM and "Paths to Quality" curriculum that prepares students with early reading and math literacy skills, and hands-on science and engineering experiences that will provide a strong foundation for entering Kindergarten. This program will serve as a direct pipeline to our kindergarten program and will help us to meet our annual enrollment targets.

Governance and Leadership

Indianapolis STEAM Academy Board of Directors will maintain oversight of the operations of the academy, including but not limited to: mission and vision of the academy; academic performance; implementation of the academy's educational model and curriculum; policymaking; business; finances; human resources; and vendor selection and accountability. The Founding Board of Directors will bring a diverse range of skills and expertise needed to support a high-performing academy including charter school operations, organizational management; curriculum, instruction, and assessments; marketing, recruitment and community engagement; business and financial management and philanthropy; facilities management and compliance. The Board of Directors will help ensure a high-quality educational experience for students in the following ways:

- Hold monthly board meetings;
- Develop a Strategic Plan that focuses on the goals of the academy;
- Review and approve annual budgets, and quarterly receipts and expenditures;
- Establish and oversee policies to ensure effective academy operations;
- Provide feedback on student academic performance results and State accountability;
- Perform annual evaluation of the academy administration;
- Advocate on behalf of the academy through fundraising, marketing, and community partnerships;
- Support the success of the school, using their expertise and networks; and
- Participate in professional development to ensure effective governance

The Board of Directors has full confidence in its CEO/Founder/Head of School. Dr. Bullock is an experienced teacher, school administrator, and district level executive. Her passion for teaching and learning is inspiring. She is

highly qualified and capable of addressing all aspects of school leadership. The academy will hire a Principal to work collaboratively with the Head of School to provide instructional leadership and supervision of students. Both administrators will ensure that this business plan and instructional model are implemented with fidelity.

SECTION I: EVIDENCE OF CAPACITY

APPLICANT GROUP

1. Founding Board of Directors.

The Founding Board of Directors is comprised of five professionals who are respected in the community and have a diverse portfolio of expertise needed to provide governance and oversight for the academy to ensure its success. The Board of Directors will uphold the mission and vision of Indy STEAM Academy to provide rigorous integrated core content knowledge through hands-on learning experiences that will prepare K-8 students for high school, college, and careers in STEM fields. The Board of Directors are committed to the academic success of students and the community they will serve. Key members of the applicant group are:

Yvonne Bullock: Ex-Officio of the Board. CEO, Founder, Head of School/Superintendent.
Yvonne Bullock holds a Doctorate Degree in Educational Administration and Leadership from Ohio University, Master's Degree in Curriculum and Instruction from the University of Cincinnati, and a Bachelor's Degree in Elementary Education with a minor in Piano from the University of Cincinnati. Dr. Bullock has over 35 years of experience in education and has served as a classroom teacher, assistant principal, principal, Assistant to the Director for School Improvement, Director for Teaching and Learning, Executive Director for Curriculum and Instruction, and Superintendent. Dr. Bullock's experiences with curriculum, assessments, academic achievement, school turnaround, parent and community engagement, grant writing, and administrative leadership in a variety of school settings will be an asset to Indy STEAM Academy.

Tanya Peterson Mack: President of the Board. Chair of Governance and Development
Tanya Peterson Mack holds a Master's of Arts Degree in Management from Antioch University and a Bachelor's Degree in Chemical Engineering from Tuskegee University. Tanya serves as the Supply Network Operations Manager with Procter and Gamble. Tanya's experiences with engineering, marketing, manufacturing, consumer product research and development, organizational management, grant writing and philanthropy and as a small business owner will be an asset to the Indy STEAM Academy Board.

Pamela Grant-Taylor: Secretary of the Board. Chair of Climate and Culture, Member of the Academic Achievement and Accountability Committee, and Legal Compliance.
Pamela G. Grant-Taylor holds a Doctor of Jurisprudence from Indiana University Robert H. McKinney School of Law, a Master's of Science Degree from Indiana University Purdue University at Indianapolis in Secondary Education Curriculum and Instruction, and a Bachelor of Science Degree from Purdue University in Chemical Engineering. Pamela's experience as an Attorney, Deputy Public Defender, Adjunct Instructor, and former high school teacher along with her knowledge of curriculum, instruction, and chemical engineering will be an asset to the Indy STEAM Academy Board.

Davita Johnson: Board Director. Chair of the Facilities Committee, Member of the Finance Committee and Culture and Climate Committee.
Davita Johnson holds a Master's of Science Degree in Management and a Bachelor's of Science Degree in Science Construction, Engineering, Management and Technology and from Indiana University Purdue University Indianapolis and is OSHA certified. Davita serves as a project manager for Shrewsberry & Associates. Davita's experiences with project management and oversight, budget management and costs estimation for construction projects, and community service with teaching an engineering summer camp will be an asset to the Indy STEAM Academy Board.

Torian Stinnette: Board Director. Serves on the Climate and Culture Committee and assists the CEO with Marketing, Recruitment, and Enrollment of Students.
Torian holds a Bachelor of Science in Biology Degree from the University of North Carolina, Chapel Hill and a Master's Degree in Developmental Biology and Teratology from the Thomas Jefferson University, University of Philadelphia, Pennsylvania. Torian serves a Consultant Biologist at Eli Lilly and Company, Department of Neurosciences, Indianapolis, Indiana. Torian also serves as an Adjunct Faculty member at Ball State University and Ivy Tech Community College. She is actively engaged in community service to provides scholarships for high school and college young women to achieve their full potential. She is also interested in serving in the political process in the City of Fishers, Indiana. Torian's experience as a Biologist, as a higher education adjunct faculty member and community engagement will be an asset to the Indy STEAM Academy Board.

Brandon Warren: Board Director. Chair of the Academic Achievement and Accountability Committee, and assists the CEO with Recruitment and Retention of Highly Qualified Teachers.
Brandon Warren holds a Bachelor of Science Degree in Elementary Education and a Master's Degree in Educational Leadership from Indiana University, Indianapolis, Indiana. Brandon is a licensed teacher and reading specialist. He also holds an administrative license, and serves an Assistant Principal in the Indianapolis Public School district. Brandon's experience as a classroom teacher where 100% of 3rd grade students in the grade level passed the IREAD 3 assessment, experience as an instructional coach of primary and intermediate teachers, experience with curriculum, instruction, assessments, analysis of data, Response to Intervention (RTI), social-emotional learning, Positive Behavior, Intervention and Supports (PBIS), mentoring and job-embedded professional development will be an asset to the Indy STEAM Academy Board.

2. Founding Board of Directors Qualifications and Experience

The table below highlights the qualifications and experiences of the Founding Board of Directors with establishing a high-quality public charter school in Indiana and their abilities to assume stewardship of public funds.

Founding Members	Governance Roles	Qualifications and Experiences
Yvonne Bullock	CEO, Founder, and Head of School, Ex-Officio of the Board	School Leadership, Administration, Governance, Curriculum, Instruction, Assessment, Financial, Business, Human Resources, Performance Management, Parent and Community Engagement, Facilities Management, and School Legal Compliance.
Tanya Peterson	Board President	Governance, Financial, Business, Performance and Operations Management, Human Resources, Facilities Management, Parent and Community Engagement, Marketing, Recruiting, Branding, Fundraising.
Pamela Grant-Taylor	Board Secretary	Legal Compliance, Curriculum, Instruction, Assessment, Performance Management, and Parent and Community Engagement.
Davita Johnson	Board Director	Facilities Management and Legal Compliance, Performance and Operations Management, Parent and Community Engagement, and Curriculum and Instruction.
Torian Stinnette	Board Director	Marketing, Recruitment and Enrollment, Higher Education, Curriculum & Instruction, and Parent and Community Engagement.
Brandon Warren	Director	School Leadership, Administration, Curriculum, Instruction, Assessment, Performance Management, Parent and Community Engagement, and charter school experience.

The attorney for the academy is Howard Stevenson from Stevenson Legal Group, LLC. Howard Stevenson has 25 years of experience as an attorney. Attorney Stevenson has experience as a Board of School Trustee and President of the Board for the Hamilton Southeastern School District. Attorney Stevenson prepared Articles of Incorporation and 501 (c)(3) non- profit status for the academy.

3. Resumes

Full resumes of the Board of Directors and Head of School are provided in Attachment 1

GOVERNANCE STRUCTURE

4. Size and Composition of the Governing Board

Indy Steam Academy currently has a team of five committed founding members with diverse expertise who serve as governing Board of Directors. The team has worked collaboratively with the CEO/Founder to develop the charter school proposal that aligns the mission and vison of the academy with the needs of the community and targeted student population. The founding team has established governance structures to ensure effective oversight of the academy that supports high student academic achievement and financial controls to ensure sound management of public funds, fiscal stability, and program sustainability. The Bylaws suggests a range of a minimum of five (5) and a maximum of nine (9) Board members. Once the academy is authorized, the Board Directors plan to seek two additional members to help the academy accomplish its goals. The Statements of Economic Interest and Conflict of Interest forms for each Director responsible for oversight of the academy are provided in Attachment 2 (Exhibit C).

Roles and Responsibilities of the Governing Board

The Board of Directors participated in training provided by Dr. Jeff Lozer, Marian University Center for Schools and Community Success to understand their roles and responsibilities as a governing board. The Board of Directors have reviewed books such as *"Board Structure: A Guide to Bylaws, Officers, Committees, Responsibilities and More for Exceptional Charter Schools" and "Board Meetings: A Guide for Charter Schools"* by Marci Cornell-Feist, President of Board on Track.

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Board Directors diligently accept their roles and responsibilities to ensure effective governance and oversight of the academy including: Establishing the mission and vision of the academy; creating the job description of for the Head of School; hiring and evaluating the Head of School; developing academic and non-academic goals for the academy; establishing policies to enhance day-to-day operations of the academy; approving preliminary and annual budgets; approving revenues and expenditures; approving vendors and service contracts and agreements; participating in training to enhance governance and oversight; and conducting Board self-evaluations.

Role and Responsibilities of Board Officers

In addition to the books provided by Board on Track, Board Directors have job descriptions that identify their roles and responsibilities as Board Officers. Board Directors have worked as a team for almost a year now and have faithfully assumed their roles and responsibilities as described in the chart below:

Board Officers	Role and Responsibilities
President	• Works with the CEO, other Board officers, and committee chairs to develop the agenda for board meetings; and presides at all board meetings; • Serves as the Ex-Officio of all standing committees; • Appoints Ad Hoc committees and focus groups; • Ensures effective and efficient communication between committees and the Board; • Oversees the implementation of board and organizational policies; • Ensures that appropriate administrative practices are established and maintained; • Ensures an effective system for the hiring and evaluation of the Head of School; • Reviews the operation effectiveness and sets priorities for further development; • Works in conjunction with the governance committee to manage the development of the Board; • Represents the Board in the community and at academy events and activities; and • Assumes major role in fundraising activities.

Vice-President	• Discharges the duties as required in the absence of the President; • Works with the President to assist in developing the agendas for meetings; • Advises the President on appointing volunteers and key committee chairs; • Supports and challenges the President in his/her responsibilities to address organizational priorities and governance concerns; • Represents the Board in the community and at academy events and activities when the President cannot attend; and assumes other duties as delegated by the President.
Secretary	• Provides direction for keeping legal documents including minutes of all meetings of the Board. • Certifies and keeps the original or copy of By-Laws as amended or otherwise altered up-to-date • Records the minutes of all meetings of the Board and meetings of committees. Minutes will record the time, and place of the meeting, the type of meeting (regular or special), how the meeting was called, how the notice was given, the names of member present or represented at the meeting and the proceedings thereof; • Presents all minutes of the meeting to the board for approval; • Ensures that all notices are provided in accordance with the By-Laws or as required by law; and • Ensures the keeping and posting of meeting minutes according to Public Access laws.
Treasurer	• Serves as the Chair of the Finance Committee; • Provides direction for the financial management of the academy; • Provides direction for the oversight of the academy's record keeping and accounting policies; • Ensures the presentation of timely financial reports to the Board; • Oversees the development and review of financial policies and procedures adopted by the Board; • Ensures that assets are protected and invested according to Board policy • Leads the Board in assuring compliance with federal and state financial reporting requirements; • Presents recommendations of the auditor to the Board for approval; • Plays a major role in fundraising activities; and • Takes responsibility with assessing the financial health of the academy.

GOVERNING PROCEDURES

Standing Committees

Standing committees are an essential function for effective operations of the charter school. Board Bylaws provide guidelines for how committees will function. The Board President in collaboration with the CEO/Head of School appoint committee chairs. The Board President and CEO/Head of School are ex-officio members of all committees except for the governance committee. Indy STEAM Academy has five main standing committees as identified in the chart below:

Board of Director Committees	Descriptions
Academic Achievement and Accountability	To ensure the academic achievement of all students and with accomplishing the academic and non-academic goals of the academy.
Climate and Culture	To ensure a safe, nurturing, engaging, and collaborative school environment.
Governance and Development	To ensure the effective governance of the board. Facilitates the development of the strategic plan. Plans board trainings and facilitates board self-evaluations. Facilitates the evaluation of the CEO/Head of School. Plans board fundraisers.
Finance	To ensure a stable and sustainable fiscal health of the academy
Facilities	To ensure that a facility is secured that will accommodate the needs of staff and students and support effective implementation of the instructional model.

Ad Hoc Committees	Descriptions
Marketing, Recruitment, and Enrollment of Students and Non-Certified Staff	To ensure marketing and branding of the academy, to recruit qualitied non-certified staff and recruit students to achieve the staffing and enrollment targets.
Recruitment and Retention of Highly Qualified Teachers	To ensure the recruitment and retention of highly qualified certified staff, to achieve staffing targets, and establish effective human resources onboarding processes during the planning phase of the academy. This committee will be dissolved once the school opens and staff are hired to participate on the Recruitment and Retention committee.

Standing committees are chaired by a Board Director. Committee chairs recruit their committee members. Committee members may include non-board members as well as board members. Committee chairs coordinate committee dates with the CEO/Head of School, establish agendas for committee meetings, make sure that minutes are recorded, distribute materials needed for their meetings, provide reports of committee meetings at monthly board meetings and make recommendations for Board actions. The Board President appoints temporary Ad Hoc committees and/or task forces as needed. The Board has two ad hoc committees to assist with recruitment and marketing efforts to support the CEO/Founder/Head of School until staff can be hired to serve on these committees. The Head of School has identified several retired teachers to serve on the recruitment of staff committees.

Meetings

The Board of Directors have met monthly since its inception August 2017. The Board of Directors usually meet the second Tuesday of each month at 6:00 PM at various locations including Ivy Tech Community College, Public Library, Township Offices. Subcommittees meet monthly or as needed as determined by subcommittee chairs. The Board of Directors have also conducted study sessions to carefully review and revise the charter school application. The CEO/Founder/ Head of School provides Weekly Updates for the Board Directors to keep them abreast of the progress with the development and charter plans and communication with community partners and service providers. Current Board meetings focus on planning and development of the Charter School.

Board Agenda Outline: *Call to Order, Roll Call, Action Items, Subcommittee Reports, CEO/Founder//Head of School Report, Discussion Items, Next Steps, Adjournment.*

The Secretary of the Board documents discussions, actions and reports during meetings and provides minutes of meetings within five days after the meeting, distributes the minutes to all Board members, and retains minutes in the Board files. Once the academy is authorized, the Board will place all Board meeting dates, agendas, and minutes on the academy's Website. After the planning phase of academy, the focus of meetings will be geared toward the implementation of the budget plan, instructional model, and achieving the academic and non-academic goals of the academy to ensure its success.

Board of Directors Meeting Dates

JUNE 2020	JULY 2020	AUG 2020	SEPT 2020	OCT 2020	NOV 2020	DEC 2020	JAN 2021	FEB 2021	MAR 2021	APR 2021	MAY 2021
TUES	TUES	TUES	TUES	TUES	TUES	TUES	TUES	TUES	TUES	TUES	TUES
9	14	11	8	13	10	8	12	9	9	13	11

Public Access Laws

The Board of Directors will comply with Indiana Public Access Laws by notifying the Indianapolis Star Newspaper at least 48 hours (excluding weekends and legal holidays) in advance of meetings once authorized; posting the notice of meetings at the entrance of the academy, posting a notice on the academy's website and on the authorizer's website; holding meetings in public; allowing the public to attend meetings except when the Board is in executive session; requiring at least a quorum of members to be physically present at the location where the meeting is conducted; and making copies of the minutes and other non-privileged documents available upon request and on the academy's website.

5. Advisory Councils

Indy STEAM Academy aims to create a positive school culture that promotes community and family engagement to accomplish the mission and vision of the academy. The academy will establish two advisory councils:

STEAM Community Advisory Council (SCAC)

The STEAM Community Advisory Council will be comprised of approximately 10 key community stakeholders including representatives from businesses, higher education institutions, social and civic organizations, community leaders, and representatives from established community partners. Each community partner will develop a partnership agreement which will be use to leverage and coordinate services and resources. The SCAC will meet once per quarter to provide feedback to enhance the academic performance, culture, and climate of the academy. The SCAC will provide resources including monetary and/or in-kind resources including mentoring, career fairs, job-shadowing, industry tours and college tours; help with fundraising projects, community service projects, and assist the academy with networking to solicit other community partnerships and resources to support the implementation of the STEAM instructional model and accomplish the academic and non-academic goals of the academy. The Community Advisory Council will be led by the Head of School.

STEAM Parent Advisory Council (SPAC)

The STEAM Parent Advisory Council will serve as the official representative for parents and will be charged with understanding parent concerns and interests. SPAC will be comprised of two parents from each homeroom at each grade level to serve in this advisory capacity. We realize that parents are students' first and most impressionable teachers, so the academy is committed to establishing a viable relationship with parents to actively engage them in the facets of our instructional program to ensure the success of all students. SPAC will provide feedback and support with instructional and extra-curricular programs, fieldtrips, and fundraising. We also believe that parents are more effective in supporting the goals of the academy, if they know more about the academy and have spent some time in the building supporting the school's work. All parents will be asked to sign a contract committing at least 12 hours (3 hours per quarter) of volunteer work throughout the school year. Both advisory councils will participate in focus group sessions with the Board of Directors for the development of the strategic plan and participate in end-of-the-year surveys, which will be used to gauge the attitudes and perceptions of constituents. The Parent Advisory Council will be co-led by the Head of School, Principal and/or Assistant Principal.

SCHOOL LEADER AND LEADERSHIP TEAM

6. Head of School

Dr. Yvonne Bullock, CEO/ Founder will serve as the Head of School for Indy STEAM Academy. Dr. Bullock holds multiple degrees including a Bachelor's Degree in Elementary Education from the University of Cincinnati; Master's Degree in Curriculum and Instruction from the University of Cincinnati; and a Doctorate Degree in Educational Administration and Leadership from Ohio University. Dr. Bullock has worked in urban, suburban, and rural school settings. Dr. Bullock has over 35 years of experience in education and has served as a classroom teacher, assistant principal, principal, assistant to the Director for School Improvement, Director for Teaching and Learning, Executive Director for Curriculum and Instruction, and Superintendent. Some of Dr. Bullocks accomplishments as a school administrator include working with one of five schools designated as the lowest achieving schools temporarily (LAST), which had a 19% achievement rate. Over a two-year period, the school improved from 19% to 56% and received the Blue Ribbon Award. Dr. Bullock, worked with her mentor (Deputy Superintendent) to revise the District-Wide Discipline Plan, and served on the team that created an alternative school (Project Succeed) for students that were suspended or expelled from school. She has written and was awarded millions of dollars in funds for numerous grants to provide additional resources for reading and math instruction and the integration of technology for instruction. Dr. Bullock assisted one middle school and two high schools that were designated to be taken over by the IDOE after many persistent years of academic failure. The high schools improved from "F to A" status in one year. The middle school improved from "F to A" status in 9 months and was recognized by Governor Pence for these accomplishments. Dr. Bullock has made several public presentations including "Closing the Achievement Gap in the Midst of Restructuring" at the Illinois Department of Education No Child Left Behind Conference, "Closing the Achievement Gap" at the Superintendents Conference on Demographics, and "The Condition of Education in

America" for the Regional Drifters conference. She serves on the Board of the Children's Policy and Law Initiative of Indiana, is a volunteer for the Center for Leadership Development, is a member of the National Alliance of Black School Educators and other educational organizations, and is an active member of the Eastern Star Church. Dr. Bullock's educational experiences and leadership accomplishments reflect her capacity to design, launch, and manage a high performing charter school. See Attachment 1 for Dr. Bullock's Resume.

SCHOOL LEADERSHIP /MANAGEMENT TEAM ROLES AND RESPONSIBILITIES

The school leadership and management team beyond the Head of School/Superintendent will include:

School Leadership Team	Role and Responsibilities
Principal (Assumes this position Year 3) Based on enrollment	Serves as an instructional leader and provides supervision of students. Oversees the coaching and mentoring of classroom teachers to support the implementation of the instructional model. Evaluates certified and non-certified instructional staff. Organizes and supervises intervention, after school extra-curricular, and summer school programs.
Assistant Principal (Years 1-3)	Serves as an instructional leader and provides supervision of students. Assists with overseeing the work of the coach. Assists teachers in grade level team meetings, and coordinates "Success Time" intervention, after school and summer school programs. Serves on the school leadership team, reports to and is evaluated by the Head of School.
STEAM Coach	Serves under the direction of the Principal. Develops Curriculum Maps and Pacing Guides to support lesson planning, instructional strategies and the implementation of the STEAM instructional model. Coaches teachers, models/demonstrates science, engineering, math, and reading lessons. Provides informal classroom observations and feedback. Assists teachers with implementing assessments and analysis of data. Assists with planning Tier II Interventions "Success Time." Assists with planning instruction for students in the Afterschool Tutoring Program. Assists with coordinating instruction for Summer School. Participates in weekly leadership team meetings, staff meetings, and RTI team meetings. See "The Day of the Coach" and how they support teachers in Attachment #6.
Lead Teachers (will serve on the School Leadership Team once school begins)	Lead Teachers are selected by the Principal to mentor new and beginning teachers. Lead Teachers meets 2 times per week for 1 hour with mentees. Facilitates grade level team meetings in coordination with the instructional coach. Assist new and beginning teachers with instructional strategies for their lessons, classroom management techniques, and non-instruction activities to acclimate to the school environment. Participates in weekly leadership team meetings. Participates in RTI Team meetings and monthly staff meetings.
Business Manager (Management)	Serves under the direction of the Head of School Sets-up financial accounting process using "QuickBooks" software. Manages payroll for all staff. Handles daily record keeping of all revenue and expenditures. Assists with all vendor bids for services and oversees all vendor contracts. Assists with interviewing & hiring custodians and cafeteria manager. Assists with ordering all supplies, materials, and equipment. Works with the Head of School and Finance Committee to develop preliminary and annul budgets. Provides monthly financial reports to the Head of School and Board of Directors.
Office Manager (Management)	Serves under the direction of the Head of School and Principal Serves as the front desk office manager and performs general receptionist duties. Manages incoming and outgoing communication. Assists the Business Manager with ordering supplies, materials and equipment. Assists the Principal with incoming and outgoing communication. Maintains staff workroom, handles mail and communication to and from staff. Assists the CEO with communication and materials for Board of Directors and meetings. Assists with registration materials and student enrollment process. Maintains all hardcopy and electronic student records.

7. The Board of Directors will hold the Head of School accountable by using the performance goals (pp. 47-50) established for the academy based on student academic proficiency and growth in reading, math, and science. Additional goals for accountability include maintaining a positive climate and culture which will be assessed using staff, parent, and student surveys and school discipline data for suspensions and expulsions. for the academy. The Board of Directors will review goals at the beginning of the school year, the Head of School will establish an action plan to achieve these goals. The Board will monitor progress and provide feedback towards accomplishing these goals quarterly. A summative evaluation of Head of School's performance will be provided at the end of the school year based on quantitative and qualitative data. If there is a need to replace the Head of School, the Board of Directors will conduct a search to find a replacement. The Board of Director may assign an Interim if there is a vacancy in the position prior to conducting a search.

8. Leadership After Authorization and Before Opening – Use CSP Grant funds

The CEO/Head of School will lead the development of the school between the time of authorization and before the opening day. During this preopening planning time and start-up, we will need funds to prepare for the launch of the academy. Indy STEAM Academy was awarded the Charter School Program grant in March 2018, but these funds were withdrawn by the Indiana Department of Education in June 2018 due to lack of authorization. Indy STEAM Academy is asking for authorization to be able to reapply for CSP grant funds to support pre-opening expenses and start-up costs which include: the salary for the STEAM Coach, professional development for teachers, science kits, engineering modules, student computers and charging stations. The academy will also pursue other resources available through foundations, donations, and competitive grants.

Dr. Bullock/Head of School/Superintendent will work full-time directly after the authorization of the academy (December 2019). Dr. Bullock will apply for the CSP start-up grant funds and will work on marketing and recruitment of staff and students; soliciting additional partnerships to support the implementation of the STEAM model; soliciting bids and identifying vendors for office and classroom equipment; ordering supplies and materials for the start of school. The Head of School will work with Charter Schools Capital to retrieve funds for equipment and furniture; conduct fundraisers and solicit donations to support programs, services and extra-curricular activities. The Head of School will participate in community events and conduct parent orientation meetings, and community advisory council meetings to secure partnership agreements to leverage the supports provided by these organizations.

Business Manager (TBD) will be hired in January 2020 and will work part-time (January – June) prior to the opening of school to assist with setting up all financial accounts including payroll for record keeping and managing all revenues and expenditures of the academy. The business manager will assist with the ordering of instructional and non-instruction resources for the academy, assist with vendor bids for services, and participate in the hiring of the custodial and cafeteria staff.

Office Manager (TBD) will be hired in April 2020, but will not assume this position until July 1, 2020. The office Manager will assist with setting-up the office and school files; assist with the registration and enrollment of students; assist with communications for staff, parents, and community members, and assist the business manager and Head of School with ordering equipment, supplies, and materials for the start of school.

Assistant Principal (TBD) will be hired in April 2020, but will not assume this position until July 1, 2020. The Assistant Principal will assist with startup activities, finalizing enrollment, developing class lists, planning parent orientation, assist with move-in activities, assist with plans for start-up teacher professional develop and preparing opening day materials for parents and teachers.

STEAM Coach (TBD) will be hired in April 202, but will not assume this position July 1, 2020. The STEAM Coach will assist with the alignment of the STEAM curriculum and Indiana Academic Standards; develop curriculum maps and pacing guides to support teachers with instructional delivery; the STEAM Coach will participate in Project Lead the Way professional development for the "Train the Trainer" model; and training with the use of the Engineering is Elementary modules and I-STEM Resource Network Science materials. The coaches will assist the administration with planning professional development and trainings that will begin the first two weeks prior to the start of school, and with planning ongoing professional development scheduled 10 days during the school year.

9. SCHOOL ADMINISTRATIVE AND MANAGEMENT STAFF TO BE HIRED

The Head of School will hire a Business Manager, Office Manager, and Assistant Principal. The Assistant Principal will transition to the Principal in Year (3) if supported by student enrollment.

Recruitment and Hiring Process

The academy will advertise all open positions on Indeed and the Teacher-Teacher.com website, provide postings at University and College Career Development Centers, in the local newspaper, Job Banks, and on the academy's website to recruit staff. The process for hiring includes the online application process. Applications for these positions should be submitted within 30 days of the posting closing date. Applications will be reviewed by the Interview Committee. Potential candidates will participate in an informal telephone screening process. Candidates recommended to move forward in the selection process will be invited to interview. The formal interview process will be comprised of three steps: (1) Writing Assessment where candidates respond to school related scenarios; (2) Question and Answer session where candidates provide oral responses to questions essential to their role and responsibilities, and interpersonal skill sets which are rated using a rubric; (3) Demonstration of Skills and Presentation relative to their role and responsibilities and the use of technology to support their roles which are rated using an interview rubrics. A complete background and references check will be conducted for candidates designated to move forward in the selection process. Candidates will be notified of their status in the application process within 5-10 business days following the formal interview. Candidates recommended for hire will be submitted to the Board of Directors for review and potential approval. New hires will participate in an onboarding process which includes the new employee orientation with the leadership team, review of the staff handbook, school policies and procedures, emergency plan, security and safety plan, technology equipment check-out, integration of technology (emails, passwords for student information system).

The following school documents will be distributed during onboarding and orientations:
Parent and Student Handbook; Teacher and Staff Handbook; School Emergency, Security, and Safety Plans; and Curriculum Maps and Pacing Guides for Instructional Staff.

10. EDUCATIONAL SERVICES

Educational Services				
Companies & Consultants	Goals	Persons Responsible	Cost of Service	Funding Source
Power School Student Information System	Provide software program and host student information system.	Head of School	$15,554	Basic State Aid
Marketing 360	Assist with the development and maintenance of the website, social media marketing and recruitment	Head of School	$2,500	CSP Grant
Auditor	Provide annual audit and financial reports.	Business Manager Head of School	10,000	Basic State Aid
Stevenson Legal Services	Assist the academy with legal needs and staff employment contracts.	Head of School	10,000	Basic State Aid
Miller Insurance Group	Provide insurance coverage to safeguard the academy, Board and authorizer from potential risks. Provide health and retirement benefits.	Business Manager	$18,000	Basic State Aid
BD Managed Services	Provide wireless access, network equipment devices, telephones and intercom equipment, video surveillance and door access controls.	Business Manager	$6,000	Basic State Aid

ADP	Provide service for payroll, direct deposits and insurance benefits	Business Manager	$1,980	Basic State Aid
Board on Track	Provides professional development for the governing Board of Directors	Head of School	$10,500	Basic State Aid
Teach for America	Provide licensed classroom teachers.	Head of School	$4,000 per Teacher	Basic State Aid
Marian University	Provide licensed classroom teacher residents.	Head of School	$3,000 per Resident	Basic State Aid
Cummins Behavioral Health Systems, Inc	Provide mental health wraparound services for students and their families.	Head of School	$2,000 per month	Basic State Aid

11. Decision-Making Authority

Decision-making authority as it relates to key functions relative to governance and oversight provided by the governing board and management provided at the school level are clearly delineated in Attachment 3 (Exhibit D)

SECTION II: SCHOOL DESIGN

EDUCATION PLAN

Innovation

1. Unique Model

Indy STEAM Academy will brand itself as being uniquely different from traditional public, charter and local STEM schools by provided the following instructional resources and supports that contribute to a high-quality educational option for parents and students while nurturing their academic and creative talents and fostering an awareness of STEM career pathways.

School Days and Extended Hours. Indy STEAM Academy will provide 186 full student instructional days of school each year with an extended 7-hour instructional school day, which is two hours more than the state requirement and traditional 5-hour school day in some surrounding elementary schools. This additional learning time is a total of 1,302 hours and a total of 78,120 minutes per school year compared to a traditional 5-hour school day (54,000) minutes and 6-hour school day (648,000) minutes. These additional hours of instruction equate to 24,120 additional minutes of instruction (402 hours) which equates to a total 57 additional days of student instruction per school year.

Additional Learning Time for Science. Indy STEAM Academy will be fundamentally different from typical STEM models and traditional public schools by providing a 90-minute block of science/engineering instruction five days per week which is 450 minutes of science per week and a total of 16,200 minutes of science instruction per school year. Most traditional public schools provide 30-60 minutes of science instruction two to three days per week.

STEAM Design Challenges. Indy STEAM Academy will be unique is its approach to Engineering classroom instruction. Students will be able to apply what they learn in the core content areas (Reading, Math, and Science) during engineering instruction. Student learning will be reimagined by providing STEAM Design Challenges using a project-based approach to learning where students read a story (or watch a video) about a real-world problem. Teachers guide students through the Engineering Design Process as they work in collaborative learning teams to create models or prototypes of their innovations that solve problems that exists today or create new technologies for the future. Models and prototypes will be peer reviewed by their classmates and critiqued by engineers in their respective fields. Students may request a patent for some of their design models. Students will make presentations to the community and their families at STEAM Design Challenge Nights. Through these design challenges students will be able to make connections with a variety of engineering disciplines to make program choices for a career pathway.

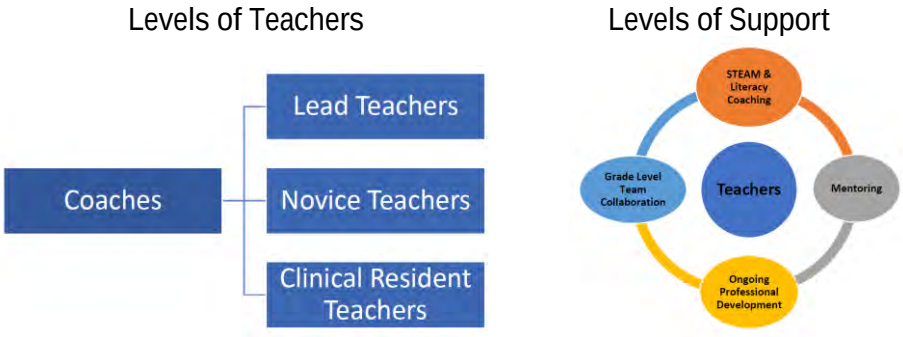
Mentoring and Career Exploration. Each grade level will have an industry sponsor that provides information and materials about their company. Industry sponsors send speakers to visit classrooms to speak with students about STEM careers at their companies. Engineers from local industries will serve as volunteer STEM Ambassadors. Technology industries like: Macalister (Caterpillar), Cummins, Royce, Rolls Royce, Raytheon, Lilly, Dow, Duke Energy, Citizens Water, Exon, Apple and Microsoft, will be invited to share opportunities for students to interface with their companies through job shadowing, and "Jr. Internships" during fall, winter and spring breaks. These companies and STEM Ambassadors will also help the academy create an annual STEAM Career Fair, where students and their families learn more about career pathways in STEM. College student mentors will share information about their college experiences that support students with making college program choices.

Integration of the Arts with STEM. Student will have electives each quarter where they choose to learning to play a musical instrument such as piano/keyboard (K-8) violin (K-8), cello (grades 4-5), bass violin or harp (6-8) or opt to participate in painting, sculpting, ballet, modern dance (4-8), tap, orff or drumming. The arts fosters creativity, critical thinking communication and collaboration skills which are essential to the STEM workplace. In addition to the fine art electives during the school day, students will be able to participate in Drama (K-8), Choir (K-8), or Band (4-8) one hour after school during our extra-curricular programming.

Exposure to STEM Industries, Science Museums, and Competitions. The academy will brand itself by providing Industry Visits, College Tours, and Science Museum Fieldtrips during Fall, Winter, and Spring Breaks. Students will have an opportunity to visit science museums. Students will visit colleges to explore college life and STEM programs. Our students will participate in STEAM Competitions such as Robotics, Lego, Google Science, NASA Mission, ExploraVision, Samsung Solve for Tomorrow, STEM Video Games, and Coding.

ABC Plans. This plan is unique to Indy STEAM Academy as we brand ourselves on the promise "Every Child Will Succeed" and perform at high levels to ensure academic success. The academy will develop an Academic, Behavior, and Career Pathway Plan (ABC Plan) for all students with **"wrap around" services** as needed in partnership with Cummins Behavioral Health Systems and Big Brothers and Big Sisters of Indianapolis. Adaptations will be made for students who have Individualized Education Plans. Individual academic, behavior (social emotional learning and positive habits of mind), and career pathway goals will be established with parents and students during our parent/student orientation time before the start of the school year. Goals will also be established for student behaviors to support their social and emotional well-being in addition to developing positive academic mindsets for learning. Goals will be established for transition to high school. College and career aspirations will be identified along with resources to help students maintain goals in their desired career pathways.

Coaching and Mentoring for Teachers. Research suggests that "when new teachers enter the STEM classroom for the first time, they need support with the pedagogical and subject matter content knowledge to effectively implement the curriculum that is aligned with practices in the Indiana Academic Standards, "(Indiana Science Initiative, 2008). To address this concern, Indy STEAM Academy will provide multiple layers of support to help teachers with the implementation of the STEAM model on a daily basis. (See the Day of the Coach in Attachment 6).

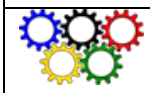


The STEAM Coach is an experienced master teacher with content area specialist certification who will support all teachers with the implementation of the STEAM Instructional Model. The Coach will provide demonstration (model) lessons, share instructional best practices, engage in ongoing conversations about instructional practices, and

provide feedback with opportunities for teachers to reflect on their instruction during debriefing sessions. The Coach will help teachers with lesson planning and the analysis of data to make instructional decisions during their weekly grade level team meetings. The academy will use the "Train the Trainer" model by providing an opportunity for the coach to be trained during the summer. Our coach will work on curriculum mapping, pacing, and alignment of instruction with the Indiana Academic standards. The Principal will select one Lead teacher at each grade level. Lead Teachers will serve as mentors to help Novice (new or beginning) teachers with acclimating as beginning teachers and with managing instructional and non-instructional responsibilities.

2. Evidence for Efficacy

STEAM Pedagogy. STEAM is an acronym for Science, Technology, Engineering, Arts and Mathematics. STEAM is the integration of these content areas while leading students through design and inquiry processes that include investigating, planning, problem solving, creating, evaluating, reflecting, and retooling design models and prototypes that solve real world problems and challenges. This process helps students make connections between what they are learning in school with their real-life environment which makes this model a good "fit" for the targeted population. One of the greatest concerns in workplace is the need to enhance creativity and innovation. The emerging STEAM pedagogy is supported by research which suggests that by adding the "A" for Art to bridge STEM to STEAM will increased student engagement, creative thinking, and innovation skills. Including the arts will help students make connections with traditional content area subjects. This learning approach helps to develop the "whole" child and helps students develop a deeper understanding of the subject matter through the practical application of skills while experiencing the joy of expressing themselves through music, drama, dance, and the visual arts.

	**Science**	Science is everywhere in today's world. It is part of our daily lives from cooking, gardening to recycling. We embrace the significance of science in things we do every day.
	**Technology**	Technology is transforming how we learn, work and play. We live in a digital word with a global economy, so we embrace our world today and future technologies.
	**Engineering**	Engineering is the practical application of science, technology, and math which emphasizes how to solve real word issues using hands-on learning by designing models and prototypes …It's Fun and Engaging!
	**Art**	Fine Arts develop the imagination, creativity, and critical thinking skills of students across content areas.
	**Math**	Mathematics is the foundation of science, engineering and technology and helps students develop problem-solving, analysis, and reasoning skills.

Student Centered and Constructivist Approach to Learning. Student centered learning shifts the focus of instruction from the teacher to the student. Student-centered learning theory and practices are based on the constructivist learning theory which emphasizes the role of the student in constructing meaning from new information and prior experiences. This approach is a good fit for our targeted student population because it fosters learning by doing and encourages student to take responsibility and ownership for their learning. Students learn important communication and collaborative skills as they work in learning teams. Students learn to ask questions and completes tasks independently, students are more motivated and engaged with learning as they find solutions to real life problems.

Project Based Learning. Project based learning is incorporated in our State Standards and emphasized during the STEAM Block. This hands-on instructional approach is integrated with the science inquiry approach and engineering design process, and is embedded in the Indiana Academic Standards. Directions for facilitating learning are provided for teachers in the Project Lead the Way and Engineering is Elementary module instructional guides.

This learning approach addresses the 2023 Indiana Graduation Requirements and multiple learning styles. Key components to support our targeted student population include:

- Key Knowledge, Understanding and Success Skills – The project is focused on critical thinking, problem solving, communication, collaboration, and self-discipline.
- Challenging Problem or Question – The project is framed by a meaningful problem to solve or question to answer at an appropriate level of challenge.
- Sustained Inquiry – Students engage in a rigorous, extended process of asking questions, finding resources, and applying information.
- Authenticity – The project features real-world context, task and tools, quality standards, and addresses students' personal concerns, interests, and issues in their lives.
- Student Voice and Choice – Students make some decisions about how they work and what project they create.
- Reflection – Students and teachers reflect on learning, the effectiveness of their inquiry and project activities, the quality of student work, and identify obstacles faced during the development of the project and provides explanations of how to overcome them.
- Critique & Revision – Students give, receive, and use feedback to improve their design process and products.
- Public Product – Students make their project work public by explaining, displaying and/or presenting it to their parents at design challenge nights and science/engineering fairs.

Engineering Design Process. This five-step easy to follow process is incorporated in our STEM State Standards and will support students in our target population with planning and constructing their design challenge models. Students ask: What is the problem? How have others approached it? What are the constraints? Students brainstorm ideas and possible solutions then choose the best solution to the problem. Students create a diagram of the model or prototype and make a list of materials they will need to create the design. Students create a plan to develop the model or prototype then test it out. Students receive feedback from their peers and engineers in the field. Students reflect on what works or why it does not work, and identify ways to make their models better then test them out again. Students learn presentation skills by demonstrating their models or prototypes to their classmates and families. Students use technology to plan and design their models and to make their presentations. The engineering design process is an instructional approach that fosters critical thinking, creativity, communication, collaboration, and perseverance. Students take responsibility for developing a model to solve a real-world problem from start to finish.

Science Inquiry Approach. The Science Inquiry Approach is embedded in our Science State Standards are is the cornerstone for good teaching and is a great fit for our target population because students conduct experiments where they solve research problems using five steps:

- Engagement. The learner through observation, raises a research question; e.g., Does air take up space?
- Planning. The learner uses previous research and background knowledge to plan an investigation;
- Investigating. The learner performs guided investigation, experimentation, and observations in an attempt to answer the research question
- Analyzing. The learner analyzes findings, organizes the data, and makes predictions
- Communicating. If the conclusions do not require the learner to repeat the inquiry cycle, the learner will communicate and justify an explanation for the conclusion (answer to the question).

21st Century Learning. The P-21 Century Framework is a graduation requirement and the skills are embedded in our State Standards which identifies skills students need to be successful in the workplace and life in general which makes it a great fit for our target population. This approach fosters learning and innovation skills prepare student for increasingly complex lives and workplaces. Indy STEAM Academy's instruction model will provide learning activities that foster creativity and innovation, critical thinking and problem solving, communication, and collaboration as they learn in their STEM Instructional Block.

3. Accountability

This innovative model will allow the Indiana Charter School Board (ICSB) to hold Indy STEAM Academy accountable for the same high accountability standards that it holds all authorized schools using the goals established for academic achievement and levels of proficiency in reading, math, and science which are set at 75% and above. In addition to proficiency measures, students will demonstrate 2-3 percentile gains for annual measurable growth targets each year. During Year One, the academy will use NWEA MAP/Growth K-2 benchmark assessments to measure student levels of proficiency and growth.

CURRICULUM AND INSTRUCTIONAL DESIGN

1. Framework

The framework below identifies key components of the curriculum and key instructional designs for the academy to meet the needs of the targeted population and ensure that all students meet or exceed proficiency of the Indiana College and Career Ready Academic Standards.

Framework for the STEAM Instructional Design Model

COMPONENT ONE: ENGAGES STUDENTS FROM DIVERSE ACADEMIC BACKGROUNDS

Engaging the minds and of imaginations of students from diverse academic backgrounds such as students from low-income families, underserved minority students, and underrepresented students in STEM career fields. Demographic student make-up: 75% African American, 15% Hispanic, 10% Caucasian, 70% Free and Reduced Lunch, 10% Special Needs, and 10% English Language Learners. *The Free and Reduced Lunch percentage is based on the poverty index of the targeted community and surrounding schools.*

COMPONENT TWO: INTEGRATES STEAM

Learning experiences integrate knowledge and skills from science, technology, engineering, arts, and math with a strong foundation in literacy (STEAM Block, Reading and Math Blocks). Project based learning takes place during the STEAM Block where students conduct experiments and create prototypes or models that solve real world problems. Engineering Modules provide opportunities for student to apply science and math content. STEAM Engineering Design Challenge experiences might take the form of one-class-period, one-week unit, three-week unit or quarter-long project depending upon the module and design components. *The integration and practical application of content will help students from our targeted population develop a deeper understanding of concepts across content areas.*

COMPONENT THREE: PROVIDES CONNECTIONS WITH NON-STEM DISCIPLINES

Learning experiences help students connect STEM knowledge and skills with academic standards from other disciplines including art, music, physical education, social studies, and health (Cross Curricular). *Connections with non-stem disciplines reinforce concepts taught in core content areas and help our students retain information.*

COMPONENT FOUR: PROVIDES ACADEMIC CONTENT BASED ON THE STANDARDS

Learning experiences are connected across content areas and are anchored to the Indiana Standards and focused on the big ideas and foundational skills critical to future learning in the targeted disciplines. (Standards Based Curriculum). *The focus on standards will enhance the ability of our students to demonstrate proficiency and close the achievement gap.*

COMPONENT FIVE: PROVIDES COGNITIVE TASKS AND PRACTICAL APPLICATION OF SKILLS

Learning experiences challenge students to develop higher-order thinking skills through processes such as science inquiry, problem solving, and creative thinking (Science Inquiry Approach and Project Based Learning). These cognitive tasks will help our students develop a deeper understanding of content and enhance practical application of skills learned. Learning experiences require students to demonstrate knowledge and skills fundamental to the engineering design process (e.g., brainstorming, researching, creating, testing, improving, etc.). *These experiences will provide practical application of content and help students make connections with new knowledge and develop problem solving skills and solutions for real world issues.*

COMPONENT SIX: PROVIDES A VARIETY OF LEARNING OPPORTUNITIES AND EXPERIENCES

Learning experiences provide opportunities for students to learn through whole group instruction, guided practice, flexible groups, paired work, learning teams, workstations, and independent practice. Learning experiences provide multi-tiered system of supports using the RTI process to enhance student achievement during the school day and through "Success Time." Learning experiences provide opportunities to intervene during after school tutoring and during summer school. Enrichment is provided during "Success Time," after school extra-curricular activities and/or clubs, visits to science museums during Fall, Winter, and Spring Breaks, STEM competitions throughout the school year, and summer camp outreach experiences. *Our students are able to participate in learning activities and experiences that they would not normally have exposure to at home or in their immediate communities.*

COMPONENT SEVEN: PROVIDES A COLLABORATIVE CLIMATE AND CULTURE

Learning experiences often require students to work and learn in collaboration with others using effective interpersonal skills (21st Century Learning Skills, Positive Behavior Interventions and Supports, Citizenship and Character Education). *Students will develop social emotional skills and positive mindsets that enhance their learning.*

COMPONENT EIGHT: IMPLEMENTS ASSESSMENTS TO MONITOR STUDENT LEARNING

Learning experiences require students to demonstrate knowledge and skills, in part, through performance-based tasks including formative, diagnostic, and summative assessments. (Assessments to Monitors Student Learning) *Teachers, students, and parents will be able to set goals (ABC Plans), and track and frequently monitor progress to support academic achievement and growth as measured by our state standardized assessments.*

COMPONENT NINE: PROVIDES CONNECTIONS TO STEM CAREERS

Learning experiences place students in STEM industries that help them to better understand and personally consider STEM careers (Extended Learning, Career Fairs, Industry visits, Job Shadowing and Jr. Internships). *Students will have an opportunity to gain experiences outside of the classroom which may not be provided by their families.*

COMPONENT TEN: INTEGRATION OF TECHNOLOGY

Learning experiences provide opportunities for students to use multiple technologies (Examples: computer hardware and software, calculators, probes, scales, microscopes, rulers, and hand lenses to name just a few). *Students will learn computer technology and coding using variety of software programs to support their learning. The use of technology at school provides opportunities that some students may not have access to at home.*

a) Learning Environment

Classrooms are student-centered where the teacher serves as a "facilitator" of learning. During reading and math instruction, the teacher provides whole group, flexible small groups, paired, and independent work instruction. During the science, technology, and engineering block of instruction, students work in learning teams and collaborative groups that rotate each quarter. This model builds students' self-confidence and encourages them to take ownership for their learning by completing design challenges from start to finish. This model develops skills such as critical thinking, creativity, collaboration, communication, team building, and respect for diverse or alternative viewpoints needed to be effective in a STEM workplace.

b) Class Size and Structure

The minimum class size will be 18 students and the maximum class size will be 25 students per classroom. The projected enrollment is 150 students grades K-2 for Year 1. There will be two teachers at each grade level. Fifty new students will be added each year as the academy grows organically and students transition to the next grade level. There will be paraprofessionals assigned to each grade level team to assist classroom teachers with instruction by providing small group and individual student support ensure that all students demonstrate proficiency on NWEA benchmark assessments and IREAD/ILEARN state standardized assessments.

Contingency Plan A: If in the event there are only 10-12 students for a given class, it will be the decision of the Head of School to combine students by grade spans (for example combine grades 4/5) to make a full class or use Title II funds (within guidelines) for Class Size Reduction purposes to accommodate the smaller class size. The number of teachers may be reduced, if there are not enough students to make a full class. To avoid losing a teacher,

that teacher may serve as the Long-term Substitute teacher until a class is full. The Head of School will also use the wait list to create full classes. All classes will be balanced by September 15th (count day) of a given school year.

Contingency Plan B: If in the event there are more than 25 students assigned to a class, but not enough students to make a new full class, it will be the decision of the Head of School to use Title II funds for Class Size Reduction to create smaller class sizes than the proposed minimum. The wait list may be used to make a full class.

c) Curriculum Overview - The following curriculum can be taught by a general education licensed teacher.

Balanced Literacy. Teachers will provide 90 minutes of reading/language arts instruction each day. During this block of time, teachers will provide direct, explicit, and modeled instruction with whole groups, guided practice instruction with small groups during guided reading time, and collaborative learning during shared reading instruction and independent reading practice. Components of the balanced literacy block: word study, read aloud, shared reading, guided reading, independent reading, and writing. Other learning opportunities during the literacy block include learning centers and computer assisted reading instruction. The academy will use Houghton Mifflin Journey's series as its core language arts program. Our balanced literacy curriculum builds a strong foundation for reading by focusing on the essential elements of reading: phonemic awareness, phonics, vocabulary, text comprehension, fluency, spelling, writing and grammar with the integration of critical thinking, listening, speaking, reading and writing skills that prepare students to progress from learning to read to reading to learn for a lifetime.

Balanced Mathematics. Teachers will provide 90 minutes of math instruction each day. During this block of time, teachers will provide direct/modeled instruction with whole groups, guided practice with small groups, collaborative learning with shared math activities and independent practice worktime. Additional learning opportunities include working in math learning centers and using computer assisted instruction. The academy will use the Pearson enVision math as its core instructional program. Our curriculum will provide a strong foundation in elements of math knowledge such as: number sense and numeration, operations and computations, patterns and functions, data and probability, measurement, geometry, and algebra. Our instruction will help students develop a deeper understanding of math concepts through practical application using real life situations and activities that are integrated with project design challenges and development of authentic engineering models.

Science, Technology, and Engineering. Teachers will provide 90 minutes of science and engineering instruction with the integration of technology to support instruction and student learning. Teachers will provide whole and small group instruction where students are organized in collaborative learning teams while they work on grade level content modules to develop a deeper understanding of concepts through hands-on, practical application of knowledge to solve real world problems and challenges by creating authentic models. A sample integration of science and engineering concepts is provided in Attachment 4: Curriculum Scope and Sequence.

Science Curriculum. (FOSS, Indiana Science Initiative/ I-STEM Resource Network) will focus on physical, earth, space, life, environmental science concepts. Students gain scientific knowledge by observing the natural and constructed world, performing and evaluating investigations, communicating their findings, and sharing their models.

Engineering Curriculum. (Project Lead the Way and Engineering is Elementary) will focus on chemical, mechanical, electrical, and biomedical engineering concepts organized in learning modules by grade levels. Teachers follow lesson plans that provide step-by-step instructions for design challenges. Students work in learning teams to create solutions to real world problems and issues. Students use the engineering design process to create design models. Students take ownership for their learning by completing projects from start to finish. The academy will use Project Lead the Way and Engineering is Elementary to implement this curriculum. Engineering modules provided with these programs are aligned with the physical, life earth and space, and computer science concepts.

Project Lead the Way (PLTW). Teachers will implement PLTW during the 90 minutes STEM Instructional Block. Indy STEAM Academy will partner with Project Lead the Way to provide the Launch (Grades K-5) and Gateway (Grades 6-8) programs. Project Lead the Way captures the curiosity of students and engages them in hands-on activities that build knowledge and skills in the areas of computer science, engineering and biomedical science. These programs help students develop skills such as problem solving, critical and creative thinking, communication,

collaboration, and perseverance to be successful in high school, college, and careers. Project Lead the Way has lesson plans that guide the teacher with instruction at each grade level and are aligned with the academic standards.

Engineering is Elementary (EiE). Teachers will implement Engineering is Elementary (EiE) during the 90 minutes STEM Instructional Block. Engineering is Elementary is a nationally recognized engineering curriculum developed by the Boston Museum of Science. This curriculum will be used in conjunction with the PLTW to ensure that there are enough engineering activities at each grade levels from which to choose to support the design challenges each quarter. The EiE curriculum is also aligned with the Indiana Science Standards and will be implemented along with the I-STEM Resource/Indiana Science Initiative curriculum. The Engineering Design Process is embedded in the curriculum modular units where teachers follow lesson plans that provide step-by-step instructions.

Technology Curriculum will focus the use and integration of technology to support instructional delivery enhance student learning. Students will have additional computer lab time (60 minutes) to learn keyboarding, email, internet use, educational websites, digital library, and coding skills. Students will use technology tools to collaborate with others, connect new information to prior knowledge, link learning to the world beyond the classroom setting, and to use their creativity for animation, video, narration, music, images, and text to support their projects and assignments. Students will have laptops or I-Pads that are assigned for use at school. Classroom teachers will have interactive whiteboards and laptops to support instructional planning and delivery, administering assessments, monitoring student progress, maintaining data to make informed instructional decisions, collaborating with colleagues, and communicating with parents.

Fine Arts Curriculum. Teachers will provide 60 minutes of Fine Arts instruction which includes Visual Arts, Music, and Library Instruction on a rotating basis throughout the week. Indy STEAM Academy will integrate the arts to support science, technology, and engineering design. The arts will stimulate and develop the imagination, foster creativity and innovation skills, and refine critical thinking, collaboration, and communication learning skills. Teachers focus on developing the "whole mind" to nurture the creative talents of students. The fine arts curriculum is aligned with the academic standards students will have general music and art instruction in addition to quarterly elective actives (see page 16) during the school day and voluntary participation in extra-curricular activities after school.

Social Studies Curriculum. Teachers will provide 60 minutes of Social Studies and Citizenship/Character Education instruction three days per week. Indy STEAM Academy will integrate skills that include reading, writing, listening, and speaking during Social Studies instruction. This curriculum develops an understanding of history, the culture and traditions of real people in real paces and how people work together to build communities, solve problems of the world, to develop an awareness and appreciation for diversity, develop social skills, and build character to become a productive citizen in society. The academy will use PBIS and Character Counts curriculums.

Health and Wellness Curriculum. Indy STEAM Academy will provide 60 minutes of Health and Wellness instruction two days per week. The overarching goal of school health education is to ensure that students become health literate and possess the skills and knowledge to lead healthy active lives. The Health and Wellness curriculum focuses on health promotion and disease prevention, identifying factors that influence health behaviors, identifying services and resource that promote healthy behavior, and practicing strategies that promote good health and reduce health risks. The academy will use the 2nd Step Curriculum to support social-emotional learning.

Physical Education Curriculum. Indy STEAM Academy will provide 60 minutes of physical education. The goal of physical education is to develop physically literate students who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity. The academy will use resources such as the Shape America, Youth Physical Activity Toolkit, Let's Move initiative to support instruction. Our curriculum develops physical and nutritional wellness habits that students can incorporate into their everyday lives. This curriculum emphasizes individual and life activities as well as cooperative skills through team sports, games and group activities.

d) Integration of Technology

Indy STEAM Academy will provide the cutting-edge technologies and software to tailor instruction: Chromebooks and I-Pads: Students will be assigned a technology tool for use during the school day. Teachers will use these resources across all content areas and students can complete and submit their assignments to the teacher. Students

will use computers/I-pads to conduct research on the Internet to find information. Smartboards: Teachers will use Smartboards to integrate multiple information streams into a coherent lesson that is individualized for students. Interactive whiteboards provide an extraordinary opportunity to create classroom environments so the needs of students with different learning styles can be met. Teachers can provide formative assessments using Smartboards to assess student knowledge before the lesson and check for understanding during and after a lesson using interactive student response systems. Students can select their responses and receive immediate feedback from their teachers. Computer Assisted Instruction: Teachers will provide independent practice with reading and mathematics using programs such as Scholastic Reader where students read at their independent reading levels to build vocabulary, comprehension, and fluency skills. Teachers will use "Dreambox" for independent practice with math computations, problem solving and reasoning skills. Students will use computers to create engineering design plans and models. 3D Printers: Teachers will be able to bring "science to life" by generating 3D models of images that normally would not be visible to the human eye. Digital Microscopes: Teachers will use digital microscopes to project organisms that normally would not be visible to the human eye.

e) Plan to Ensure that the School is Staffed with Highly Qualified Teachers

Recruitment and Selection. The academy will recruit/hire teachers with a **Bachelor's Degree in Elementary** Education with **an Indiana Teacher's License**. The curriculum only requires a general education teacher provide instruction. Additional support will be provided using 10 days of professional development before the beginning of the school year that focuses on reading, math, science, engineering, and technology instruction. The academy will provide ongoing professional development one day per month (total of 10 additional days) to ensure effective implementation of the STEAM instructional model. The Bachelor of Science with a major in Elementary Education program at colleges and universities prepares teachers to provide classroom learning through multiple instructional strategies, including the science inquiry process, project-based learning that will support our STEM initiatives. This degree program is grounded in state and national standards to prepare perspective teachers with core content knowledge and 21st century skills. Several other measures will be taken to recruit the most qualified teachers: (1) Collaborate with IUPUI College of Education to create a pipeline for recruiting undergraduate and graduate students who are prepared to teach; (2) Partner with Marian University's Educators College to create a pipeline of highly qualified teachers to implement our instructional model through the Teacher Clinical Residency Program. Clinical Resident Teachers graduate with a Master's Degree. These residents will make a three-year commitment to our academy to ensure the retention of highly qualified teachers; (3) Teach for America that will provide a pool of highly qualified teachers; (4) Post vacancy announcements and recruit through university and college job fairs, employment placement banks; Indeed and Teachers-Teachers.com website; (5) identify vacancies on the academy's website that include job descriptions and the application process. Applications may be completed and submitted on the academy's website. The interview team will review applications and resumes of potential candidates; conduct telephone screenings; invite qualified candidates to participate in an interview and conduct writing samples, demonstration lessons; identify finalists among candidates then conduct reference and background checks. The interview team will compile recommendations for the Board of Directors starting in February 2020 and will complete the hiring process for any remaining staff no later than June 30, 2020.

f) Evidence-Based Supports

Indy STEAM academy will implement several supports to ensure the success of all students:

Success Time. All students will participate in "Success Time" which provides 60 minutes of flexible group Tier II intervention each day during the instructional day to address below level (remediation), on grade level (reinforcement), and above grade level (enrichment) proficiency skills of students based on academic standards for reading and mathematics to ensure that students demonstrate proficiency as measured by ILEARN, IREAD, WIDA standardized assessments and the school administered NWEA Map Growth benchmark assessments.

Resource Teachers. The Special Education Resource teacher will provide additional instruction and support for special needs students and students with exceptionalities as identified in their Individualized Educational Plans (IEPs). The Resource teacher will use a "pull-out" and/or "push-in" model of support based on the IEP. Classroom teachers will provide accommodations for learning based on the individual learning needs of students with

exceptionalities. The ELL Resource Teacher will provide additional instruction and support for students who have been identified as English Language Learners to support their language acquisition using the "pull-out" and/or "push-in" model based the Las Links assessment.

Response to Intervention (RTI). RTI is a general education model to provide support for all students to ensure their academic success by differentiating instruction at three levels of intervention as described below:

a) Tier I: Classroom Instruction, Diagnostic/Formative Assessments, and Flexible Groups
The classroom teacher provides instruction based on data from diagnostic, formative, and summative assessments. In addition to whole group instruction, the teacher provides flexible small groups of instruction based on the skill levels of students. The teacher also provides independent work and learning center activities to enhance the proficiency levels of students. Students who do not demonstrate sufficient progress are moved to Tier II.

b) Tier II: Targeted Interventions provide additional instruction for small groups of students based on specific skills where students are below proficiency. The teacher monitors students' progress and provides reinforcement until they demonstrate proficiency. Students demonstrating progress return to Tier I supports, those who do not are moved to Tier III supports.

c) Tier III: Intensive Systematic Interventions provide individualized instruction that focus on a few key skills at a time to correct the skills gap using research-based instructional strategies provided by a specialist. Students who demonstrate progress return to Tier II supports, those who do not receive a comprehensive evaluation.

Positive Behavior Intervention and Supports (PBIS). The academy will implement the Positive Behavior Intervention and Supports (PBIS) framework (see Attachment 8) to maintain a positive school climate and culture. Schoolwide expectations will be established and posted in each area of the building. Expectations will be taught and reinforced daily. Positive reward systems and consequences will be reinforced every day. Behavior goals will be established for students in their ABC Plans and teachers will work closely with parents to ensure student success.

Academic, Behavior, and Career (ABC) Plan. The academy will develop an Academic, Behavior, and Career Plan (ABC Plan) to provide "wrap around" services and supports for all students. Adaptations will be made for students who have formal Individualized Education Plans. Individual academic, behavior, and career goals are established with parents and students at the beginning on the school year. Academic Performance goals will be established to ensure that students are proficient in reading, math, and science at each grade level. Goals will also be established for student behaviors to develop positive academic mindsets for learning, study skills, and social-emotional skills to be successful in our learning environment. Goals will be established for the transition to high school. College and career aspirations will be identified and resources to help students maintain their goals in their desired career pathways. The ABC Learning Plan will be updated at the end of each semester and reviewed with parents and students at conferences. The academy will use the Learn More Magazine provided by the Commission for Higher Education, Indiana Department of Education and Indiana Department of Workforce Development retrieved from https://learnmoreindiana.org/students/k-5-students/. Students will complete a planning checklist, explore career pathways, identify career interests and STEM jobs, learn about college, and parents will be encouraged to start a savings account for college using the Indiana College Choice 529 Savings Plan.

Parent and Community Engagement. The academy is committed to establishing a strong partnership with parents and community members. Parents and their children will meet with teachers at the beginning of the school year July 28, 2020 to develop Academic, Behavior, and Career plans. These plans will establish goals to ensure student success. Parents and community members will participate in the "Full STEAM Ahead" opening day activities. Parents will participate in four parent teacher conference days which are embedded in the school calendar. Families and community members will be engaged through monthly Literacy and STEAM family nights, science and career fairs, and other school extra-curricular activities in support of their children at home with learning. Parents will be encouraged to participate in the academy Parent Organization, volunteer time within their work limitations, and utilize resources provided by the Parent Center. Community partners will provide career awareness activities, industry visits, job shadowing, and mentoring for students and opportunities for students to participate in local, state and national STEM competitions. University partners will provide summer camp for students as an enrichment learning opportunity.

2. Instructional Strategies

The student learning experience is reimagined using the following instructional strategies:

Project Based Learning. This hands-on instructional approach is integrated with the science inquiry approach. Classrooms are student-centered. Activities are hand-on and students work in learning teams or collaborative groups that rotate each quarter. Each grade level has specific science and engineering concepts to investigate. The project is framed by meaningful problems to solve or questions to answer. Students engage in a rigorous, extended process of asking questions, finding resources, and applying information. Students give, receive, and use feedback to improve their design process and models. Students present their work to their classes and parents at STEAM family night activities. *This learning by doing approach is embedded in the PLTW and EIE curriculums. Research suggests that project based learning and hands-on activities engage students with learning, helps students make connections with new knowledge, increases retention of information, improves students' attitudes towards learning, and fosters a sense of accomplishment when projects are completed which makes these instructional strategies a good "fit" for the targeted population.*

21st Century Learning. This instructional approach fosters a broad set of knowledge, skills, work habits and character traits that are critical to the success of students in the STEM workplace. Students learn the 4C's: critical thinking and problem solving, creativity and innovation, collaboration, and communication while developing content area knowledge. This intentional approach can be done while reading a story and discussing the characters or during a science experiment through the problem-solving experience. *Students gain a deeper understanding of concepts, develop positive mindsets about learning, take responsibility for their learning both in and out of the classroom, and enhance their interpersonal and intrapersonal skills as they work in collaborative learning teams. This learning approach is part of the Indiana Academic Standards and STEM curriculum.*

Science Inquiry Approach. This instructional approach is integrated with the project-based learning approach. Students work in learning teams to solve research problems. Indy STEAM Academy will partner with the I-STEM Network and the Indiana Science Initiative which provide science kits for experimentation with Physical, Life, and Earth/Space science. *Students gain scientific knowledge by observing the natural and constructed world, making predictions, performing investigations and experiments, testing predictions with multiple trials, collecting data, evaluating investigations, and communicating their findings. This learning approach is embedded in the Indiana Science Standards and I-STEM Science curriculum.*

Engineering Design Process. Teachers guide students through the five-step approach for the design process to support planning and constructing their design models:

ASK:	What is the problem? How have others approached it? What are your constraints?
IMAGINE:	What are some solutions? Brainstorm ideas. Choose the best one.
PLAN:	Draw a diagram. Make lists of materials you will need.
CREATE:	Follow your plan and create something. Test it out!
IMPROVE:	What works? What doesn't? What could work better? Modify your designs to make it better. Test it out!

The engineering design process instructional approach fosters critical thinking, creativity, communication, collaboration, and team building skills. *Students take responsibility for developing a model from start to finish. Student use technology to planning and design their models and with making presentations. This learning approach is embedded in Indiana Science and Engineering Process Standards, Project Lead the Way and Engineering is Elementary instructional modules. The curriculum outlines how to implement this process in the lesson plans for teachers to support their instructional delivery.*

Differentiating Instruction

Teachers recognize that all students do not learn the same way at the same time. Teachers will differentiate instruction by using a variety of instructional strategies and providing instruction at varying levels of difficulty during reading, math and science. Teachers will provide instruction at varying levels of difficulty using flexible small groups based on skill levels as determined by informal, quarterly benchmark, and standardized assessments. Teachers will differentiate content by providing activities for groups of students using the engineering modules and while asking higher order

thinking questions as student process information during science experiments using the science inquiry process and while students are planning their engineering prototypes using the engineering design process. Our instructional model provides opportunities for teachers to address varying learning styles of students as they able make decisions about how they will create their engineering designs and present their work to others. *Our model provides a variety of ways for students to demonstrate mastery of content using tests, projects, reports, and presentations. Our model provides for a differentiated learning environment where students will have opportunities to work in a whole group, small groups, pairs, and independently throughout the school day.*

3. Core Curriculum Scope and Sequences

The Indy STEAM Academy curriculum and instructional strategies are directly aligned with the Indiana Academic Standards. Scope and sequences are provided for core subjects grade K-8 in Attachment 4. Our STEAM and Literacy Coaches will work with the Head of School post authorization during the pre-opening planning phase to create Curriculum Maps and Pacing Guides that deconstruct the standards and explain what teachers will teach, and what students will know and be able to do at each grade level each quarter. An assessment calendar will be included to help teachers keep track of timelines to monitor student progress. Instructional strategies will be included as additional resources along with other supplemental resources and websites to support instructional delivery.

4. Blended Learning Operators – Not Applicable

PUPIL PERFORMANCE STANDARDS

1. Pupil Performance Standards

Indy STEAM Academy in keeping with its mission and vision, will ensure that students are prepared to take advance coursework in high school, and ultimately are prepared be admitted to college to take coursework that will prepare them for careers in STEM fields. The academy will align its curriculum with the Indiana Academic Standards and adopt the eighth-grade standards identified in Attachment 5 as our exit promotion criteria. The Principal and middle school teacher team will review the ABC Plan with 8th grade parents and students. This plan will ensure the successful transition of students to middle school to high school including course selections, career pathways and colleges/universities of interest. Students will be signed up for the 21st Century Scholarship program and an academic commitment statement will be included with the ABC Plan which will follow the student to high school.

2. Promotion Policy

Indy STEAM will use the following promotion policies to ensure that every student is successful and on track be promoted from one grade level to the next. These policies will be communicated to parents and students through the Parent/Student Handbook, at student and parent orientations at the beginning of the school year, and during parent/teacher conferences. Whereas, Indy STEAM Academy is committed to the academic success of all students, we will use multifaceted approaches to support student learning through the Response to Intervention (RTI) process, Success Time, Afterschool Tutoring, and Summer School to ensure student success at every grade level. Students will demonstrate proficiency as measured by our assessments to be promoted at the end of the school year to the next grade level. The following levels of proficiency are expected:

Proficiency Levels	
Exceeds Standard	76-100%
Meets Standard	66-75%
Approaching Standard	56-65%
Below Standards	0-55%

Grade Levels	Content Areas	Proficiency Levels	Assessments
K-2	Reading, Math, Science	≥70%	NWEA MAP Growth K-2 IREAD K-2
3-8	Reading, Math, Science	≥75%	IREAD 3, NWEA MAP Growth 3-8, and ILEARN 3-8, IAM 3-8

Benchmark assessments using NWEA MAP Growth will be administered three times per year (Fall, Winter and Spring) to monitor students' progress determine levels of proficiency. The IREAD K-2 will be administered in late

Spring to determine students' levels of reading proficiency. Students in grades 3-8 will take IREAD 3 and ILEARN 3-8 state standardized assessments to determine levels of proficiency in reading, math, and science. Students grades K-2 are expected to perform at 70% or above in reading, math, and science. Students grade 3-8 are expected to perform at 75% or above in reading, math, and science. Students performing 65% or below in reading, math, or science as measured by the NWEA MAP Benchmark Assessments, IREAD K-2, 3, and ILEARN 3-8 assessments are required to participate in the following intervention services to demonstrate proficiency:

- Success Time - Five days per week during the school day for one hour (3:00-4:00 PM)- (All students)
- Homework Help - Four days per week (M-TH) for one hour (3:00-4:00 PM) (66% and above + make-ups)
- After School Tutoring - Three days per week for one hour (4:15-5:15 PM)- (65% and below students)
- Summer School - Three weeks at the end of the school year from 8:00-Noon- (65% and below students)

Students who are performing at the "Approaching Standard" range (65-56%) will not be in jeopardy of retention; however, will be required to participate in after school and summer school programs to demonstrate proficiency. Students performing at 65% or below standard will be able to retake the NEWA Spring benchmark assessments to demonstrate proficiency at the end of the Summer School program to demonstrate proficiency. Students who are performing below standard 55% proficiency in reading and math for two out of four quarters of the school year will be considered for retention. Students will be provided every attempt to demonstrate proficiency by participating in additional interventions services as describe above. The Head of School and with the RTI team will meet with the parent and student. The ABC Plan will be reviewed to realign goals to help the student improve. The Head of School will make the final decision on the recommendations for the retention of students. Students with Individualized Education Plans (IEP's) will not be retained, but are expected to achieve their IEP goals each school year. Students with IEP's may participate in afterschool tutoring, homework help, and summer school programs.

Attendance requirements for promotion. Attendance is an essential component for learning and student success. Students cannot learn, if they are not in attendance to receive direct instruction. Therefore, students are expected to be in attendance every day. Students who miss 3 consecutive days without an excused absence will be referred to the Head of School. Students will be required to make up all missing assignments and participate in the Homework Help program after school to get all assignments completed. Students missing 5 days of school (excused and/or unexcused) will be referred to the Head of School who will meet with the parent and student and will be required to participate in two weeks of After School Tutoring to receive additional instruction to make up assignments. Students missing a total of 10 or more days of school (excused or unexcused) will be referred to the Head of School and will be processed through the RTI Team. A meeting will be held with the parent, student and teacher, the ABC Plan will be reviewed and goals will be realigned to help the student get back on track. Students missing 15 days or more in a given school year may be recommended for retention and will be required to participate in After School Tutoring and Summer School programs to ensure their success. Retention will also be based on level of proficiency by the end of the school year. The final decision will be made by the Head of School considering all academic factors involved.

HIGH SCHOOL GRADUATION REQUIREMENTS (High School Only) - Not Applicable

SCHOOL CALENDAR AND SCHEDULE

The School Calendar and Schedule, length of academic school year, school day, start and dismissal times, instructional hours and minutes are provided in Attachment 6.

SCHOOL CULTURE

1. Positive Academic Environment and Social Development

The culture of Indy STEAM Academy is rooted in our core values which are based on the Six Pillars of Character: Trust, Respect, Responsibility, Fairness, Caring, and Citizenship to foster a positive school climate and culture. These core values are taught to students, reflected in behavior expectations, and modeled in all interactions among

the members of our school community. Building strong character is fundamental to creating a positive learning environment and school culture which is the hallmark of our Academy. We believe the classrooms are social settings where staff, students, and parents create learning communities that influence students' academic and social success. Indy STEAM Academy will implement the Character Counts program along with Positive Behavior Intervention and Supports (PBIS) to promote a positive school climate and culture that reinforces student intellectual and social development. Positive Behavior Intervention and Support provides a framework for expectations and procedures to create a safe, nurturing and respectful learning environment. This framework will be explained further in the Discipline section of this application (See Attachment 8). The Character Counts Program provides activities that instill the core values of the academy. These evidence-based strategies support the academic, social emotional, mindsets and character traits to help students reach their academic potential and be successful in school. The Character Counts program is implemented schoolwide by focusing on one trait bimonthly. Teachers will provide instruction and students will participate in classroom and/or schoolwide activities that reinforce each theme to learn how to apply these core values to their daily lives. Providing social skills instruction and reinforcing expectations and procedures each day will strengthen relationships among students and staff and will reduce or prevent problems from occurring. The Character Counts Theme of the Month will be introduced on the first day of school during our morning announcements and reinforced in our first day of school student assembly. The Parent/Student Handbook will include the PBIS Framework, Character Counts Traits Matrix and a Parent Compact which will be signed by the student, parent, and teacher at the beginning of the school year. Banners and signs will be displayed throughout the school to reinforce a positive school culture and climate. We believe in celebrating the successes of our students and staff and honoring them for displaying these character traits with our "Student of the Month" and "Teacher of the Month" activities where one student from each classroom is recognized and one teacher is selected by students to be recognized each month. The academy will implement school spirit days on Fridays to foster a sense of pride, belonging, self-confidence, self-discipline, and ownership for learning.

Positive Behavior Interventions and Supports (PBIS)

The academy will implement the Positive Behavior Intervention and Supports (PBIS) framework (see Attachment 8) to maintain a positive school climate and culture. The academy has established clear expectations for behaviors within the school environment in order to support the learning community. These behaviors fall into three categories: Respect, Responsibility, and Safety. These expectations contribute to a positive learning environment where students are able to grow socially and succeed academically. Schoolwide expectations will be established and posted in each area of the building. Expectations will be taught and reinforced daily. Positive reward systems and consequences will be reinforced every day. Behavior goals are established for students in their ABC Plans and teachers work closely with parents to ensure student success. Behavior is communicated daily with parents using the daily progress report.

Social Emotional Learning. (Also see Attachment 8 -Discipline Policy). Social Emotional Learning (SEL) is a process where teachers and staff help students develop knowledge, skills, attitudes, and behaviors needed to make positive choices. (Collaborative for Academic, Social, and Emotional Learning [CASEL], 2003). Classroom teachers, our social worker intern, Cummins Mental Health Agency, and school administrators will help students manage their emotions, build positive relationships with others, solve interpersonal problems, and make positive and ethical decisions when confronted with difficult situations. Indy STEAM Academy will incorporate schoolwide activities and instruction for social emotional competencies that include Mind-Body Connection, Emotional Awareness & positive Sense of Self, Impulse Control, Conflict Resolution and Decision-Making, Perspective Taking & Empathy Development, Critical Analysis, Judgement & Problem-Solving, and Persistence and Resilience. Indy STEAM Academy will incorporate Social Emotional Learning Standards and competencies in our daily instruction as we reinforce Positive Behavior Intervention and Supports (PBIS), Character Education core values, Conflict Resolution strategies using the 2nd Step program, and Citizenship instruction. Our academy will implement daily lessons that focus on the social emotional learning competencies. Teachers will implement activities that include class discussions, presentations, role plays, videos, journaling, sharing ideas as a grade level and schoolwide activities. We will have student support groups that meet daily for 30 minutes. Parents receive daily progress reports that identify student behaviors for the day. Teachers provide parent conferences and make phone to stay in touch.

1. *A Day in the Life of a Student at Indianapolis (Indy) STEAM Academy*

Joy is a third grade student at Indy STEAM Academy and Mrs. Brown is her teacher. Her mother is a single working parent who expressed an interest in Joy attending a STEAM school at the recruitment fair. Joy enjoys hands-on activities like science experiments. Joy's mother shared that Joy watches the science channel and tries experiments at home, so she felt that Indy STEAM Academy would be a good fit to meet the interests of her child.

Arrival/Morning (7:30-8:00) Joy arrives at school and she is greeted at the front entrance by a classroom assistant and the academy Head of School. Joy walks to the cafeteria to have breakfast. Breakfast ends at 8:00 a.m., so she walks to the gym to meet Mrs. Brown. If Joy finishes breakfast early, she can go to the gym and sit with her grade level classmates. Joy lines up with her classmates at 8:00 a.m., then follows Mrs. Brown to the classroom.

(8:00-9:30) Joy goes to the closet to hang up her coat and book bag then she goes the charging station to retrieve her computer and puts it on the table where she and her teammates sit. Joy immediately begins the "Bell Ringer" math and language challenges for the day while Mrs. Brown takes attendance. Morning announcements are delivered over the intercom. Mrs. Brown reviews the learning goals for the day listed on the whiteboard.

Joy gets out her math folder. Joy is learning about geometrical shapes (quadrilaterals) and their attributes. Mrs. Brown shares examples and explains the attributes using the whiteboard. Joy uses the practice sheet to match the examples of shapes with their attributes. Mrs. Brown shares several other examples on the whiteboard. Joy identifies one quadrilateral that does not belong using her interactive response clickers to check for understanding. Mrs. Brown shows examples of simple machines then asks Joy to explain what quadrilaterals are used to create the machine displayed. Joys shares her explanation with the class. Joy reflects on how shapes are used to create simple machines and makes notes in her math folder. Joy turns in her practice sheet, writes the homework assignment in her planner then puts her work away to get ready for reading.

(9:30-11:00) It is time for the English/Language Arts block of instruction. Mrs. Brown presents a mini lesson on the reading and vocabulary skills for the day. Joy goes to the carpet for whole group reading instruction. She participates in word work and a shared reading activity on the carpet with Mrs. Brown. Mrs. Brown calls Joy's group to come to the back table to work on a guided reading lesson. After small group, Joy returns to her seat and works on her reading response and reflection journal on her computer where she develops sentences that explain the characters, setting, plot, and problem/solution of the story. Joy completes her mini lesson activity sheet then shares her responses with seat partner. Joy gets out her independent reader and reads several pages from her book, completes her vocabulary and comprehension check then logs her reading on her reading log. Joy uses her Chromebook to work on a computer assisted reading activity. Joy returns her computer to the charging station then gets ready for specials. Mrs. Brown reminds students to put their work in their reading bins.

(11:00-12:00) Joy follows Mrs. Brown to the art room. Joy is learning how to use the "Smart Draw" software program as she teaches shapes, use of lines, and symmetry that are used to create a drawing of a simple machine. Joy use her computer to make sketches of shapes that she can use to craft her simple machine. Watch: Simple Machines: Science & Art Integration from the Teaching Channel Retrieved from: https://www.teachingchannel.org/videos/teaching-simple-machines. Joy shares her drawing with students at her table, puts her computer in the charging station and gets ready for lunch.

Lunch (12:00-12:30) Joy lines up for lunch and follows Mrs. Brown to the cafeteria. Joy gets her lunch (chicken, fingers, potato wedges, carrots with ranch dressing for dipping, apple slices, and milk). She sits with her friends and talks about her favorite book over lunch. Joy has read six books and is excited about reaching her goal to participate in the incentive reading program at the end of the quarter. Joys empties her food tray, lines up with her classmates then follows the classroom assistant to the playground for recess. Joy takes turns jumping with her friends.

(12:30-12:45) Joy hears the bell to line up, so she puts her jump rope in the container and lines up with her class. Joy meets Mrs. Brown on the playground and follows her to the restroom. After the restroom, Joy follows Mrs. Brown back to the classroom.

Afternoon (12:45-1:30) Today is Wednesday, and the class is working on their Social Studies unit about the Foundations of Government and how it provides goods and services to the community like fire and police protection, trash and snow removal, and public transportation. Joy is watching the presentation on the Smart Board. Joy's learning team is assigned to discuss Public Transportation and responds to the questions: What does this service do? How does the service help the community? What equipment/machine(s) does this service need? Does this service require a uniform? What interesting facts can you find about this service? Joy shares the responses from her group with the class. Joy finds it interesting how the bus driver uses the wheelchair lift (incline plane) to help handicapped people on and off the bus. Joy thinks about a simple machine she can create to help someone get their job done easier for her engineering design challenge.

(1:30-3:00) It is STEM Block Time! Joy gets out her Chromebook. Joy is learning about six types of simple machines (wedge, wheel and axle, lever, inclined plane, screw, and pulley) and how they help people make their work easier. Joy participates in the class discussion about the mechanical advantages of each simple machine. Joy helps her learning team identify objects in the classroom that are simple machine and shares the group's examples with the class. Joy puts her scavenger hunt paper in her homework folder. Joy completes the independent practice activity the turns-in her work to Mrs. Brown. The engineering portion of the class is where students bring their designs to life! Joy sits on the carpet in the front of the classroom and listens to the story from their Engineering is Elementary Lesson 1 Unit about simple machines. Joy participates in the class discussion about the types of simple machines their teams may create. Joy participates in the discussion about the pully Mrs. Brown created. Joy is excited that this will be a "Pulley" Design Challenge. She works with her STEAM learning team to begin the brainstorming and planning process for the design challenge. Joy discusses the plans they have made and exchanges ideas about the design concept and the shapes learned in their art class that they could use to create their simple machine as a group. Joy keeps notes on her Chromebook. Joy returns her computer to the charging station and gets ready for Success Time.

(3:00-4:00) Joy goes to Mrs. Smith's class for intervention. There are five other students in her group. Joy is working on understanding story structure. Joy has a graphic organizer called a story map where she is working on identifying characters, plot, setting, theme and problem/solution. Joy participates in the class discussion where the teacher explains how to use a story map. The teacher provides an example then Joy participates in shared reading activity with the teacher. Joy takes turns reading with the teacher and other students in the group. Joy participates in the discussion as they identify story elements. Joy returns to her seat to complete the story map. Mrs. Smith walks around to check for understanding. Joy turns in her work, gathers her belongings to return to Mrs. Brown's classroom. Joys checks her planner as Mrs. Brown reviews the homework assignment. Joy makes sure that she has her homework assignment written in her planner. Joy puts her favorite independent reading book, reading journal, math book, and planner in her book bag then lines up for dismissal.

Dismissal (4:00) Joy follows Mrs. Brown to the car pick-up area. Joy participates in the drama club after school on Tuesdays and Thursdays and robotics on Wednesdays since her mom works late on these days. This was an exciting and engaging day in the life of Joy as a student at Indy STEAM Academy.

2. *A Day in the Life of a Teacher at Indianapolis STEAM Academy*

Mrs. Brown is a third grade self-contained teacher at Indy STEAM Academy. She has a Master's degree from IUPUI, and a strong background in science, which is why she was selected to serve as a grade level Lead Teacher and mentors help colleague, Mrs. Jones. Mrs. Brown also serves as a member of the academy's leadership team. Mrs. Brown has 25 students in her class and has a teacher assistant whom she shares with Mrs. Jones.

Arrival/Morning (7:15) Mrs. Brown arrives at school, checks her mailbox then goes to her classroom.
(7:15-7:55) Mrs. Brown has 40 minutes to prepare before her students arrive.
(7:55) Mrs. Brown picks up her class in the gym then returns with them to the classroom.
(8:00-9:30) Mrs. Brown completes daily classroom routines and procedures like attendance and the collection of homework and other items while students are working on their "bell ringer" Daily Oral Math and Language activities. Mrs. Brown starts the day by reviewing the schedule and learning objectives and standards for the day using "I Can"

Statement: "I can identify the attributes of geometrical shapes…" Mrs. Brown implements the math instruction block which is the time in which students develop a strong foundation in core math concepts identified in the Indiana Academic Standards. Mrs. Brown teachers a lesson about geometrical shapes. Mrs. Brown uses the Smartboard to show examples of a square, rectangle, rhombus, parallelogram, trapezoid and kite. Mrs. Brown discusses the attributes of each shape with the class. Mrs. Brown has students use their interactive response system (clickers) to identify shapes that are not quadrilaterals to check for understanding. Mrs. Brown provides a practice worksheet where students match geometric shapes with their attributes. Mrs. Brown shows examples of simple machines that have quadrilaterals. Mrs. Brown ask students to describe the shapes they see in each machine. Mrs. Brown reviews the answers to the practice sheet and summarizes the lesson. Mrs. Brown has students turn-in their practice sheets and reminds them to write their homework in their planners.

(9:30-11:00) Mrs. Brown implements the Balanced Literacy block which is the time in which students develop a strong foundation in reading and writing. The reading lesson begins with a whole group modeled lesson to help students build their comprehension skills using a story elements anchor chart. Mrs. Brown provides a shared reading activity using the basal reading book. Mrs. Brown differentiates instruction by conducting several rotations of small group guided reading instruction. While Mrs. Brown is working with one small group rotation (6-8 students) the remaining students are working on independent seatwork, learning centers activities, paired instruction, computer assisted instruction or working with the teacher assistant. After guided reading, students return to their seats to type two sentences about the characters, setting, plot, and theme of the story then complete their reading logs and independent practice assignment. Mrs. Brown has students share what they learned during the reading lesson using an "Exit Ticket." Mrs. Brown has students put their reading materials away to get ready for specials. Mrs. Brown takes her class to Art then goes to the planning room for the grade level team meeting.

(11:00-12:00) Mrs. Brown has one hour for planning during specials each day. Mrs. Brown is the Lead Teacher for the third grade team. The academy Head of School meets with the team twice per month. Mrs. Brown meets with her grade level team on Tuesdays, Wednesdays, and Thursdays to collaborate on standards and objectives that have been mapped-out for the quarter. They share ideas for lesson activities for next week's learning objectives. The Literacy and STEAM Coaches also meet with Mrs. Brown and the grade level team on Tuesdays and Wednesdays. Mrs. Brown leads the team in a discussion about the upcoming NWEA MAP benchmark assessment. Mrs. Brown and coaches review the proficiency levels of students on the data wall and set goals for the upcoming assessment. The team identifies how students will be grouped during Success Time. Mrs. Brown returns to the art room to pick up her students then returns to the classroom to get ready for lunch.

Lunch (12:00-12:45) Mrs. Brown takes her class to the cafeteria for lunch then goes to the staff cafeteria where she is able to relax with her colleagues. Mrs. Brown takes a restroom break then meets her class on the playground (Outside Good Weather Days/or at the Gym on inclement weather "In Days").

Afternoon (12:45-1:30) Today is Wednesday, and Mrs. Brown is working on a Social Studies Unit: Foundations of the Government. Mrs. Brown discusses how the government provides goods and services. Mrs. Brown builds background knowledge by asking students about goods and services that are provided in their communities. Mrs. Brown uses the Smartboard to show examples of different goods and services such as fire and police protection, trash and snow removal, and public transportation. Mrs. Brown discusses these services and asks students to respond to questions: What does this service do? How does the service help the community? What equipment/machine(s) does this service need? Does this service require a uniform? What interesting facts can you find about this service? Mrs. Brown has students to think about a real-world problem in our city today and how a simple machine could enhance the service to make our lives easier.

(1:30-3:00) Mrs. Brown is working on a physical science standards-based lesson about simple machines, which is connected to the engineering design unit "Marvelous Machines: Making Work Easier" from the Engineering is Elementary curriculum. Mrs. Brown has students recite the learning objective: "I can describe six types of simple machines and explain how they make work easier." Mrs. Brown uses a KWL chart to see what students know and want to know about simple machines. Mrs. Brown uses the interactive whiteboard to show a video from Engineering is Elementary (EiE) Lesson 1 Unit - Simple Machines and Their Uses – Vocabulary (wedge, wheel and axle, lever,

inclined plane, screw, pulley). After explaining the definitions of each machine, Mrs. Brown puts these words on the word wall for future reference. Mrs. Brown discusses the kinds of engineers (mechanical, industrial, civil) who use simple machines to make their work easier. Mrs. Brown distributes a handout that has pictures of these simple machines. Mrs. Brown has students discuss the "Mechanical Advantages" (uses less force to move an object a longer distance) for each. Mrs. Brown gives students a "Scavenger Hunt" sheet then has them work in their learning teams to identify simple machines in the classroom. Mrs. Brown has each team share their responses. Mrs. Brown checks for understanding by having students complete a sheet where students match the names of the simple machine with their definitions and identify the types of simple machines for the given pictures. Mrs. Brown collects this independent practice sheet then brings the lesson to a close. Mrs. Brown refers back to the KWL chart to have students identify what they learned during the lesson by asking questions and recording their responses on the chart: Who can name a simple machine that we learned about today? How do simple machines make work easier? What are the mechanical advantages of these machines? What kinds of engineers did we learn about today? Why do engineers use simple machines? What simple machines did you find in our classroom? Mrs. Brown provides an extension to the lesson: "Tonight at home, think about everyday examples of the six simple machines we learned about today, see how many you can find at your home! Record your examples on the Scavenger Hunt Worksheet and bring it back to school tomorrow." Mrs. Brown reminds students to put their worksheet in their homework folder.

Practical Application of the Lesson: Students love when it's engineering design challenge time. Mrs. Brown announces that the Simple Machine **Design is the "Pulley Challenge!"** Mrs. Brown takes students to the engineering lab where she has set up an example of a pulley and demonstrates how it helps to move heavy objects for longer distances. Mrs. Brown has students discuss how the pully functions and its mechanical advantages. Mrs. Brown has a variety of objects from which students will choose to lift from the floor using their pulley systems. Mrs. Brown presents the project requirements and discusses limitations. Students must be able to lift objects at least 4 inches off of the floor using their pulley systems. A variety of materials and supplies are available for students to choose to create their pulleys. Mrs. Brown reviews the five-step engineering design process then has students to get into their learning teams to brainstorm ideas and plan their designs. Mrs. Brown has each learning team share their design ideas with the class. It is time to stop. Mrs. Brown reminds students to save their ideas on their computers and return their computers to the charging station and get ready for Success Time.

(3:00-4:00) "Success Time" is Tier II skills intervention and/or enrichment for reading and math standards. Mrs. Brown is helping students who are having difficulty with addition with regrouping. Mrs. Brown uses the interactive whiteboard to demonstrate and students practice at the whiteboard as well. Mrs. Brown shows students how to check their answers. Mrs. Brown has students work in pairs to create one addition with regrouping word problem then has them demonstrate how to solve the word problem to check their understanding. Students return to their homeroom classes. Mrs. Brown has students clean get ready for dismissal. She reminds them to check to make sure their homework assignments are written in their planners. Mrs. Brown has students line up to be dismissed.

Dismissal (4:00) Mrs. Brown walks her class to the gym (car pickup area). Mrs. Brown provides the office with a list of names of students who have not been picked up by 4:15 PM. Mrs. Brown may leave at 4:15 PM, but returns to her classroom, reviews her lesson plans and gets ready for the next day. Mrs. Brown also helps with the Lego club every Wednesday afterschool. Overall, it was an exciting day in the life of Mrs. Brown at Indy STEAM Academy.

SUPPLEMENTAL PROGRAMMING

1. Summer School Program. Indy STEAM Academy will offer a summer school program. The summer school program will be three weeks (15 days) after the end of the school year (June 10 -July 2, 2020) for 4 hours per day (8:00 AM – Noon). Some of our students may start below level. It is anticipated that approximately 30% (60) of our students will require additional support to demonstrate proficiency in reading and math. Students demonstrating 65% or below proficiency will be required to participate based on the NEWA MAP Growth K-5, IREAD K-3, and ILEARN assessment results. Students may be recommended by their classroom teachers or the RTI team to participate in the summer school program. Parents may also request that their children participate in the summer school program. Parent requests will be reviewed by the RTI team and approved contingent upon funding. Summer school will be funded using the Title I allocation and resources from the Indiana Public School Summer Program fund.

2. Extra-Curricular and Co-Curricular Programs. After school extra-curricular clubs such as Robotics, Lego, Coding, Graphic Design, Math Minds, Science Minds, Visual Arts, and Book clubs will be available to students four days per week (Monday through Thursday). Other extra-curricular activities such as violin, piano, ballet, drama, gymnastics, soccer, tennis, golf, basketball, and baseball may be offered on a rotating semester or seasonal basis, except for instrumentals and drama which may be offered for the entire school year, so every student can find an activity of interest. Activities will be funded by the academy basic grant funds and through the support of our community partners and foundations.

3. Student Mental, Emotional, and Social Development and Health. Cummins Behavioral Health Systems. We will partner with Cummins Behavioral Health Systems to provide wraparound mental health services for identified students and their families. Cummins will be on site all day at least one to two days per week depending upon need.

Big Brothers Big Sisters of Central Indiana. We will partner with Big Brothers Big Sisters of Central Indiana to provide mentoring for students and support for families to foster positive home/school communication and of students. This mentoring relationship will help students with academics, social skills development and will foster positive home/school communication. The academy will identify other organizations to support schoolwide activities that address issues such as depression, suicide prevention, child abuse, substance abuse, gangs, violence, and bullying. We will hold monthly assemblies to address these topics and will provide schoolwide activities every Friday during our citizenship time.

ABC Plans. The academy will develop an Academic, Behavior, and Career Plan (ABC Plan) to provide "wrap around" services and supports for all students. Adaptations will be made for students who have formal Individualized Education Plans. Individual academic, behavior, and career goals are established with parents and students at the beginning on the school year. Goals will also be established for student behaviors to develop positive academic mindsets for learning, study skills, and social skills to be successful in our learning environment. The academy will use our RTI process to provide additional community resources to help families with the social and emotional needs of students.

Schoolwide Activities and Initiatives. The academy will also implement other programs to support the social and emotional well-being of students such as D.A.R.E., Just Say Yes, "No Bully", and Random Acts of Kindness, and the Let's Move programs to support the social, emotional, and physical well-being of students. The academy plans to write a grant to help fund a Social Worker for the school. The academy will implement the Positive Behavior Intervention and Supports (PBIS) framework (see Attachment 8) to maintain a positive school climate and culture. Schoolwide expectations will be established and posted in each area of the building. Expectations will be taught and reinforced daily. Positive reward systems and consequences will be reinforced every day. Behavior goals will be established for students in their ABC Plans and teachers will work closely with parents to ensure student success.

4. Other Student Focused Activities and Programs

After School Tutoring. The academy will provide after school tutoring three days per week (Tuesday, Wednesday, and Thursday) for one hour (4:15-5:15 PM) starting August 17, 2020 through May 27, 2021. This program will be funded using the Title I allocation. Our community partner, IUPUI will provide undergraduate and graduate students to serve as tutors along with teachers who have agreed to work (stipends) with this program. Students demonstrating 65% or below proficiency will be selected to participate in this program. This program will be funded by remedial and Title I funds.

Homework Help Club. The Homework Help Club will be available four days per week (Monday through Thursday) for one hour (4:15-5:15 PM) for students who would like help with their homework assignments. Students demonstrating proficiency 65% or higher may also seek support with their homework assignments. Students who miss 3 or more consecutive days of school will be required to make up work with the support of the homework help club. This program will be funded using remedial dollars and with the help of IUPUI graduate student volunteers.

SPECIAL POPULATIONS AND AT-RISK STUDENTS

1. Plans to Serve Students with Special Needs

Indy STEAM Academy is committed to meeting the needs of all learners, including students who enter below grade level, students with special needs and disabilities, students with limited English proficiency, and students who are at risk of failure, and academically advanced or gifted. The Response to Intervention team will work with teachers and parents to provide effective research-based instructional practices and strategies to meet the academic, and social emotional needs of all students. Indy STEAM Academy will follow all provisions of federal and state law relating to students with disabilities, including the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973. In addition, Indy STEAM Academy will comply with all Special Education rules outlined in Article 7 of the Indiana Administrative Code (IAC). All students with qualifying disabilities under IDEA shall have access to a free and appropriate public education (FAPE), receive an evaluation, IEP, and an appropriate education in the least restrictive environment; be involved in decisions regarding the IEP, along with their parent/guardian(s); and have access to appropriate procedures to resolve any disputes related to the academy's provision of FAPE. We shall maintain student education records in line with the federal Family Educational Rights Privacy Act of 1974 (FERPA) as they relate to students with disabilities. This includes but is not limited to having procedures for protecting the privacy of student education records. Indy STEAM Academy has a targeted enrollment of 200 students Year One. We anticipate that there will be approximately 10% English Language Learners, 10% Specials Needs and students with exceptionalities Section 504 plans, 30% at risk of academic failure, and 5% intellectually gifted students.

2. Students with Mild, Moderate, and Severe Disabilities

Identification and Plan Development. In accordance with the Individuals with Disabilities Education Act (IDEA) Child Find Provision and Article 7, Indy STEAM Academy will train staff to actively locate, identify and evaluate all students who may need special education and related services. A Multidisciplinary Team, consisting of Parent(s)/Guardian(s), General Education Teachers, Special Education Teachers, Relevant Clinicians, Student, etc., will work together to determine eligibility for special education services and avoid educational misplacement. The academy will provide formal training for all staff involved in the IEP process to review guidelines for the determination of student eligibility for special education services. They will also receive training on the implementation of IEPs and 504 plans, including modifications and accommodations within the classroom. Students who do not require specialized educational services in the form of an IEP, but who need accommodations and modifications for equal access to the classroom will receive 504 plans.

The Multi-Tiered System of Supports (MTSS) system will serve as an initial screening process, and typically students will receive interventions through this system before recommendation for Special Education services. Throughout the period of intervention, our educational and behavioral intervention strategies and the student's response will be closely monitored on a weekly basis by the RTI/PBIS committee. If progress is observed, we will determine whether to continue with our chosen interventions. If, after three-weeks, measurable progress is not evident, intervention strategies will be modified, while continuing to track the student's progress. If, after the ten-week process, the student is not progressing, we may recommend to the student's parent/guardian(s) that the data collected indicates there may be reason to have a more extensive diagnostic evaluation by relevant clinicians. If RTI is unsuccessful, or if there is a request for a Full Individual Evaluation (FIE), Indy STEAM Academy will schedule a Domain Meeting under IDEA. The Head of School will arrange a meeting with the academic team to determine which domains are areas of suspected disability or needs and identify the assessments the team will complete. After written parental/guardian consent is secured, the student will be evaluated by properly trained and licensed professionals. If a student is deemed eligible for special education services at a subsequent Eligibility Meeting, the team (including parent/guardian(s)) will develop an Individualized Education Plan (IEP). If the student is not eligible for special education services, the team will consider a 504 plan and develop one if appropriate. If neither a 504 plan nor an IEP is appropriate, but the student is still struggling, we will meet with parent/guardian(s) to determine a behavioral and/or academic support plan.

Continuum of Services. In accordance with Article 7, Indy STEAM Academy will provide a continuum of support and services from those in the least restrictive environment to increasingly restrictive options in order to meet students' specific needs. Students with disabilities will be provided the services specified in their IEP.

- Related Services: Related services are developmental, corrective, and other support services required to help a student with a disability benefit from instruction within the general education curriculum. Related services may include, but are not limited to: counseling, occupational therapy, physical therapy, school health services, speech/language therapy, hearing/vision services, and other support services (paraprofessional support, sign language/oral interpreters).
- Support Services: Other support services provided to children include, but are not limited to: assistive technology devices, behavior intervention plans, and curriculum modifications.
- Special Education Services: Students receive specially designed supplemental instruction based on their needs as identified in the IEP. The special education teacher works to adjust the learning environment and adopt instructional techniques and methods to meet students' individual needs.
- Transportation Services: In the event the IEP team determines a student needs transportation services, Indy STEAM Academy will work with IPS or private contractors to provide transportation for the student.
- Collaborative Consultant Teacher (CCT)/Co-Teacher: In CCT classrooms students with disabilities and general education students are educated together, by a general education teacher and a special education teacher. The CCT collaborates with the general education teacher and provides instructional support to the student while the special education teacher serving the class adapts and modifies instruction for students with disabilities.
- Adjustments to Curricula and Instructional Programs: Indy STEAM Academy teachers will be trained to make adjustments to curricular and instructional programs and practices to meet the need of our special student populations. Because the adjustments are common practices across our schools, students with special needs do not feel "different" from peers in general education, contributing to an overall culture of inclusivity and optimism.

Least Restrictive Environment. Indy STEAM Academy will comply with all state and federal laws to ensure students with disabilities are served in the Least Restrictive Environment (LRE) where they are afforded access to general curriculum and integration with their nondisabled peers, with appropriate modifications and accommodations as delineated in their IEPs. To that end, individual classroom enrollment may not be comprised of more than 30 percent of students with disabilities. Indy STEAM Academy will utilize the general education classroom, co-teaching, push-in/pull-out support, alternate assessments, and in rare cases, self-contained Special Education classrooms as a part of a students' LRE. All decisions regarding a student's placement are based on the student's abilities and needs. Before making a decision to change a child's LRE, Indy STEAM Academy will confirm that the child has received all the services outlined in the IEP. If a student continues to struggle in their current LRE even with the services outlined in their IEP, the IEP team may convene to determine if the current placement is still appropriate under IDEA. A student's IEP cannot be revised without holding another IEP meeting. Any meetings regarding LRE will include the parent, special education teacher, general education teacher, school administrator, and related service providers and IPS personnel as appropriate.

Accommodations

- All daily curricula and weekly and unit assessments receive the accommodations and modifications detailed in the students' IEP. General education and special education teachers work together to ensure this is accomplished.
- Based on a student's current level of performance (as determined by diagnostics and current student performance data) students are provided online and written curricula at their instructional level. This includes access to independent, guided and shared reading texts that are appropriate both in content and level to a student's age, developmental level and current instructional level.
- All students receiving special education services also receive small-group, differentiated instruction as part of their daily schedule. During this time, students receive targeted, skill-based instruction customized to their individual needs as determined by the NWEA Learning Continuum.

- Students are given immediate feedback on daily formative assessments and provided with opportunities for remediation on the spot and one-on-one by the general education and/or special education teacher.

Monitoring and Evaluation. Indy STEAM Academy's Head of School and Special Education team will oversee the implementation of the IEP services. A copy of the IEP, along with procedural safeguards, will be given to all teachers and the parents of students identified as special needs. We will carefully monitor the progress of students in the RTI process or possessing IEPs through bi-weekly debriefing meetings with the academic team and the student's Special Education and General Education teachers. The student's most current assessment data from core academic subjects will be collected and analyzed. Students with significant cognitive disabilities will take the state Alternate Assessment. All of special needs students will take the NEWA Growth K-8 benchmark assessments, IREADK-2, IREAD-3 and ILEARN 3-8 assessments with accommodations as identified in the IEP and as determined by the state assessment implementation guidelines.
The academy will monitor and evaluate the progress of students in special education with the same frequency and intensity of their peers in general education. In the event a student is progressing more quickly than expected or not progressing at a rate that will allow him/her to meet his/her annual IEP goal, the IEP team may convene periodically to adjust annual goals and/or accommodations and modifications. The following methods are ways to monitor progress for students with an IEP. These methods have been adapted from research-based best practices:
Daily: Students in special education who have daily behavior plans receive daily "progress towards goals" updates to be shared with parents/guardians in the student's daily planner.
Weekly: Parents/guardians receive weekly progress updates based on student performance on adaptive online curricula. As established in their IEP, students in special education receive accommodations and modifications on weekly assessments as appropriate. Special Education may conduct additional mini assessments of sub-goals to gather data on student performance relative to the annual goal. These data points are rolled up and shared with families through the quarterly IEP report card.
Quarterly: Parents/guardians receive quarterly IEP updates in which special educations teachers share a student's performance relative to his/her annual goals; this is called the IEP Quarterly Report Card. All students receiving special education services receive a standard school report card. Parents/guardians are asked to meet with the classroom and Special Education teacher to discuss progress toward both final grades and IEP annual goals.
Annually: All parents/guardians of students receiving Special Education services will meet with the rest of the IEP team annually. At this time, parents/guardians receive an additional update with a final determination as to whether or not a student has met annual IEP goals; All parents/guardians and students receive a report card indicating final grades in all subject areas for that school year.
All students with IEPs shall be re-evaluated a minimum of once every three years. In addition, if a parent/ guardian requests that their child is reevaluated, we will respond to that request promptly. Communication with families/guardians of our special needs students will be a priority, and they will participate in an additional special services meeting during our Parent-Teacher conferences. At the close of each student's annual review or three-year re-evaluation the parent will receive a copy of the new IEP.

Qualified Staff. Indy STEAM Academy will employ full-time licensed Special Education teachers who will serve as resource teachers for students identified as special needs or with exceptionalities who have an Individualized Education Plan (IEP) or who are in the process of being identified for services. The academy will sub-contract with a part-time licensed Speech Therapist and School Psychologist through the Indiana Charter School Resource Network, Marian University College of Education and/or IU Bloomington P16 Center for Research. The academy will also sub-contract with a certified Director of Special Education Services to assist our Academy with the management of Special Education Services. These staff will ensure that parents/guardians of children with special needs are informed of their children's progress on annual IEP goals and in the general curriculum. The Director of Special Education Services will provide annual training to families whose children are identified as receiving special education services, reviewing with families the IEP process and documentation, identifying the difference between modifications and accommodations, and review the due process rights of families within the process. We will make available contact information for outside support resources and have on campus mini conferences from available outside support resources.

3. English Language Learners

Identification. Indy STEAM Academy believes "all children can learn and achieve at high levels." Limited English Proficient (LEP) or English Language Learners (ELL) will be identified when they enroll. Parents will complete a Home Language Survey where they identify their native language. Students whose native language is anything other than English will take English Language Proficiency Assessments to determine a student's level of English proficiency. WIDA ACCESS is the English Language Proficiency Assessment administered in Indiana. The W-APT placement test (kindergarten) and the WIDA Screener (grades 1-12) function as a screener that is used for both initial and English Language (EL) program placement of students who are identified as Limited English Proficient (LEP). The annual assessment, ACCESS and Alternate Access, is administered to determine a student's current level of English proficiency. English Learners will receive speaking and written language support tailored to their individual needs while providing access to the general curriculum and school environment as much as possible. The academy will hire a part-time English Language Learner (ELL) teacher who will work with the Head of School, classroom teachers, and parents to ensure that ELL students receive appropriate support and make strong progress toward their goals. The academy will hire a full-time ELL teacher Year Three if the number of students needing support is evident. The ELL teacher use "push-in" support for students in the classroom in addition to pulling out students in need of additional support. The Head of School and ELL Resource Teacher will oversee compliance and proper implementation of the ELL Program.

Instructional Programs. LEP students will receive English Language Development (ELD) instruction as part of their core reading program in the general education setting. At the elementary level our ELL instructional model will be a "pullout" model. Students leave their classrooms and work in small groups to practice and learn language in a meaningful and supportive environment. Students receive anywhere from 60 minutes of instruction 3 days a week depending on their language proficiency level. Students will receive additional supports with classroom instruction using the "push-in" model of support provided by the English Language Learner Resource Teacher. Our teachers use a variety of research-based teaching strategies which support students' acquisition of English. Examples of these strategies include the following: use of the native language, language experience activities, total physical response, dialogues, songs, chants, guided-reading activities, story-telling, hands-on projects, and cooperative learning activities. We also use the following web-based programs to supplement our English Language development instruction: "Brain-Pop ESL" K-5, and "Grammar Gallery" K-8.

Monitoring and Evaluation. Regularly progress monitoring with the selected curriculum for the English Language Development (ELD) program will be part of curriculum and instruction provided. WIDA, NWEA MAP Growth K-8 benchmark assessments and ILEARN assessments will be administered to all ELL students. Prior grade assessments will also be reviewed, and the beginning of the year assessment data will be used to identify areas of deficiency and performance levels of LEP students in reading, math, and science.

Qualified Staff. Indy STEAM Academy will employ a certified English Language Learner (ELL) Resource teacher The ELL Resource Teacher and Parent Coordinator shall provide annual training to families whose children are identified as receiving ELL services, and will review with families the curriculum, resources, and community outreach services that are available to ELL students.

4. At-Risk and Below Level Learners

Identification. Indy STEAM Academy believes that "failure is not an option" for students. There are five social factors associated with At-Risk students: (1) poverty; (2) ethnicity and race; (3) family composition; (4) mother's educational background; and (5) language background. These factors are considered when working to improve the academic performance of students at risk of failure. Our staff will not allow apathy and sympathy to cloud the vison to realize the potential of all students. We realize that the parent is the child's first teacher, and as students begin their school careers, it is necessary to establish partnerships with parents to provide nurturing and supportive learning environments at home and school to ensure the success of students. The academy will provide training for

parents who struggle with helping their children at home. Parents may also utilize the services in our Parent Center and participate in our literacy and math family night workshops.

Instructional Programs. Students performing below level or who are at-risk of failure will receive small group guided reading and math instruction in the classroom. In addition to classroom instruction, students will be assigned to small flexible learning groups during "Success Time" (Tier II) instruction. "Success Time" will be 60 minutes four days per week. Students may be identified for Tier III instruction, which provides 30 minutes of individualized instruction with the Intervention Specialist. In addition to "Success Time" and Tier III instruction, students performing below level will participate in After School Tutoring which will be three days per week for one hour in reading and math. In addition to after school tutoring, students performing below level will participate in fifteen (15) days of remediation during Summer School. Students will receive 4 hours of skills-based instruction directly related to the areas of deficiency identified on the NWEA MAP Growth and DIBELS benchmark assessments. These additional learning supports are used for specific skill building to help students master skills needed to demonstrate proficiency. The academy is committed to ensuring the success of all students and to close the achievement gap among students.

Monitoring and Evaluation. NWEA MAP Growth (K-8) benchmark assessments will be administered to all students at the beginning of the school year. Prior grade assessments will also be reviewed, and the beginning of the year assessment data will be used to identify areas of deficiency and performance levels of students in reading, math, and science. An *A*cademic, *B*ehavioral, and *C*areer Pathways (ABC) plan will be developed for all students. The *academic* component of the plan will identify target goals for specific learning objectives and skills from the standards that are deficient. Target goals will be prioritized, and intervention strategies will be identified for each academic target goal. Teachers will monitor students' progress each week in the data team meetings. Formative assessments will be used to determine if students have demonstrated mastery of targeted skills. The Response to Intervention and Instruction Team will support teachers with research-based strategies and best practices to support instruction in the classroom. Continuous progress monitoring will be provided to determine students' levels of proficiency. The IREAD K-3 summative assessments will be administered to determine students' levels of proficiency. Students will be recognized for their improvement at quarterly awards assemblies. Parents will be kept abreast of students' progress through mid-term progress reports, report cards, and parent-teacher conferences.

5. Intellectually Gifted Learners

Identification. Indy STEAM Academy believes that "all students should receive rigorous and challenging instruction." Indiana schools shall identify students with high ability in the general intellectual and specific academic domains and provide them with appropriately differentiated curriculum and instruction in core content areas, K-12 (refer to IC- 20-36-2-2). The Indiana Code defines a student with high abilities as one who:
a) Performs at, or shows the potential for performing at, an outstanding level of accomplishment in at least one domain when compared to other students of the same age, experience, or environment; and:
b) Is characterized by exceptional gifts, talents, motivation, or interests (IC 20-36-1-3). Identification is a critical component of effective gifted education programming. One size does not fit all. In addition to using assessments appropriate to the services provided, different strategies may be needed to ensure students with high potential are identified. Indy STEAM Academy will use the NWEA MAP assessment to determine eligibility to participate in the high ability program supports. Testing may be requested in any grade. Kindergarten students will be tested spring semester and grades 1-2 fall semester. High ability needs will participate in Gifted and Talented programs and activities that will challenge them in regular classroom settings to enable them to make continuous progress in school. Indy STEAM Academy will collaborate with the Indiana Association for the Gifted and the National Association for Gifted Children to identify additional resources and supports for high ability students.

Instructional Programs. Indy STEAM Academy will not provide a separate "pull-out" program for gifted students; however, students identified as high ability will have their needs met in the regular education classroom. We believe that the STEAM instructional model will enable high ability students to enhance their critical thinking, creativity, collaboration, and communication skills. Students will receive Tier I instructional supports at their ability level through small group guided practice and instruction in reading and math. In addition to Tier I classroom instruction, high

ability students will be assigned to small flexible learning groups during "Success Time" for enrichment three days per week for 60 minutes. In addition to Success Time, high ability students will participate in After School Enrichment two days per week for one hour, participate in a variety of extra-curricular programs, participate in Fall, Winter, Spring STEAM competitions and STEM Summer Enrichment Camps.

Qualified Staff. Indy STEAM Academy will not have a separate Gifted program. However, the academy will provide basic training for all teachers on recognizing and serving high ability students and providing instruction that will meet their needs in the in the regular classroom setting.

Monitoring and Evaluation. High ability needs will take the NWEA MAP (K-5) benchmark assessments during the fall, winter and spring. The IREAD K-3 summative assessments will be administered in late spring to determine students' levels of proficiency. Prior grade assessments will also be reviewed and used to identify performance levels of students in reading and math. An *A*cademic, *B*ehavioral, and *C*areer Pathways (ABC) plan will be developed for students. The *academic* component of the plan will identify target goals for specific learning objectives and skills for enrichment. Target goals will be prioritized, and enrichment strategies will be identified for each academic target goal. Teachers will monitor students' progress each week in the data team meetings. Formative assessments will be used to determine if students have demonstrated mastery of targeted skills. The RTI Team will support teachers with research-based strategies to support instruction in the classroom.

STUDENT RECRUITMENT AND ENROLLMENT

1. Student Recruitment and Enrollment

Indy STEAM Academy will begin recruitment activities immediately after authorization. The academy has conducted surveys of families in this high priority needs community to gauge their level of interest in a STEAM instructional model and charter school in their community and receive very positive feedback. The academy will conduct focus group meetings in surrounding school communities to provide opportunities for parents and community members learn more about the instructional model and services and to receive feedback regarding services they would like our academy to provide. The academy will begin its formal marketing campaign and conduct recruitment fairs starting in November 2019, to explain the STEAM focus and provide more information about the curriculum and school calendar. Once authorized, the academy will secure a facility and begin registering students for the upcoming school year. Indy STEAM Academy does not plan to participate in Enroll Indy; however, parents will be able to enroll their children on our website and at recruitment fairs. The academy will also target parents and families in the community by attending community events, making presentations at churches and neighborhood association meetings, greeting parents at restaurants, grocery stores, malls, and other public gathering places. The academy has "Friends of Indy" STEAM Academy volunteers, who will serve as door- to-door canvassers and callers to help us spread the word about our Academy. The academy will conduct a direct mailer to residents of surrounding neighborhoods within the five-mile radius. The academy will distribute brochures, use newspaper, television, radio, digital advertisements and social media to get the word out to the community about the opening of the academy. The academy has a website – visit us at www.indysteamacademy.org. Indy STEAM Academy has developed a Letter of Intent to Enroll (see Attachment 10). We conducted recruitment fairs at 4 Head Start locations and received overwhelming response from our preschool parents with 63 parents completing Letters of Intent to Enroll their children in our academy. The academy will have a recruitment fairs at Victory Park, Indianapolis Zoo, the Eiteljorg Museum, and the Canal to expose students STEAM education and career pathways.

We will continue our recruitment efforts once authorized to target five strategic stakeholders:
Churches and Community Centers. We have identified area churches in the proposed school attendance area. We will send letters via email to request an opportunity to meet all local pastors or a representative to share the programs and services that the academy will provide.

Daycare, Early Childhood, Head Start, and Day Early Learning Facilities. We have identified early childhood facilities including Early Learning, Head Start, faith-based day care ministries, community day care facilities, and private owner day care facilities in our attendance area.

Families in Neighborhood Housing Projects and Condominium Complexes. We have identified housing complexes in the community and will contact property managers to reach out to tenants, hold meeting with parents in their community rooms, distribute brochures.

Local Businesses. We have identified businesses including restaurants, banks, grocery stores, and pharmacies where we greet families and community members to distribute materials about the academy.

2. Enroll Indy

Indy STEAM Academy will participate in the Enroll Indy One Match application process. The CEO/Founder has met with the director of Enroll Indy to discuss the application process and has participated in training to set-up the system with the information about our academy once it is authorized. The Head of School and Principal will work closely with this process to retrieve information regarding the number of students enrolled at the end of each enrollment cycle. The academy will follow-up with parents to provide orientations and school tours.

3. Enrollment Policy

The Enrollment Policy for Indy STEAM Academy is provided as Attachment 7.

STUDENT DISCIPLINE

1. Discipline Philosophy

The discipline philosophy of Indy STEAM Academy is aligned with our mission to provide a safe and nurturing learning environment where students take responsibility for their behaviors to be productive citizens at school and in their communities. Clear, fair, and consistent student discipline is essential to fostering a positive school culture and climate. We will be able to garner the cooperation of our parents and students when they know that they will be treated fairly. The culture of Indy STEAM Academy is built on the ideals that classrooms are the place where students work hard and strive to do their best work while demonstrating their best behavior. This culture is reinforced by the core values that are instilled through the Character Counts –Six Pillars of Character Framework (Respect, Responsibility, Fairness, Trustworthiness, Caring and Citizenship) and the Positive Behavior Intervention and Supports- Behavior and Expectations Matrix (see Attachment 8) for which our behavior expectations and procedures are established, and Social Emotional Learning Core Competencies (Mind-Body Connections, Emotional Awareness & Positive Sense of Self, Impulse Control, Conflict Resolution & Decision-Making, Perspective Taking & Empathy Development, Critical Analysis, Judgment & Problem-Solving, and Persistence & Resilience.) Indy STEAM Academy believes that our discipline philosophy is aligned with the core values that our parents instill in their children at home which are reinforced at school: "Be Respectful, Responsible, and Safe." Indy STEAM Academy has established clear expectations for behaviors within the school environment in order to support the learning community. Our discipline plan is a proactive approach that attempts to head off behavior problems before they occur with the goal of teaching students the desired behaviors for school, classrooms and other school settings. We will teach and reinforce our expectations daily through learning activities. We will provide student support groups to reinforce social-emotional learning core competencies and will have on-site mental health providers available to support our students. Our Academy will provide rewards for positive behavior and redirection/consequences for inappropriate behaviors. Indy STEAM Academy is committed to creating a school environment where students feel valued, cared for and respected. Such an atmosphere has been proven to decrease discipline problems and increase academic achievement.

2. Discipline Policy

The Discipline Policy for Indy STEAM Academy is provided in Attachment 8.

GRIEVANCE POLICY

The Grievance Policy for Indy STEAM Academy is provided in Attachment 9.

PARENTS AND COMMUNITY ENGAGEMENT

1. Target Location and Performance of Surrounding Schools

The target location for Indy STEAM Academy is the 16 Tech Neighborhood surrounded by the Riverside, Upper Canal, and Ransom Place communities in Indianapolis, Indiana which is bounded by 10th Street to the south, 16th Street to the north, Indiana Avenue to the east, and the railroad to the west in the 46202 zip code.

Location Study

The CEO/Founder met with Enroll Indy to review data identified in the 2018 Annual Report. Whereas this data is based on one year of research, the following criteria was considered in the selection of the location:

1. Community demographics and needs of the targeted population;
2. Number of public, private, and charter school choices in the targeted community within a two-mile radius;
3. Demand based on transition grades (K, 1, & 7);
4. Enrollment Rates – ability to sustain enrollment;
5. Attrition Rate – number of "No Shows";
6. Late Enrollment – percentage of parents who select a school after the registration period;
7. Percentage of parents who choose schools with a STEM focus;
8. The percentage of parents who choose schools in the neighborhood where they live;
9. The percentage of parents who choose school that provide before and after school care; and
10. The percentage of parents who choose schools based on word of mouth or reputation.

The total population for this community (2-mile radius) is approximately 77,744 of which 38% is African American, 40% is Caucasian, 15% is Hispanic and 3% is Asian. There are 17,487 households in this community. Twenty-three percent of the population is school age children and approximately 70.2% of these children live in poverty. Approximately 21% of households are single parent families with children under the age of 18 years old. Approximately 22% of the population ages 25 years+ do not have a high school diploma and 26% have a Bachelor's degree or higher. The unemployment rate is 10.4%. Approximately 61% of households live below the 125% poverty level. The average income per household is approximately 33,031 (www.savi.org). Indy STEAM Academy will put education at the forefront in this community to reduce poverty by enhancing the literacy of students in this community, increasing the number of students graduating from high school, entering college, and assuming high wage high demand STEM jobs in the Indianapolis area, state, national, and/or global workforce. Indy STEAM Academy is a great fit for this community because the 16 Tech Neighborhood will enable our academy to provide extended learning opportunities beyond the classroom through collaboration with health, life sciences, technology, arts, and advanced engineering industries.

Indy STEAM Academy will put education at the forefront in this community to reduce poverty by enhancing the literacy of students in this community, increasing the number of students graduating from high school, entering college, and assuming high wage high demand STEM jobs in the Indianapolis area, state, national, and/or global workforce. Indy STEAM Academy is a great fit for this community because it will support vision to maintain a tradition of high-quality educational options for parents, support the economic advancement of the community, and enhance the earning power and quality of life for students and their families.

The proposed location is in the 16 Tech Neighborhood. This community is "up and growing" relative to the population due the redevelopment of the Busch Historic Stadium complex and additional Stadium Loft housing units. There is emerging life sciences, biotech, information technology, advanced engineering industries makerspaces, including TechPoint, and Conexus to name a few! The school will be in close proximity to hospitals, Herron School of Arts, IUPUI University, IU Health Neuroscience Center, the National Institute of Fitness, the Indianapolis Zoo and the Eiteljorg Museum which will provide opportunities for students to have extended learning experiences.

There are five (5) Indianapolis Public Schools, two (2) charter schools, and one (1) private school within the two-mile radius of our location. Enroll Indy suggests that the entrance grades (K,7,9) have the greatest demand for enrollment. According to the Enroll Indy Annual Report 2018, approximately 4,685 parents enrolled late and 3,513 parents transferred to another school during late enrollment which indicates that some parents are undecided. The academy will encourage parents to make an early school choice. Indy STEAM Academy will anticipate approximately 10% "late enrollees" and 25% "no shows." Indy STEAM Academy has chosen a lower enrollment rate at each grade level by selecting two classes (50 students) at each grade level K-2 for Year 1; however, we believe there is potential for more students at the kindergarten level. It is our hope to grow our school from one grade level to the next as students are promoted at the end of the year. We will add 50 additional kindergarten students each year and replace any openings that may exists in remaining grade levels using our waiting list and sibling priorities first. Our Contingency Plans (see Budget Narrative) will have a waiting list to accommodate the potential "No Shows." Approximately 63% of parents choose a school with a STEM program focus. Indy STEAM Academy anticipates that at least 50% of parents will choose our academy based on our instructional model. Approximately 45% of parents choose schools near where they live, so Indy STEAM Academy has researched schools within a 2-mile radius of the targeted location. Approximately 80% of parents in this community have cars and will be able to transport their children to school (Community Profile www.savi.org) and some students may be able to walk. Approximately 59% of parents choose a school based on reputation and word of mouth. Indy STEAM Academy has had very good success with face-to-face engagement with parents to recruit students. Indy STEAM has 91 parents who have expressed an interest in having their children enroll at our academy. Approximately 32% of parents choose schools that provide before and after school care. Our academy has extended school hours and parents have found this to be an appealing alternative to having to pay for before or after school care. The chart below also identifies enrollment patterns of schools in the targeted area. Indy STEAM Academy believes that it will be able to sustain its enrollment and reach the maximum capacity over the five-year period.

Enroll Indy Application Data

The chart below identifies enrollment patterns and data based on applications submitted through Enroll Indy:

Schools Targeted Area (2-mile radius)	Grade Span	Total Apps Recv	Enroll Late	Enroll /No Show Attrition Rate	Enrollment Trends 2017	2018	2019	Enrollment Retention Rate 2017 to 2019
IPS Schools:	*School is not identified in the report.							
Ernie Pyle 90	K-6	76	11	26%	376	362	342	90%
George Washington Carver Montessori 87	PK-8	157	1	23%	337	365	369	91%
Riverside School 44*	PK-6	-	-	-	258	221	189	73%
Crispus Attucks Magnet	9-12	509	11	11%	-	-	1069	NA
Indianapolis Metropolitan High	9-12	32	38	48%	265	288	240	90%
Charter Schools:	*School is not identified in the report.							
Vision Academy Riverside	PK-6	91	24	27%	439	433	429	97%
Global Prep Academy*	K-4	-	-	-	269	328	484	100%
Herron Riverside High	9-12	284	52	23%	827	861	889	100%

Source: Enroll Indy 2018 Annual Report

Enrollment *Source:* http://compass.doe.in.gov/dashboard/overview.aspx *2017-18*

Performance of Surrounding Schools

Indianapolis Public Schools							
Schools	Enrollment	Race/ Ethnicity	FRL population	SPED	ELL Learners	School Grade	Performance data % Passing
Ernie Pyle School 90 (K-6)	342	W: 7.3% B: 37.7% H: 51.2%	71.6%	9.4%	36.0%	B	Math: 54.8% Rdg: 53.3% Sci: %
George Washington Carver (PreK-8)	369	W: 24.1% B: 34.4% H: 36.3%	61.2%	12.5%	22.0%	B	Math: 59.2% Rdg: 63.1% Sci: %
Riverside School 44 (Grades PreK-6)	189	W: 9.0% B: 45.0% H: 41.3%	49.2%	18.0%	21.2%	A	Math: 22.9% Rdg: 25.0% Sci: %
Crispus Attucks Medical Magnet (Grades 9-12)	1,069	W: 4.0% B: 60.9% H: 31.2%	64.2%	15.3%	15.9%	No grade	Math: % Rdg: % Sci: %
Indianapolis Metropolitan High (Grades 9-12)	240	W: 7.9% B: 76.7% H: 9.6%	62.5%	22.5%	4.6%	F	Math: 2.7 % Rdg: 2.7 % Sci: %
Charter Schools							
Schools	Enrollment	Race/ Ethnicity	FRL population	SPED	ELL Learners	School Grade	Performance data % Passing
Vision Academy Riverside (PreK-6)	429	W: 5.8% B: 77.9% H: 10.7%	84.8%	21.2%	5.1%	D	Math: 35.8 % Rdg: 19.7% Sci: 15.7%
Global Prep Academy	484	W: 10.1% B: 46.1% H: 41.3%	71.7%	12.6%	32.0%	No Grade	Math: 27.5% Rdg: 38.0% Sci: %
Herron Riverside High	889	W: 59.6% B: 23.5% H: 9.0%	34.5%	10.0%	2.4%	A	Math: 64.8% Rdg: 88.8% Sci: %

Source: http://compass.doe.in.gov/dashboard/overview.aspx *and 2018-19 Annual Performance Reports*

The chart above identifies the performance of public and charter schools in the targeted area. There are several high performing schools in the area and one low performing charter school. The failing scores at the IPS high school demonstrates the need to better prepare students for high school in the earlier grades. Approximately 60% of parents in this community have children in charter schools compared to 40% in the traditional public schools which supports the demand for choice and educational options. There are a small number elementary and middle charter schools in this area of which two are at capacity. The perception of oversaturation of charter schools in this area will not be a substantiated concern. Indy STEAM Academy believes that our instructional focus in this High-Tech community will attract parents and students to our academy. There is a need to inspire more students to choose STEM career pathways to meet the demands of the workplace here in Indianapolis and nationwide. Indy STEAM Academy is ready to address this demand by nurturing the academic and creative talents of students through the integration of STEAM.

2. Evidence of Sufficient Demand

Indy STEAM Academy has met with several community leaders to discuss how we can garner the support of parents and community stakeholders. The academy conducted surveys of families to gauge their level of interest in our charter school model back in January 2018 and received great interest in the STEAM instructional model. Of the 32 respondents surveyed,15 parents indicated that they were "Very Interested;" 15 parents were "Interested;" and 2 parents responded "maybe." The academy did not have any parents who indicated "Not Sure" or "Not Interested" (see Attachment 10). Our academy will conduct another round of surveys in the Riverside community to garner parent interest in our academy. The academy conducted recruitment fairs at 4 Head Start centers and received a tremendous response to our STEAM instructional model where 63 parents completed Letters of Intent to Enroll (see Attachment 10). The academy participated in the Early Learning recruitment fair November 2018 and 9 parents from various communities expressed an interest in our academy. We have a total of 91 parents who live in 10 difference zip codes who have expressed an interest in our academy. Parent interest in our instruction mode seems to drive the demand instead of the location of the school itself. Parents have expressed an interest in having older siblings attend with younger siblings which is one of the reasons why we believe that we will have siblings and relatives of siblings attending our academy. Indy STEAM academy believes based on our surveys and 91 existing letters of intent that we will be able to meet our enrollment targets.

3. Engage Parents in the School, Family School Partnerships, and Volunteer Activities

Indy STEAM Academy plans to continue to engage parents in the life and development of the academy from the time the academy is authorized by conducting focus groups panel discussions (see Attachment 10) with parents and community stakeholders to gather feedback about the programs and services they would like to see included at our Academy that we have not already considered. We will contact all parents who have completed Letters of Intent to Enroll and will begin the STEAM Founding Parent Advisory Council to give parents an opportunity to participate in the planning pre-opening phase of our academy. This council will meet monthly. The Parent Advisory Council will serve as "Parent Ambassadors" for the academy by getting the word out to other parents, participating in recruitment fairs to help attract other parents, creating interest through social media, and providing a column "Parents Speak" in our monthly newsletter. Once school starts, the STEAM Parent Advisory Council (SPAC) will recruit two parent representatives from each classroom to serve as the parent executive body. All parents will be able to participate in the STEAM Parent/Teacher organization. We will continue to solicit community partnerships to support the implementation of our instructional model and extra-curricular programs and services. We will establish the STEAM Community Advisory Council (SCAC), which will include our existing partner representatives, community leaders, pastors, preschool and daycare program directors, and other community stakeholders. We will implement our **"Boots on the Ground"** door-to-door-canvassing, "cold-calling", telephone canvasing, media and social media marketing campaign. We have **"Friends" of Indy STEAM Academy,** who will assist us with our recruitment campaign. We will contact Riley and Methodists Hospitals along with the Health Department to help parents with immunizations and physical examinations for their children. We will host fundraisers and collect donations to help support our extra-curricular activities and excursions. We will implement a school supply-bookbag drive where we collect donated school supplies for students. We will contact School Zone, the local school uniform shops to assist parents with obtaining school uniforms. Parents will discuss with their children then sign the school Parent Compact, which is our agreement to work together in a cooperative and collaborative manner. Families will participate in activities provided by the academy including: Welcome Back to School Picnic, Open House, quarterly parent/teacher conferences, quarterly awards and recognition programs, monthly Family Literacy (Reading and Math) Nights, STEAM Design Challenge Nights (Engineering), Career Fairs, holiday programs, college tours, and fieldtrips.

4. Community Resources and Partnerships

Community Resources Available to Students and Parents

Parents have access to YMCA as a community resource for everything from healthcare, WIC, Homeless support and activities for students and families beyond the school day and school hours. We will partner with Cummins Behavioral Health Systems that will provide wraparound mental health services for identified students and their families. Cummins will be on site all day, two days per week to support the emotional well-being of students. Big Brothers Big Sisters of Central Indiana will provide volunteer mentors for students and provide support for their

families. This program will work one-to-one with students on social skills development and mentoring. University STEAM Ambassadors (undergraduate students from IUPUI will serve as mentors for students to foster their interest in college life, and STEM programs of study. Community partners will assist with Summer Camp activities and local, state, and national STEM competitions. Industry STEAM Ambassadors will work with classroom teachers to support them with their instruction during the engineering instructional block. STEAM ambassadors will assist with science and career fairs and provide industry visits, job shadowing, and Jr. Internship experiences.

Community Partnerships

Indiana University Purdue University Indianapolis Urban Center for the Advancement of STEM (UCASE) will provide professional development for classroom teachers with the implementation of the math and science curriculum and provide volunteer undergraduate and graduate math/science students who will provide homework help and assist classes with service-learning projects. The University will provide support with science projects, fieldtrips, and with developing activities to effectively use technology including coding. The University will share the Mobile Resources Trailer as an extension of field-based science instruction and the use of the Geology Center for Discovering the Earth Sciences. These services and resources will enhance the implementation of the STEAM model and support the integration of science, technology, engineering, and mathematics.

Marian University's Klipsch Educators College will partner with Indy STEAM Academy to create a pipeline of highly qualified teachers to support our instructional model through the Teacher Clinical Residency Program. The academy will receive two Clinical Resident Teachers (CRTs) each year. CRTs will work with the support of a Clinical Supervisor and Master Teacher provided by Marian University and will receive additional supports by our staff coaches. CRTs will complete their residency, graduate with a Master's degree, and commit at least three years of service at our academy with "effective" or higher performance evaluations at the end of their residency program. This partnership will help our academy recruit and retain highly qualified licensed teachers as our staff grows.

Teach for America will partner with Indy STEAM Academy to create a pipeline of highly qualified teachers to support the implementation of our instructional model. Teach for America will provide recruitment fairs where the academy can meet and interview perspective teachers. This program will allow the academy to recruit up to two Novice Teachers who have a Bachelor's Degree, are licensed to teach, and prepared to take on the responsibilities of a new and beginning classroom teacher.

I-STEM Resource Network will provide leadership with planning STEAM education and improving student performance through professional development for teachers. The I-STEM Resource Network will provide support with the integration of mathematics and engineering with science as a comprehensive curriculum. The ISTEM Resource network and Indiana Science Initiative will provide science experiment kits for further exploration and investigation of science. These resources and services will help Indy STEAM Academy provide a strong foundation in science through the integration of science, engineering, mathematics and technology in students' early years to develop a deep understanding of content that prepares them for rigorous course work in high school and college.

Project Lead the Way will provide professional development for teachers with the implementation of the Indiana science standards and the Project Lead the Way Launch (K-5) and Gateway (6-8) programs. Project Lead the Way captures the curiosity of students and engages them in hands-on activities that build knowledge and skills in the areas of computer science, engineering and biomedical science. These programs help students develop skills such as problem solving, critical and creative thinking, communication, collaboration, and perseverance.

Walmart

Walmart has provided monetary support to provide materials for our afterschool STEAM extra-curricular activities.

16 Tech was recently contacted, and our academy has reached out to the Director of Business Development and the Director of Community Initiatives.

5. Evidence of Demand, Community Engagement and Community Partnerships

Evidence of demand, evidence of community engagement, and evidence of support from community partners are provided in Attachment 10.

PERFORMANCE MANAGEMENT

1. Performance Goals

Indy STEAM Academy is committed to maintaining high academic standards that are rigorous, yet attainable. The Board of Directors will embrace all academic, non-academic, financial, and organizational goals as required by the Indiana Charter School Board's Accountability Plan. The following academic and non-academic goals are established to ensure student and staff success, and effective implementation of the STEAM model to be sustained and/or replicated in the future. Note: RIT means Readiness to Learn.

Academic Performance Goals for Reading

Performance Goal 1: Students will demonstrate proficiency in reading by the end of each grade level as measured by IREAD K-2, IREAD-3, ILEARN, IAM, and NWEA Benchmark Assessments.					
Charter Year		Exceeds Standard	Meets Standard	Approaching Standard	Below Standard
1	2020-21	≥76%	75-66%	65-56%	55%≥
2	2021-22	≥76%	75-66%	65-56%	55%≥
3	2022-23	≥80%	79-71%	70-61%	60%≥
4	2023-24	≥80%	79-71%	70-61%	60%≥
5	2024-25	≥85%	84-75%	74-66%	65%≥
Growth Measures Goal 1: Students will achieve their RIT goals to demonstrate growth in reading by the end of each school year as measured by IREAD K-2, IREAD-3, ILEARN, IAM, and NWEA Benchmark Assessments.					
Charter Year		Exceeds Standard	Meets Standard	Approaching Standard	Below Standard
1	2020-21	≥5%	4-3%	2%	1%≥
2	2021-22	≥5%	4-3%	2%	1%≥
3	2022-23	≥6%	5-4%	3%	2%≥
4	2023-24	≥6%	5-4%	3%	2%≥
5	2024-25	≥7%	6-5%	4%	3%≥

Academic Performance Goals for Math

Performance Goal 1: Students will demonstrate proficiency in math by the end of each grade level as measured by ILEARN, IAM, and NWEA Benchmark Assessments.					
Charter Year		Exceeds Standard	Meets Standard	Approaching Standard	Below Standard
1	2020-21	≥76%	75-66%	65-56%	55%≥
2	2021-22	≥76%	75-66%	65-56%	55%≥
3	2022-23	≥80%	79-71%	70-61%	60%≥
4	2023-24	≥80%	79-71%	70-61%	60%≥
5	2024-25	≥85%	84-75%	74-66%	65%≥

Growth Measures Goal 1: Students will achieve their RIT goals to demonstrate growth in math by the end of each school year as measured by ILEARN, IAM, and NWEA Benchmark Assessments.					
Charter Year		Exceeds Standard	Meets Standard	Approaching Standard	Below Standard
1	2020-21	≥5%	4-3%	2%	1%≥
2	2021-22	≥5%	4-3%	2%	1%≥
3	2022-23	≥6%	5-4%	3%	2%≥
4	2023-24	≥6%	5-4%	3%	2%≥
5	2024-25	≥7%	6-5%	4%	3%≥

Academic Performance Goals for Science

Performance Goal 1: Students will demonstrate proficiency in science by the end of each grade level as measured by ILEARN (Grades 4 & 6), IAM, and NWEA Benchmark Assessments.					
Charter Year		Exceeds Standard	Meets Standard	Approaching Standard	Below Standard
1	2020-21	≥76%	75-66%	65-56%	55%≥
2	2021-22	≥76%	75-66%	65-56%	55%≥
3	2022-23	≥80%	79-71%	70-61%	60%≥
4	2023-24	≥80%	79-71%	70-61%	60%≥
5	2024-25	≥85%	84-75%	74-66%	65%≥
Growth Measures Goal 1: Students will achieve their RIT goals to demonstrate growth in science by the end of grades 4 & 6 as measured by ILEARN, IAM, and NWEA Benchmark Assessments.					
Charter Year		Exceeds Standard	Meets Standard	Approaching Standard	Below Standard
1	2020-21	≥5%	4-3%	2%	1%≥
2	2021-22	≥5%	4-3%	2%	1%≥
3	2022-23	≥6%	5-4%	3%	2%≥
4	2023-24	≥6%	5-4%	3%	2%≥
5	2024-25	≥7%	6-5%	4%	3%≥

Non-Academic Performance Goal 1: Attendance Rate

Performance Goal 1: The CEO/Head of School will foster an environment where students are engaged each with learning as measure by daily, quarterly, and annual attendance rates.					
Charter Year		Exceeds Standard	Meets Standard	Approaching Standard	Below Standard
1	2020-21	≥95%	94-93%	92-90%	89%≥
2	2021-22	≥95%	94-93%	92-90%	89%≥
3	2022-23	≥96%	95-94%	93-92%	91%≥
4	2023-24	≥96%	95-94%	93-92%	91%≥
5	2024-25	≥97%	96-95%	93-94%	92%≥

Non-Academic Performance Goal 2: Community Partnerships

Performance Goal 1: The CEO/Head of school will recruit additional community partnerships to support the implementation of the STEAM instructional model as measured by community partnership agreements or letters of support.					
Charter Year		Exceeds Standard	Meets Standard	Approaching Standard	Below Standard
1	2020-21	4 partnerships	3 partnerships	2 partnerships	1 partnership
2	2021-22	5 partnerships	4 partnerships	3 partnerships	2 partnerships
3	2022-23	6 partnerships	5 partnerships	4 partnerships	3 partnerships
4	2023-24	7 partnerships	6 partnerships	5 partnerships	4 partnerships
5	2024-25	8 partnerships	7 partnerships	6 partnerships	5 partnerships

Non-Academic Performance Goal 3: Culture and Climate

Performance Goal 1: The CEO/Head of school will establish a positive, safe, and nurturing learning environment as measured by school culture and climate surveys average ratings.					
Charter Year		Exceeds Standard	Meets Standard	Approaching Standard	Below Standard
1	2020-21	8	7-6	5-3	2-1
2	2021-22	8	7-6	5-3	2-1
3	2022-23	9	7-8	6-5	4-3
4	2023-24	9	7-8	6-5	4-3
5	2024-25	10	8-9	6-7	5

2. State Mandatory Assessments and School Formative Assessments

Indy STEAM Academy will implement the following required state standardized assessments along with adopted local assessments. Year 1 will serve as a baseline year for students grades K-5. ILEARN grades 3-5 will be administered to determine student growth. Quarterly benchmark assessments will be administered to monitor student progress towards demonstrating proficiency in reading and math.

NWEA MAP (K-2) Growth and (3-8) Growth Benchmark Assessments will be administered to all students three times per year (Fall, Winter, Spring) to monitor students' academic progress. Assessment data will be used to identify areas of deficiency and performance levels of students in reading, math, and science. Data from these assessments will be used to group students during small groups, Success Time, after school tutoring, and summer school

IREAD K-2

The Indiana Reading Evaluation and Determination (IREAD-K-2) is optional and will be administered once per year in the spring to measure foundational reading standards to determine if students are reading on grade level. This assessment will be used to determine if students need additional supports to develop a strong foundation in reading.

IREAD-3

The Indiana Reading Evaluation and Determination (IREAD-3) state mandated assessments is administered to students in the spring of grade 3 starting Year 2 to measure foundational reading standards. This assessment determines if students are reading on grade level. Students who do not demonstrate proficiency on the first administration of this assessment will participate in summer school for intervention and will retake this assessment during summer school to demonstrate proficiency to be prepared for grade 4.

ILEARN

The ILEARN state mandated summative assessment is administered to students each year at grades 3-8 in reading and math, grades 4 and 6 in science, and grade 5 in social studies. The purpose of these assessments is to

measure student growth and proficiency based on the Indiana Academic Standards. Indy STEAM Academy will administer ILEARN Grade 3 in Year 2 which will serve as our baseline data year.

WIDA
WIDA is a state mandated English Language Proficiency assessment that is administered annually to determine students' oral language, reading and writing skills in English. WIDA ACCESS is the English Language Proficiency assessment is administered to determine the correct level of English proficiency.

I AM
I AM is a state mandated alternative assessment to measure student achievement and growth based on the Indiana Academic Standards. I AM is administered to students with significant cognitive disabilities in grades 3-8.

3. Collection and Analysis of Data
All data will be saved in PowerSchool Student Management System. NWEA MAP Growth K-2 Year 1 will be administered three times per year (Fall, Winter, Spring) using student computers. IREAD K-2 Year 1 and IREAD 3 Year 2 will be administered in late Spring. Results will be available immediately. The coach will assist teachers with exporting and storing their data. Teachers will also maintain data notebooks as an immediate resource to support their planning for instruction. Teachers will receive assistance from the Principal, coach, and their grade level team lead teachers with the analysis of data. The Grade Level Team Teacher Leaders, the Coach, and Principal will meet bi-weekly to analyze data to support teachers with making informed decisions about instruction and student progress towards proficiency. The coach and grade level team teacher leaders will meet with classroom teachers during their planning periods to analyze data, make decisions about flexible groups for small group reading and math instruction in the classroom, flexible groups for Success Intervention Time, after school instruction, and identify students who will benefit from after school tutoring and summer school. Teachers will review the results reports NWEA MAP Growth K-2 assessments that are disaggregated by subject, class, and student. Teachers will also review data by subgroups: ethnicity, gender, special needs, English Language Learners, and free/reduced lunch.

4. Data Warehouse and Student Information Systems
PowerSchool will host our student information management system, data warehouse, and enrollment registration system. The Technology Specialist will be responsible for the warehousing of data. The Principal, coach and Lead Teachers will be responsible for assisting teachers with the analysis of data. The Head of School, Principal, and Coaches will be responsible for leading and coordinating professional development to improve student achievement.

5. Training and Support for Analysis of Data
Teachers will receive training with analyzing and interpreting performance data to improve student learning from NWEA Assessment representatives. Teachers will also receive training with the use of the PowerSchool student information management and data warehousing systems. The Head of School will use professional learning books such as *Leading With Data* by Goldring and Berends, and the *Data Coach's Guide to Improving Learning for All Students* by Love, by Stiles, Mundry, DiRanna, and *Getting More Excited about Using Data* by Holcomb.

6. Corrective Actions
If the academy falls short with achieving its academic expectations or goals as established by the Indiana Charter School Board and the Indiana Department of Education, the Head of School along with the school leadership team will develop and implement a School Improvement Plan as described by Section 11 Indiana Administrative Code Article 6.2, Rule3. The Board of Directors will realign the Strategic Plan Goals to ensure academic success. The Head of School will revisit current performance targets to ensure that the achievement goals are attainable considering the baseline data and the achievement levels of students upon entrance to the academy. Failure is not an option at Indy STEAM Academy. Receiving an overall rating of "F" or failing to meet annual proficiency and growth targets would trigger such corrective actions. The Head of School will meet with the School Leadership Team and the Academic Achievement and Accountability sub-committee of the Board of Directors to identify the root causes of failure then create an action plan to support improvement. We have established several **"STOP GAPS"** to intervene and support below level learners when the school opens. Assessments will be provided at the beginning of the school year to determine students' levels of proficiency in

reading and math. Students will be strategically grouped for Tier I/II interventions and supports for reading and math instruction. Students will receive an additional support (Success Time) during the school day (3:00-4:00 PM) to address deficiencies. Students will receive additional support in the afterschool tutoring and summer school programs. The Principal and Leadership Team will monitor student progress weekly. The Head of School will meet with the Principal School Leadership Team bi-weekly. The Principal will meet with grade level teams weekly and hold staff meetings bi-weekly. Teachers will participate in ongoing monthly professional development to enhance classroom practices and instructional delivery. Teachers will have the support of our coach who will assist with curriculum mapping and pacing instruction, demonstrate lessons, help teachers with their instructional delivery, and provide reflection opportunities to modify and adjust instruction. Each classroom teacher will keep track of the performance of their class as well as individual students to ensure their success. If after several interventions, students are not making expected progress, the RTI Team will provide additional supports.

SECTION III: IMPLEMENTATION PLAN

LEGAL STATUS AND GOVERNING DOCUMENTS

1. The legal entity is Education Children Matters, Inc., doing business as Indianapolis (Indy) STEAM Academy.
   a) 501 (c)(3) Determination Letter is provided in Attachment 11.
   b) Articles of Incorporation are provided in Attachment 11.
   c) ByLaws for the Board of Director are provided in Attachment 11.
   d) Code of Ethics Policy is provided in Attachment 11.
   e) Conflict of Interest Policy is provided in Attachment 11.
2. Pursuant to IC 20-24-3-3, the Dissolution Clause is provided in Article IX of the Bylaws in Attachment 11.
3. The Statement of Assurances form is provided in Attachment 12 (Exhibit E).

HUMAN CAPITAL

School Staffing Structure

1. Organizational Charts

Organization charts for the School Level Leadership Year One and at Full Capacity and Governing Board with roles and responsibilities are provided in Attachment 13.

School Leadership & Staff Hiring, Management and Evaluation

1. Timeline for Recruiting and Hiring Teachers

Indy Steam Academy will implement the following strategies and timeline for recruiting and hiring teachers in accordance with IC 20-24-6. Upon authorization, the academy will immediately begin recruiting highly qualified teachers and staff.

The Head of School will implement the following recruitment timeline:

Timeline for Recruiting and Hiring Teachers	
January 2020	Recruit, interview, hire pre-opening staff (Business Manager, Office Manager, Coach, and Principal. Make recommendations to hire Pre-opening Staff (If CSP Grant funds are available)
January 2020	Conduct Indy STEAM Teacher Recruitment Fair (Round #1). Advertise in local newspapers, social media, academy's website, and university placement centers. Participate in the College Career Center Consortium of Indiana recruitment fairs, send job postings to local churches; Teacher's Job Bank, Placement Centers, and job search websites. Post job announcements in local public venues and participate in local job fairs; Collect applications submitted on the academy's website. Begin screening and interview process for Round #1 candidates

February 2020	Participate in the local and surrounding college fairs in Indiana, Kentucky, Ohio, and Illinois; Email potential candidates; and Visit local colleges and universities to recruit Spring graduates
March 2020	Continue recruitment efforts as described. Make recommendations for hire of Round #1 candidates. Begin screening and interview process for Round #2 candidates.
April 2020	Continue recruitment efforts as described. Make recommendations for hire of Round #2 candidates. Begin screening and interview process for Round #3 candidates.
May 2020	Make recommendations for hire of Round #3 candidates. May 30 is the deadline for Rounds 1, 2, 3, candidates to accept offers. May 30 is the deadline to receive all credentials and paperwork from candidates.
June 2020	Check all personnel files to ensure that all credentials and contracts are on file. Send Welcome Packets to staff with information about onboarding/professional development.

The Interview Process:

The process for hiring includes the online application process. Applications for these positions should be submitted within 30 days of the posting date. Applications will be reviewed by the Interview Committee. Potential candidates will participate in an informal telephone screening process. Candidates recommended to move forward in the selection process will be invited to interview. The formal interview process will be comprised of three steps: (1) Writing Assessment where candidates respond to school related scenarios; (2) Question and Answer session where candidates provide oral responses to questions essential to their role and responsibilities, and interpersonal skill sets which are rated using a rubric; (3) Demonstration of Skills and Presentation relative to their role and responsibilities and the use of technology to support their roles which are rated using an interview rubrics. A complete background and references check will be conducted for candidates designated to move forward in the selection process. Candidates will be notified of their status in the application process within 5-10 business days following the formal interview. Candidates recommended for hire to the Board of Directors for review and potential approval. New hires will participate in an onboarding process in July 2020.

Key Selection Criteria and Special Considerations

Perspective teachers will be highly qualified meaning have a Bachelor's Degree in Elementary Education or related field and be licensed to teach or eligible to receive a license to teach in Indiana. Teachers with a science or math background will receive additional consideration. The STEAM Coach will have a Master's Degree with specialist certification in Science or Math. The Literacy Coach will have a Master's Degree with reading specialist certification.

Key Partnerships to Support Staff Hiring

The academy has established a partnership with IUPUI Center for the Advancement of STEM Education and will work with the College of Education to recruit teachers in the elementary education, science and math programs. The Head of School met with the director of Teach for America and has a partnership agreement to access a pool of new and beginning teachers as well as experienced teachers with science, engineering, and mathematics backgrounds. The Head of School met with the Dean of Marian University Klipsch Educator College to establish a partnership to access the Teacher Clinical Resident Program which provide a pool of teachers working on Master's Degrees in Education. We will also partner with The New Teacher Project to recruit teachers. The Head of School has several networks established over the years of working in a variety of school districts in the Midwest to recruit teachers to our academy. Perspective teachers will be highly qualified meaning have a Bachelor's Degree in Elementary Education or related field and be licensed to teach or eligible to receive a license to teach in Indiana.

Known Sources to Recruit Teachers

The academy will conduct monthly recruitment fairs in the community and surround areas including Ohio, Illinois and Kentucky. The academy will reach out the HBCU's to recruit teachers. The academy will use community events like the Indiana Black Expo, Circle City Classic, Indiana Consortium for Recruitment of Teachers Annual Event, Simon Mall Education Fair, Urban League Career Fair, Alumni University events to recruit teachers. The academy will post vacancy announcements on the website, teachers may use the website to complete an application. The Head of School has several networks through Sororities and Fraternities to recruit teachers to our academy.

Filling Hard to Find Positions

Indy STEAM Academy will reach out to non-traditional teachers with experience in science and math. The academy is currently partnering with Teach for America. The academy will consider incentives like signing bonuses to obtain teachers in hard to fill positions. The academy will provide monetary benefits to retain clinical resident teachers. The academy will partner with universities to provide student teaching experiences to create a pipeline of future teachers.

2. Staffing Plan

The following staff will be hired to ensure that every student has access to excellent teaching:

Head of School. Manages the day-to-day organizational and management issues of the academy. The Head of School supervises and evaluates the Principal, Business Manager, Office Manager, Contractual Instructional staff like the nurse, special education director, speech therapist. The Head of School oversees professional development workshops and in-services to meet the needs of all staff and to ensure fidelity with the implementation of the academy instructional model and business plan. The Head of School develops the preliminary and annual budgets in collaboration with the business manager and Board Finance Committee. The Head of School meets weekly with the Principal and back office support staff. The Head of School facilitates bi-weekly leadership team meetings to frequently monitor the progress of students using data from benchmark and standardized assessments. Establishes performance goals, maintains a positive climate and culture using schoolwide PBIS and Character Education and Social-Emotional activities and supports. Heads the Community and Parent Advisory Councils to enhance parent and stakeholder engagement and partnerships. Works collaboratively with the Board of Directors and provide information needed to make informed decisions. Plans monthly Board of Directors meetings Year 1 – Quarterly Board of Directors Meetings Year 2. The Head of School reports to and is evaluated by the Board of Directors.

Principal. Manages the day-to-day operations of academy, serves as an instructional leader for teachers and provides supervision of students. The Principal is responsible for establishing a positive school climate and culture through the implementation of the Discipline Policy and programs to develop social-emotional learning of students. The Principal evaluates teachers including ELL, Special Needs, and the coach. The Principal evaluates non-certified instructional staff (classroom assistants). The Principal works collaboratively with the coach who assists with facilitating grade level team meetings will the evaluation of teacher assistants, and support professional development efforts. Facilitates weekly school leadership team meetings, assists the Head of School with the Community and Parent Advisory Councils, leads efforts including Success Time Intervention in collaboration with the coach, plans and organizes afterschool tutoring, extra-curricular activities, and summer school programs. The Principal reports to and is evaluated by the Head of School.

STEAM Coach. Assists staff with the implementation of the STEAM instructional model, coaches classroom teachers, provide demonstration lessons and opportunities for reflection with the implementation of Project-Based Learning, 21st Century Learning Skills, Science Inquiry and Engineering Design Processes; aligns the curriculum with the Indiana Academic Standards and creates curriculum maps; assists teachers lesson planning and the analysis of data to make instructional decisions about teaching and learning; collaborates with teachers during their grade level team planning periods; coordinates in collaboration with the Principal Success Time, Tier II Interventions, and assists with the coordination of supplemental programs. The coach serves on the school leadership team, and reports to and is evaluated by the Principal.

Special Education and English Language Learner Resource Teachers. Provides "push-in" and "pull-out" instruction and supports for students identified as special needs according to their Individualized Education Plans or identified as English Language Learners based on the Home Language Survey. These Resource Teachers lead and coordinate their respective programs and services, works closely with the Director of Special Education, specialist staff, and regular education classroom teachers, ensures all records are up-to-date, completes state reports, facilitates MTSS meetings, leads the RTI team, serve on the school leadership team, reports to and is evaluated by the Principal.

Lead Teachers. Serve as grade level team leaders and mentors for new and beginning teachers. Lead teachers meet twice per week one-to-one with their mentees to assist them with implementing curriculum maps, lesson planning, analysis of data, developing flexible groups for instruction, assisting with planning Success Time instruction and support with non-instructional responsibilities. Lead Teachers serve on the school leadership team. Lead teachers report to and are evaluated by the Principal.

Novice and Clinical Resident Teachers. Provide daily instruction for students at their assigned grade levels and create safe, nurturing, and respectful learning environment using effective classroom management strategies. Develop lesson plans to provide Tier I and II interventions and supports to ensure the academic success of their students. Participate in parent/teacher conferences, family nights and other evening school activities. Receive support from the STEAM coach with the implementation of the STEAM instructional model using direct and explicit coaching with demonstration lessons using evidence-based instructional strategies including project-based learning, scientific inquiry, engineering design process, guided reading and math, to enhance their classroom practices. New teachers work collaboratively in their grade level team meetings, receive support during grade level team meetings, participate in the academy mentoring program for the first three years of experience as a teacher to ensure their success and to actively retain effective teachers. teacher leader and mentor for, participate in staff meetings, and all ongoing professional development training. New teachers use feedback from informal and formal classroom observations to create professional development plans and improve their effectiveness. Novice (new and beginning) teachers report to and are evaluated by the Principal. Clinical Resident Teachers report directly to their university supervisor and are evaluated by that supervisor and the Principal.

Teacher Assistants. Assist classroom teachers with daily instruction and create a safe, nurturing and respectful learning environment. Teacher assistants will follow the assigned schedules and lesson plan instructions provided by the coach and/or classroom teacher. Teacher assistants participate in all grade level team planning meetings, staff meetings, and schoolwide professional development. Teacher assistants focus on supporting instruction and behavior in the classroom and assist with the supervision of students during lunch and recess. Teacher Assistants report directly to their teachers and are evaluated by the Principal with input from their classroom teachers.

3. Performance Evaluations

Evaluation of Head of School

One of the Board's primary responsibilities is the annual evaluation of the Head of School/Superintendent. The evaluation includes key performance indicators that contribute to the academy's success and the overall effectiveness of leadership. The evaluation of the Head of School will include key elements such as climate and culture, student achievement, policies and procedures, and fiscal responsibility. The Board of Directors will work with Board on Track to identify an evaluation tool for the Head of School evaluation. The evaluation will be based on both qualitative and quantitative data obtained from a variety of supportive documentation (e.g., observations, reports, surveys). The Board of Director's Governance and Development Committee will meet with the Head of School prior to the beginning of the school year to establish academic and non-academic goals. The Head of School will create an action plan to address how these goals will be accomplished. The Board of Directors will review the progress of the Head of School quarterly, provides feedback, and at the end of the calendar school year will the annual formal performance review. The evaluation results will be communicated in a timely manner and will provide areas of strength and opportunities for growth to develop leadership capacity. If the Head of School is performing at less than proficient in any category, the board will recommend additional professional development and supports to improve performance if necessary.

Succession Plan: If the position of Head of School becomes vacant or if there is a need to replace the Head of School; the Board of Directors will seek assistance from a local or national search firm to hire a new Head of School. The Board of Directors will assume the responsibility for the final selection of the Head of School. The Board of Directors reserves the right to assign an interim Head of School until a permanent replace can be found.

Evaluation of Teachers

To comply with Public Law 90, the Indy STEAM Academy will use the Indiana Rise Teacher Effectiveness Rubric 2.0 to evaluate our teachers. The CEO/Head of School will have the primary responsibility for evaluating teachers, aligning observations, data analysis, and feedback to support teacher growth and development. The Indiana Teacher Effectiveness Rubric consists of three primary domains and nineteen competencies that focus on Planning, Instruction and Leadership. The fourth domain focuses on Core Professionalism which reflects the non-negotiable aspects of a teacher's job such as Attendance, On-Time Arrival, Policies & Procedures, and Respect. Each teacher will receive a rating at the end of each semester (December and June) in one of four performance levels: Highly Effective, Effective, Improvement Necessary and Ineffective. If a teacher is deemed Ineffective after the first semester, the teacher will develop a remediation plan with the support of coaches, mentors and Head of School that

provides opportunities for additional professional development and support. If at the end of the year, the teacher is deemed ineffective again, the teacher will be released. Every teacher will develop a professional development plan that identifies at least two academic goals and one non-academic goal and identify professional development learning opportunities to achieve their goals. The Head of School will implement a multitiered system of evaluation that includes:
Informal Building/Classroom Walkthroughs – daily at least 5-10 minutes per classroom.
Informal Classroom Observations once per month for the entire lesson, unannounced, written feedback provided
Formal Classroom Observations – four times per year – once per quarter 90 minutes or entire class period.
Teachers will participate in pre- and post- observation conferences to discuss the observation and rubric feedback.

Turnover: The academy will compile a list of teachers from the application pool and interview process. The academy will consider filling immediate teacher vacancies that occur during the school year with a retired teacher or long-term substitute teacher. If a vacancy occurs at the end of the school year or if a teacher fails to "report" at the beginning of the school year, the academy will have a waiting list of qualified candidates to contact to fill the vacancy. Teachers who are new to the academy will receive paid training with the implementation of the instructional model and evidence-based instructional practices. New teachers will receive support from the coach, lead teacher mentors, and guidance from the Principal to acclimate to their assignments.

4. Unsatisfactory Leadership or Teacher Performance – Succession Plans and Turnover
Unsatisfactory Performance: Indy STEAM Academy is an "at-will" employer. Every decision is guided by our ambitious mission and goals for student achievement. If a teacher, staff member, or school leader is not working effectively toward meeting our mission, they will be coached, receive additional professional development, and will be assigned to a mentor if they do not already have one to become more effective. If remediation, coaching, and professional development are not effective, that employee will be recommended for dismissal. However, it is the goal of the Indy STEAM Academy to recruit and retain the most highly qualified teachers and staff to reduce and prevent the possibilities of ineffective performance.

5. Compensation System Overview
Indy STEAM Academy will provide a compensation structure that is comparable to Indianapolis Public Schools and other charter schools in our target area. We also reviewed the Indiana average teacher salary and used the Employee Compensation Report Gateway System (https://gateway.ifionline.org/public/dataQuality.aspx) to gauge the salaries for our staff. Teacher Clinical Resident salary is $35,000 which is $10,000 above the service contract agreement with the University. The base salary for Novice or new and beginning teachers with a Bachelor's Degree is $42,000 and $45,000 with a Master's Degree. The base salary for a grade level Lead Teacher/Mentor is $48,000, Special Education and ELL Resource teacher salary is $45,000. The base salary for coaches is $50,000 plus stipend. Teacher assistant salaries are above the average starting at $25,000. The Office Manager salary is $35,000. The Business Manager salary is $50,000 at .6FTE (3 days per week). The Assistant Principal salary is $65,000 and Head of School salary is $95,000. Stipends for professional development along with extra-curricular activity contracts are based on an hourly rate of $30.00. Tutoring and summer school pay is $30.00 per hour. The academy will provide a yearly 2% increase on the base salary each year for staff and 3% for administrators. The academy has not established a performance incentive structure, but will consider incentives for outstanding performance in the future.

Benefits
To meet our desired goal to retain at least 85% of our teaching force every year, Indy STEAM Academy has created a competitive benefits package equivalent to 28% of the actual annual base salary. All full-time Indy STEAM staff will be able to enroll in a 401K plan where the academy will contribute a portion of the annual salary for retirement. The academy will match 50% of the employee's contribution or pay up to 2% their gross salary for a 401K contribution. Additionally, Indy STEAM Academy will be able to offer Health, Dental and Vision Insurance, Workers Compensation, and Unemployment Insurance. To ensure personal health and wellness of our staff, Indy STEAM Academy staff will be allotted 2 personal leave days and 3 sick leave days Paid Time Off (PTO) days in addition to holidays and routine school breaks. The academy will contract with a provider to manage payroll and benefits.

Professional Development

1. Professional Development Plan for School Leaders and Teachers

All school leaders will develop goals and objectives in a professional development plan to carry-out their roles and responsibilities. School leaders and teachers will participate in workshops and in-services provided by the Indiana Department of Education, Instructional Curriculum Partners and textbook representatives that focus on the basal reading and math programs, implementing state standards in reading, math, and science; administering state standardized assessments, analyzing data to make instructional decisions, differentiating instruction to meet the needs of diverse learners, providing tiered instruction (RTI), implementing social-emotional learning standards and instruction, and Positive Behavior Intervention and Supports PBIS) to promote a positive school culture. The Coach will participate in the "train-the trainer" model through Project Lead the Way. One teacher at each grade level will participate in PLTW training and will train other teachers at their grade levels. All teachers will participate in training through the I-STEM Resource Network Science Teacher Initiative with the use of science kits. All teachers will receive training with the implementation of the Engineering is Elementary engineering modules. The Engineering Design Process (step-by-step) instruction is embedded in the lesson plans for these engineering modules. Teachers will receive training with the use of technology for instructional delivery. The school leadership team will visit other STEAM Charter Schools and participate in STEAM/STEM professional organizations to establish networks and partnerships. The academy will conduct a self-assessment to determine are readiness to implement the STEAM and will apply to participate in the IDOE STEM Certification Program.

2. School Leader Supports and Professional Development

The Head of School will participate in training provided by the Indiana Department of Education superintendent meetings, Title I, CSP grant, School Finance and Enrollment, and Standardized Assessments. The Head of School will also participate in workshops provided by the Charter School Resource Network which also focus on insurance, marketing and recruitment, social media, legal issues, finance and enrollment. The Head of School will participate in professional development provided by the National Charter School Association, American Association of School Administrators, National Alliance of Black School Educators, National Society of Black Engineers and Chemical Engineers. The School Administration will visit other STEAM Charter schools and establish networks with their school leaders.

The Principal will participate in training provided by the Indiana Association of School Principals, Indiana Department of Education training for evaluating teachers, Title I, PBIS, Social Emotional Learning, School Security, administering state assessments, implementing state standards to name a few. The Principal will also participate in workshops provided by the Indiana Charter Resource Network and participate in National Charter School conferences and other National Associations to build capacity as an instructional leader.

The STEAM Coach will participate in professional development which includes the Train-the-Trainer Model by Project Lead the Way. The Coach will receive training from the Center for Innovation and Technology with the implementation of the Engineering is Elementary curriculum. There are also online training modules to reduce cost for traveling to Boston. The coach will participate in training with classroom teachers to use the science kits provided by the Science Initiative. The Coach will be provided resources that include Cognitive Coaching for adult learners. The Coach will participate in the Indiana Department of Education workshops that focus on curriculum and instruction, assessments and data analysis. The Coach will participate in the conferences provided by the Association for Supervision and Curriculum Development.

Lead Teachers will participate in training for peer mentoring and professional learning communities. Lead teachers will participate in all trainings at the school level and other training – teacher effectiveness provided by the Indiana Teachers Association.

3. Professional Development to Build Capacity to Improve Student Achievement

Indy STEAM Academy will implement multiple layers of support to build the capacity of teachers to improve student achievement. The Head of School and Principal will ensure that teachers work in professional learning communities and grade level teams. Teachers will have 60 minutes for planning and grade level team meetings five days per week for 36 weeks which is a total of 10,800 minutes for collaboration and planning. Teachers will receive coaching which includes demonstration lessons to support the implementation of the STEAM instructional model and

evidenced based strategies like project-based learning, science inquiry, engineering design process, guided reading, guided math, and writing conferences. Coaches will provide informal observations and give feedback. The Principal will provide informal and formal observations and provide feedback. Teachers will have time to reflect on their lessons and identify strengths and opportunities for improvement. The principal will meet with grade level teams once per week to provide support with the implementation of curriculum maps and assessments. Teacher leaders, the coach, Principal and Head of School will meet with the School Leadership Teams to review and analyze data from quarterly benchmark assessments. The Principal will also meet with the school leadership team to review data from formative assessments that frequently monitor student learning based on objectives taught and assessed that given week. The administration will maintain grade levels and class data binders, and teachers will maintain data binders for class and individual students. Data will be reviewed by skills and subgroups to make decisions about instructional delivery, differentiating instruction, grouping students for small group instruction, grouping students for "Success Time" – intervention, identifying students who should participate in after school tutoring and summer school. Teachers will have 10 days of professional development during the school year while students are not in attendance. This will provide time for teachers to work on assessment data and strategies to support reading, math and science instruction.

4. Professional Development Schedule (Before the start of the school year)

Indy STEAM Academy will provide 10 days, 7 hours per day for a total of 70 hours of professional development.

July 2020 Staff Professional Development Plan
Week One: July 9-10, 2020: Staff Onboarding, Orientation, TEAM Building, and Classroom Preparation Facilitator: Head of School, Principal Facilitator: IUPUI – Teambuilding Program Teachers and Teacher Assistants will receive orientation with the School Leadership Team and Business Manager. This orientation is an opportunity to become acclimated with the building, review Staff and Student/Parent Handbooks, School Safety Plan. Staff will participate in teambuilding activities off site. Day 2 Teachers will receive textbooks, supplies and materials needed to begin the school year.
July 13, 2020: I-STEM Resource Network /Indiana Science Initiative/STEM Certification Facilitator: Purdue University – ISI Trainer – Dr. Flowers – IDOE to discuss STEM Certification Process Teachers will review K-5 science standards and learn how to implement the Inquiry process and science curriculum. This workshop will focus on Earth, Space, Physical and Life Sciences. Teachers will learn how to use the science experiment kits to support their instruction. We will discuss the process for STEM Certification.
July 14, 2020: Project Lead the Way Launch Facilitator: Project Lead the Way Trainer and STEAM Coach This core training supports teachers with hands-on training where teachers take on the role of the student to engage in in-depth exploration of the PLTW curriculum. This training will help teachers build confidence with the implementation of project-based learning strategies to support instruction.
July 15, 2020: Engineering is Elementary Facilitator: Center for Innovation & Technology Trainer This core training builds the teacher's understanding of engineering concepts, skills, and pedagogy. This hands-on training will help teachers build confidence with the implementation of project-based, inquiry-based learning strategies and the Engineering Design Process to support instruction.
July 16-17, 2020: RTI, PBIS, Character Ed, Social Emotional Learning, Culturally Responsive Classrooms Facilitator: - IU Bloomington- College of Education This two-day training will review the RTI three-tiered approach to instruction and grouping students for instruction. Teachers will learn the tenants of Character Counts and identify Indiana Social Emotional Learning Standards activities to implement in their classrooms. Teachers begin book study for Culturally Responsive Classrooms.
Week Two: July 20, 2020: Balanced Literacy – Reading/Language Arts (AM) Facilitator – Harcourt Representative and Reading Specialist Facilitator – Envision Math Representative

This training will review the K-5 reading standards. Teachers will learn the Balanced Literacy approach for instruction. Teachers will be trained to use the basal program. Balanced Math Framework (PM) This training will review the K-5 math standards and the Balanced Math approach for instruction.
July 21, 2020: PowerSchool Student Information System Facilitator: PowerSchool Representative Teachers will be trained with the use of the PowerSchool student information system to maintain attendance, grades, view schedules, manage assessment data and report progress of students to parents.
July 22, 2020: NWEA Assessment Training and Analysis of Data Facilitator: NWEA Representative Facilitators: Head of School & Principal – Analysis of Data Teachers will be trained with the administration and implementation of the NWEA MAP Growth K-5 benchmark assessment. Teachers will learn how to review assessment reports and analyze data.
July 23, 2020: Smartboard, Coding, and Instructional Software Programs Facilitator: Smartboard Vendor Rep, Coding –Media Specialist, Software Vendor Teachers will learn how to use the Smartboards and other technology to support classroom instruction. Teacher will learn how to use computer assisted instructional software programs to support math and reading instruction.
July 24, 2020: First Day of School Protocols Review of School Safety Plan and Classroom Preparation Facilitator: Head of School and Assistant Principal Teachers will review protocols and procedures for the first day of school. Teachers will review the school safety plan and drills needed to keep students safe at school. Teachers will finalize classroom preparation. Teachers turn-in beginning of the year checklist. End with a team building activity and pre-opening day celebration.

Professional Development During the School Year:
All instructional staff/leaders will participate in 10 days x 7 hours (70 hours total) of professional development during the school year.

August 28, 2020	Culture and Climate, PBIS/Character Ed, Social Emotional Learning Standards & Supports Facilitator: IU Bloomington – College of Ed Faculty
September 8, 2020	Analysis of Data for results from the Fall benchmark assessments Facilitators: Head of School and Assistant Principal
October 2, 2020	Evidence-based Reading Strategies Facilitator: Reading Specialists - Consultant
November 6, 2020	Evidence-based Math Strategies Facilitator: Envision Math Representative
January 29, 2021	Analysis of Data from the results of Winter benchmark assessments Facilitators: Head of School and Assistant Principal
February 26, 2021	Technology Tools and Resources Facilitator: Technology Specialist- Consultant
March 26, 2021	Science and Engineering Modules Facilitator: STEAM Coach
April 5, 2021	Analysis of Data for results from the Spring benchmark assessments Facilitator: Head of School and Assistant Principal
May 28, 2021	School Visits to other STEAM Schools
June 11, 2021	Review School Survey results and plan for next school year Facilitators: Head of School and Assistant Principal

5. Professional Development Hours and Alignment with Assessments

The academy will provide 10 days of professional development before the start of the school year. Training will be 7 hours per day for a total of 70 hours. The academy will provide 10 days of ongoing professional development, 7 hours each day for a total of 70 hours during the school year. This is a total of 140 hours of training embedded in the school calendar (Attachment 6) to support teachers with the implementation of the instructional model.

Professional development/training to administer assessments will occur before the start of the school year and will be ongoing during the school year before they are administered. The analysis of data training based on results from quarterly benchmark assessments will be provided directly after the assessments three times per year during staff professional development days (see calendar).

6. Evaluation of Professional Development

The academy will evaluate the effectiveness of professional development offerings by completing an evaluation form that gauges the instructional staff's perceptions and reactions to the professional development experience. Evaluation questions focus on (1) Participant Reactions to the professional development learning experience; (2) Participant Learning – knowledge and skills that participants gained from the professional development experience; (3) Organization Support and Change – planning and organization of professional development experience; (4) Participant Use of New Knowledge and Skills – how teachers will use new knowledge and apply to classroom practices; and (5) Student Learning Outcomes – how the professional development activity will benefits/affect student learning. The overall effectiveness of professional development for the academy will be determined through the implementation of the STEAM instructional model and student achievement results.

Start-Up Operations

1. Start-Up Plan. A detailed start-up plan of tasks by month and persons responsible from authorization to the first day of school is provided in Attachment 14.

2. Transportation. Based on our enrollment projections and the location of students living in the surrounding area within a two-mile radius, students will be able to walk to school or be driven by their parents. Approximately 80% of parents have cars and will be able to transport their children to school (Community Profile www.savi.org). Indy STEAM Academy will not provide transportation for the general population; however, the academy will provide transportation for fieldtrips, special events, ad activities away from school. The academy will provide transportation for homeless students to comply with the federal McKinney-Vento Homeless Act, 42 USC 11431, and for students with disabilities whose IEPs require transportation in compliance with the Individuals with Disabilities Education Act and 511 IAC 7-43-1(u) through a private contracted bus service.

3. Safety and Security Plan

Indy STEAM Academy will apply for a Homeland Security grant to support some of the cost for a school threat analysis and School Resource Officer. The academy will request hand-held metal detectors, security system and surveillance cameras to monitor activity inside and the outer perimeter of the building. The School Safety and Security plan will be developed with local community first responders once we have solidified a permanent location. Facility Policies: All staff will sign-in at the beginning of the school day and sign-out upon leaving at the end of the school day. All staff are required to wear identification badges which will electronically open locked entrance doors. All parents and visitors will enter through the office and sign-in/out with the office manager. Visitors will use the visitor sign-in/out badge system. Students arriving late will be signed-in and will receive a pass for admittance to their classrooms. Students may not leave the building without being signed-out by a parent or authorized person. Parents desiring to have their children leave before the end of the school day must call the office manager and sign-out their children. Parents or family members authorized to pick up their children must show a photo-ID.

4. Technology Specifications and Requirements (*for Blended Learning& Virtual Operators only*) Not Applicable

5. Insurance Coverage (See Attachment 15)

Indy STEAM Academy has partnered with Miller Insurance Group to provide appropriate coverage to safeguard the school from potential risks. The insurance coverage will indemnify Indiana Charter School Board, any related entities, Board of Directors, employees, officials and agents. The insurance coverage will provide liability insurance coverage and names Indiana Charter School Board as an Additional Insured agency.

Facility Plan

Indy STEAM Academy has sought diligently to find a facility that will meet the needs of students and staff, and support the implementation of our instructional model. The Facility and Finance committees will consider facility options with the help of professionals to determine the most viable option.

Attorney: Stevenson Legal Group (Howard Stevenson) will assist the academy will all legal needs and issues.

Real Estate Investor: Jackson Investment Group (Matt and Bart Jackson) will reoutfit the building.

Facility Financing: Charter Schools Capital (Equipment, Furniture and Facility Financing) (Michelle Goodin) Charter Schools Capital has provided a Prequalification Letter in the amount of $325,000 to cover EFF costs (See Attachment 10). According to the Indiana Department of Education School Facilities Guidelines, "*adequate classroom space*" means an instructional area containing thirty (30) square feet of space per student to be accommodated. The targeted enrollment for Year One is 150 students. The following spaces are needed:

Classroom Spaces			Other Classroom Spaces	Office Spaces	Other Spaces	Outdoor Spaces
Year 1	K-2	6	Art	Head of School	Cafeteria	Playground
Year 2	K-3	8	Music	Principal/Asst.	Staff Workroom	Parking
Year 3	K-4	10	Gymnasium/Cafe	Business Manager	Staff Lounge	
Year 4	K-5	12	Science/Engineering Lab	Reception Area/ Office Manager	Student & Staff Restrooms	
Year 5	K-6	14	Computer Lab/Library	Nurse/Clinic	Server Room	
			Special Education & ELL Resource Rooms	Mental Health Services Office	Janitor Closet	
			In-School Suspension	Conference Room		

Riverside Location

The Point at 16 Tech 1531 Indiana Avenue, Indianapolis IN 46202

Indy STEAM Academy will collaborate with the Jackson Investment Group who will consider our business plan to reoutfit this property if we are authorized to open. The picture below is the proposed reconfiguration of the structure.

Plans are in place to convert this facility, but as what remains to be determined. The owner/investor is interested in leasing the facility which has 18,426 square feet + an expandable 4,470 square feet. There are 65-80 parking spaces and space for an outdoor play area. The Board Facility Committee will identify state and local health and safety requirements. The Board Finance Committee will collaborate with the owner to determine if the lease cost for this renovation will be affordable and within the range of the five-year budget plan. The owner will handle schematics, permitting, and reoutfitting. It is possible to have the facility ready for occupancy by late June 2020.

Budget and Finance

1. Accounting, Purchasing, Payroll, and Audit Systems, Processes and Internal Controls

The Board of Directors, Finance Subcommittee, led by the Treasurer of the Board, Business Manager, and Head of School will be responsible for the oversight of the management of the finances for the academy. The Head of School along with the Board Treasurer will create the preliminary budget until a Business Manager is hired. The Board of Directors will be responsible for adopting the preliminary and final budget. The Business Manager will handle day-to-day financial operations such as bookkeeping, accounts payable, purchasing, payroll preparation, and management of receipts. The Board of Directors has the ultimate fiduciary duties of oversight for proper financial reporting.

Financial Controls

Purchasing. The Board of Director Treasurer, Head of School, and Business Manager will be involved in carrying out financial transactions. All checks, drafts or orders for the payment of money, notes or other evidences of indebtedness in the name of the Indy STEAM Academy will be signed by the officers and agents of the academy, and from time to time be determined by resolution of the Board of Directors. In the absence of the resolutions, checks and orders will be signed by the Board Treasurer and countersigned by the Board President or Vice President of the academy. Any transactions in excess of $10,000 will require an affirmative vote of the majority of Board of Directors (See Bylaws). However, it is the intent of the Head of School to ensure the approval of purchases in excess of $5,000 to maintain fiscal stability and long-term viability. Accounting. The Business Manager will use *QuickBooks* accounting software program to maintain the academy's financial records. The Board Treasurer, CEO/Head of School, and Business Manager will have access to the accounting software program to ensure transparent tracking or revenues and expenditures, and the overall management of the academy's finances. The Business Manager will generate checks, monitor cash, create journal entries, manage payroll, reconcile bank statements, and generate financial reports. All financial statements will be maintained using generally accepted accounting principles established by the Governmental Accounting Standards Board (GASB). Payroll. The Business Manager will submit payroll to "ADP" to manage distribution of checks, benefits, and other risk management issues. Financial Reports. The Business Manager is also responsible for generating regular monthly financial reports for review by the CEO/Head of School and Board Treasurer. After review, this report will be provided to the Finance Committee and then to the entire Board during their monthly meetings. The Board Treasurer is responsible for implementing the academy's approved financial policies and established compliance procedures that have been accepted by the Board of Directors. Exceptions, changes or amendments to these policies shall be conducted by the Finance Subcommittee and the Policies subcommittee and approved by the Board of Directors. Annual Budget Preparation. The Business Manager, Board Treasurer, and CEO/Head of School will prepare an annual operating budget of revenues and expenses, cash flow projections, and a capital budget. In preparation for the annual operating and capital budgets and cash flow projections, the Business Manager and CEO/Head of School will prepare preliminary budgets and cash flow projections based on overall enrollment projections, individual class size projections, salary structures, facility costs, and long-term financial goals. The Business Manager will prepare current year-to-date financial data with prior year budget-to-actual comparisons, as well as the basis for current year projections. Once prepared, the CEO/Head of School and the Board Treasurer will review the budgets and projections submitted for completeness and reasonableness. The Finance Subcommittee will make necessary changes prior to presenting them to the Board for final approval and adoption. The adopted budget totals will be entered in the general ledger by the Business Manager for the new fiscal year, in order to prepare subsequent budget-to-actual reports. Audit. Indy STEAM Academy will use contracted services to hire an approved auditor who will provide annual reviews and audit reports of the academy's finances and the management thereof according to the policies and requirements of the Indiana State Board of Accounts.

2. Five Year Budget Worksheet (See Attachment 16)
3. Budget Narrative (See Attachment 17)
4. Pre-Existing Non-Profit Organization Financials (See Attachment 18 - Not Applicable)

SUBMISSION OF FULL APPLICATION

The full application for charter authorization is provided in Attachment 19. References page is provided below.

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Indy STEAM Academy

Attachment #1

Applicant Group

Resumes

Tanya Mack, Board President

Pamela Grant-Taylor, Board Secretary

Torian Stinnette, Board Director

Davita Johnson, Board Director

Brandon Warren, Board Director

Yvonne Bullock, CEO/Founder/Head of School

Board Director Resume: Tanya Mack
Page 1 of 2

TANYA P. MACK 2405 OAKTREE PLACE
CINCINNATI, OH 45238
PHONE (513) 290-3377
E-MAIL pet8076@hotmail.com

SUMMARY OF QUALIFICATIONS

Management career with hands-on industry experience directing and overseeing technical and logistics execution. 18+ years of experience in applied technology, critical problem analysis/resolution, documentation and reporting, and employee training and development. Effectively able to communicate technical information to non-technical audiences, improvising content and style to meet diverse audience needs. Experience in public speaking including classroom instruction to adult learners.

EDUCATIONAL BACKGROUND

M.A., Management, Antioch University McGregor, Yellow Springs, Ohio (July 2005)
B.S., Chemical Engineering, Tuskegee University, Tuskegee, Alabama (Degree Conferred 1999)

ACADEMIC EXPERIENCE

Brown Mackie College **Oct 2007-Apr 2015**

Adjunct Instructor, Business & Technology, Cincinnati, Ohio & Ft. Mitchell, Kentucky

Developed instructional plans and delivered classroom instruction. Maintained and submitted accurate and timely reports.

- Taught 11+ courses in Business Management (Introduction to Business, Business Law, Small Business Management, Human Resource Management, Accounting , Economics, Marketing, Operations Management)
- Instructed class size of up to 30+ students (experience with in-class & online instruction)
- Recognized as Instructor of the Quarter in 2010

PROFESSIONAL EXPERIENCE

Procter & Gamble **2004 - present**

Inbound Transportation Operations Leader, NAPD, Cincinnati, Ohio (2006 –present)

Lead work processes that support the flow of raw materials between strategic suppliers and manufacturing sites. Manage material planning and forecasting for raw materials. Own inbound transportation logistics and freight payments process.

- Lead inbound transportation operations for >1400 raw materials and spend $165MM (5 direct reports).
- Owned inventory capability for >2,500 perfume materials at $84MM.
- Owned central planning forecast process for 30+ critical raw materials with total spend >$1billion.
- Managed Target Order Management Team (2nd largest P&G Customer Team)

Board Director Resume: Tanya Mack
Page 2 of 2

Engineer, Beauty Care Product Development, Cincinnati, Ohio (2004-2006)
Designed and executed consumer market research studies. Identified consumer needs and translated into technical solutions.

- Designed and executed consumer research for category Stream I initiative, meeting time-critical deadlines to provide decision-making data and results to lock project commitment.
- Community Team Adopt-A-Family Committee Chair (2006), which served as an annual holiday project helping 2 Cincinnati families in need.

Cognis Corporation **2003 - 2004**
Quality Compliance Auditor, Cincinnati, Ohio
Lead auditor for ISO 9001:2000 internal audits of Cognis N.A. and GMP audits of external tollers and contract labs.

- Established GMP audit process for the NA manufacturing plants and third-party vendors.
- Activities Chairperson for RIM Clean-Out Day2004.

Owens-Illinois, Inc. **1999 - 2003**
Quality Assurance Manager, Cincinnati, Ohio (2001-2003)
Managed daily workflow of Quality Control lab and supported operations through finished goods inspection and approval.

- Managed quality department of 10 quality technicians.
- Established capability tool to track customer complaints by shift, which reduced complaints by 40%.
- Improved root cause analysis process, which generated savings of $20,000/year in customer returns from key customer.

Package Development Engineer, Perrysburg, Ohio (1999-2001)
Led consumer product packaging projects from concept to manufacturing start-up.

- Led $4MM+ project and manufacturing launch of new bottle design integrating start-up of new/advanced technology.
- Promoted from Engineer I to Engineer II.

PROFESSIONAL AFFILIATIONS

- Next Level Mentor Program, Volunteer Mentor
- Lincoln Heights HealthCare Connection, Member of Advisory Council
- Read for Literacy, Adult Reading Tutor
- Girls CAN!, Team Coach

PAMELA GAIL GRANT-TAYLOR

3733 Bonn Boulevard • Indianapolis, Indiana 46228 • (317) 412-8178 • pgrant.esq2006@gmail.com

EDUCATION

Indiana University Robert H. McKinney School of Law
Doctor of Jurisprudence, May 2006
Bar Admissions – State of Indiana; Southern District of Indiana; Northern District of Indiana; US Bankruptcy Court – Southern District of Indiana

Indiana University Purdue University at Indianapolis
Master of Science, Secondary Education Curriculum and Instruction, December 2002
Secondary Teacher Certification – Chemistry and Mathematics, June 1999

Purdue University, West Lafayette, IN
Bachelor of Science, Chemical Engineering, May 1992

EXPERIENCE

Marion County Public Defender Agency, Indianapolis, Indiana August 2018 – Present
Deputy Public Defender
- Provide competent criminal defense services in all stages of criminal proceedings for indigent citizens of Marion County
- Protect the constitutional rights of indigent criminal defendants

Marion County Public Defender Agency, Indianapolis, Indiana March 2017 – Present
Part-Time Public Defender
- Represent patients facing involuntary, temporary or regular mental health commitments in Marion County Probate Court

Hamilton County Superior and Circuit Court, Noblesville, Indiana June 2016 – July 2018
Part-Time Public Defender
- Negotiated bail and/or pre-trial release conditions with the Hamilton County Prosecutor's Office
- Advised arrestees and criminal defendants regarding bail and/or pre-trial release conditions
- Represented arrestees and criminal defendants at initial criminal hearings

Brown Mackie College, Indianapolis, Indiana November 2011 – November 2016
Adjunct Instructor, Paralegal Studies/Legal Studies/Criminal Justice Programs
- Provided hands-on and relevant, real-world instruction for paralegal students
- Maintained accurate records of student attendance and achievement
- Participated in all required professional development activities

Private Practice, Indianapolis, Indiana
Law Office of Pamela Grant Taylor, Indianapolis, Indiana July 2013 - Present
Associate Attorney – Mullins Law, LLC, Plainfield, Indiana April 2011 – June 2013
Independent Contract Attorney/Solo Practitioner October 2008 - Present
- Represent clients in all aspects of domestic relations, paternity and criminal law matters
- Registered Domestic Relations Mediator with Indiana CLE, serving modest means clients in Marion County
- Provide debt relief and bankruptcy services under the United States Bankruptcy Code

Elite Consulting Services, Brownsburg, Indiana March 2009 – April 2010
General Counsel
- Represented company in hearings, settlement conferences, and litigation in state and/or federal court
- Negotiated settlements with insurance adjusters and/or legal counsel
- Drafted contracts, complaints, motions and other legal documents

Indiana Department of Child Services (DCS), Columbus, Indiana May 2008 – October 2008
Staff Attorney
- Litigated Children in Need of Services (CHINS) and Termination of Parental Rights cases, representing DCS
- Represented and assisted DCS in court matters and/or administrative matters
- Provided legal advice and legal services in matters relating to child welfare and the safety of children

REFERENCES AVAILABLE UPON REQUEST

DAVITA JOHNSON
5215 Radnor Road • Indianapolis, Indiana 46226 • 317-402-7994
davitajohnson0428@sbcglobal.net

Qualification Profile
Six years of managerial experience as a Director, Project Engineer, Soils Technician and Mentor, coordinating projects teams throughout the process to a successful completion.

Core Competencies
- Read and analyze blueprints
- Efficient/time management skills
- Efficient communicator
- Team Building
- Self-Directed
- Leader

Key Skills
- *Highly experienced in using various project management tools for scheduling, delegating* responsibilities and collecting information.
- Skilled in budget management, cost estimation and goal setting.
- Technical knowledge of construction administration.

Employment
Shrewsberry & Associates *Indianapolis, IN 2017 – Present*
Project Manager/OTR
- *Assist in the development and coordination stage of construction projects for client*
- *Provide Pre-Construction services for project owners/client*
- *Provide project oversite during the construction phase on the behalf of the owner/client*
- *Coordinate work with clients and client-related departments.*

Eastern Star Church *Indianapolis, IN 2016 - 2017*
Director of Facilities
- Manage the daily operation and maintenance of five buildings including 20 apartment units
- Coordinate projects with staff and contractors ensuring successful project completion
- Support to the Ministries
- Budget and schedule preparation of proposed future projects

Shiel Sexton Co*. Indianapolis, IN 2012 - 2016*
Project Engineer
- *Assign responsibilities and coordinate with project staff directly and indirectly*
- *Delivered status reports to senior management regularly (monthly)*
- *Planned and managed projects: Dow AgroSciences, Anthem (downtown Indy), Stanley Innovation Center*
- Assisted in preparation of proposals for possible projects.

Education/Certifications

- • Bachelor's of Science in Construction, Engineering, Management, & Technology
- • Masters of Science in Management
- • OSHA 30 hour Certified

Community Involvement

- *A.C.E. Mentoring; mentor high school students in Architectural, Engineering and Construction design*
- Komen Tissue Bank; lead Donor Escort at breast tissue collection events
- Indianapolis 500 Festival; parade marshal and Mini Marathon "Ask Me" volunteer
- *Indiana Subcontractors Association – Committee Member*

CURRICULUM VITAE

Torian Williams Stinnette
E-Mail: torian0319@aol.com or stinnette_torian_williams@lilly.com

Home Address:
12178 Eddington Place, Fishers Indiana 46037
267-241-5304 (cell)

EDUCATION

2002 Master of Science in Developmental Biology and Teratology,
Thomas Jefferson University, Philadelphia, Pennsylvania

1998 Bachelor of Science in Biology,
The University of North Carolina at Chapel Hill, Chapel Hill, North Carolina

RESEARCH THERAPEUTIC AREAS: Oncology (8yrs), Autoimmunity (5yrs), and Neuroscience (6 yrs)

CLINICAL TRIALS KNOWLEDGE

Familiar with writing protocols, regulatory guidelines, various regulatory forms, monitoring on-going trials, assessing quality control, and the drug development process

LABORATORY TECHNIQUES (*Summary*)

Cell Biology –

- Tissue culture, angiogenic assays (proliferation, migration, and differentiation on matrigel matrix), standard cell proliferation/viability assays, toxicity studies, apoptosis assays (Caspace Marker, Annexin V, Dapi Staining, and TUNEL Assay), Adhesion/Binding Assays, multi-color flow cytometry (FC500, Guava), cyotkine profiling and kinase arrays, isolation of monocytes from whole blood (ie. Ficoill Separation or beads), cell functional assays (i.e cAMP), Preparation of solutions, antibody-dependent cell mediated cytotoxicity (ADCC) Assay

Biochemistry/Molecular Biology –

- Adhesion/Binding Assays, Southern and Western blots, Protein Extraction and purification (ie. Collagen); Dialysis; SDS – polyacrylamide gel electrophoresis; immunoprecipitation; develop enzymatic assays, ELISA assays (Development and optimization), transient/stable cell line generation; cloning, RT-PCR, plasmid preparation and upscale

Immunohistochemistry/immunocytochemistry –

- Necropsy, Organ Tissue Freezing Techniques; Tissue Sectioning (paraffin and frozen tissue samples), processing of tissues/cells on slides (standard histological examinations – IHC/ICC) for CD31, tumor vs necrotic, PCNA, apoptosis, and other endpoint evaluations, Fluorescence Microscopy

In vivo Models –

- Mouse Xenografts studies, Arthritis Induction (CIA and AIA), small biodistribution studies, dosing of rats and mice (i.p, subQ, i.v., and oral), necropsies, small surgical procedures (i.e. osmotic pump implantation)

Other –

Handling of radioactive material (chromium, gadolinium, ^{99m}Tc, and indium), Ordering of Laboratory Supplies; NIH Image Software Analysis System and ImagePro Analysis System.

CELL CULTURE *(Human and Mammalian)*

Tumor Cells (Breast, Lewis Lung, Pancreatic, Prostate, Colon, Choriocarcinoma, Neuroblastomas, Glioma, Ovarian, Unterine, Bladder, Melanoma and Cervical); Kidney Cells (HK2); Mast Cells (RBL-2H3); Monocytic Leukemia Cells(THP-1); Macrophages (Raw 264.7 and NR8383) Endothelial Cells (HUVEC); Bacteria; Smooth Muscle Cells, neuronal (dorsal root ganglion) and microglial cultures, fibroblast cells, and other primary cell cultures.

ANIMAL EXPERIENCE

Surgical implantations, necropsy, tail vein, subcutaneous, intradermal and intraperitoneal injections in mice (C57/BL6, DBA/1J, Nu/Nu, Balb/c) and rodents (rats), small mouse biodistributions, tumor inoculation in mice, cardiac puncture in mice and rodents, mice restraint, collagen-induced arthritis model (CIA) in mice and AIA in rats, rat aorta removal for ex vivo angiogenic model, isolation of synovial tissue from knee joints, and extraction of activated macrophages from peritoneal cavity of rats, spinal cord removal, synaptasome preparation from spinal cord, DRG isolation

EMPLOYMENT

Research Experience

2012 – Present **Consultant Biologist**, Eli Lilly and Company, Indianapolis, Indiana
Department of Neurosciences

Therapeutic Area: Neuroscience research involving pain/migraine.

Projects:

1. Characterization of biased vs non-biased mu-opioid receptors agonists, identify gene expression of 7TM and 6TM (alternative spliced variants) in various brain regions, as well as characterizing the truncated splice variant in comparison to the canonical in regards to receptor activation, cell functioning, and downstream signaling pathways.
2. Explored immunological targets that have been implicated in the development and progression of neurological pain and neurodegenerative diseases.
3. Characterized tyrosine kinase antagonists' and antibodies' downstream signaling effects under stimulatory conditions and develop ex-vivo target engagement studies to support in-vivo PD studies

Responsibilities:

1. Used my previous oncology/immunology experience in Tyrosine and MAP Kinases to independently develop and optimize *in-vitro* screening assays that are now part of the critical path flowscheme. In addition, I also demonstrated how other MAP kinases not directly associated with our target of interest provided additional functional endpoints to guide team decisions.

2. Utilized my knowledge/expertise of cell signaling pathways to make significant scientific and technical contributions to portfolio and exploratory projects, including independent development, design, implementation and troubleshooting of innovative and impactful *in-vitro* and *ex-vivo* assays, particularly for an important project which entered the portfolio in 2016 and has now moved into Phase I Clinical Trials.
3. Engaged in regular discussions of data analysis with the Lead Biologists and presented ongoing experimental results at our cross-functional team meetings.
4. Consulted with the Oncology group and QB to discuss their prior methods and conditions in an effort to reduce redundancy and develop optimize assays to support the initial project *in-vitro* studies (i.e Kinase Arrays). The results of the array data impacted decisions regarding key assays to include in the flowscheme.
5. Collaborated with colleagues with specific experience and expertise needed to move *in-vitro* efforts forward in a more timely and efficient manner.
6. Responsible for supervising, mentoring and training summer interns and SEED students on cell culture techniques, molecular and biochemical assays, as well as flow cytometry.

2007 – 2012 **Scientist I**, Endocyte, Inc., West Lafayette, Indiana
Department of Biology

Therapeutic Area: Autoimmunity research studies involving folate targeting therapy.

Project:

1. Developed *in-vitro* and *ex-vivo* models to support folate drug conjugate screening efforts using mouse transformed cell lines and activated macrophages harvested from naïve and experimental rats. The in-vitro studies (Elisas, Arrays, Western blots, and flow cytometry) involved optimizing cytokine and kinase assays to evaluate target and cellular effects of the folate conjugates in macrophages.
2. Developed and optimized the Collagen-Induced Arthritic model as an additional in-vivo screening study to evaluate folate-drug conjugates.

Responsibilities:

1. Designed, implemented, troubleshoot and analyzed various immuno-and cell based assays, as well as assisted with arthritis induction (AIA and CIA models) in rat and murine models.
2. Independent assay development and optimization: Cytokine arrays, Kinase Elisas, flow cytometry to assist in toxicity evaluation, target validation [determination of proteasome and Dihydrofolate Reductase- DHFR activity], Enzymatic assays to assess target enzyme inhibition, and measurement of biochemical and molecular changes via Western blots.
3. In close collaboration with the in-vivo team, performed efficacy and toxicity studies in animals, as well as assisted with biodistribution and imaging studies using radioactive or fluorescent tracers.

2004 – 2006 **Associate Scientist I**, Medimmune, Inc., Gaithersburg, Maryland
Department of Cancer Biology

Therapeutic Area: Oncology

Project:

1. Screened and characterized antibodies that specifically target EphA4 Tyrosine Kinase.

Responsibilities:

1. Supported preclinical cancer research targeting EphA4, a tyrosine kinases that is upregulated in pancreatic cancer. This involved the design, implementation, troubleshooting and analysis of various immune- and cell-based assays.
2. Utilized various screening tools to characterize various EphA4 antibodies. Some of these screening tools included: kinase arrays, enzymatic activation studies, binding analysis (via flow cytometry – intracellular and cell surface staining), and apoptosis evaluation.
3. Engaged and took initiative to learn new techniques that would benefit the project. Such techniques included: flow cytometry, plasmid preparation, transient transfections, and Western blots (including immunoprecipitation)
4. Collaborated with other Associates to share resources that would help accelerate our project in the pipeline.
5. Prepared and presented a presentation that included background project information, experimental analysis and summary of experimental data each quarter as the lead biologist for the EphA4 project at the monthly Research Forums.
6. Presented new data at conferences as an invited speaker or poster presenter.

2002 – 2004 **Cell Biologist,** Epix Medical Inc., Cambridge, Massachusetts
Department of Pharmacology and Toxicology

Research Area: Pharmacology and Toxicology

Project:

1. Performed in-vitro toxicology studies for developed imaging contrast agents.
2. Developed and optimized the Lewis Murine Lung metastases animal model to evaluate binding to vessels in tumors.

Responsibilities:

1. Developed and optimized key in-vitro toxicity studies, including kidney cell cytotoxicity and liver microsomal (TIER II) assay
2. Developed an in-vitro acute inflammation model using the monocyte/endothelial cell adhesion assay
3. Assisted with small pharmacokinetics (biodistribution) studies in mice
4. Performed collagen extraction and purification procedure in rat myocardium to assist the in-vivo team

2001 – 2002 **Associate Scientist**, GlaxoSmithKline, King of Prussia, Pennsylvania
Department of Oncology

Therapeutic Area: Oncology

Projects:

1. Supported pre-clinical in-vitro studies that heavily involved cell biology assays (viability/proliferation), performing necropsies, and immunohistochemistry (IHC)/immunocytochemistry (ICC).
2. Developed an ex-vivo biomarker to determine chemotherapy activity in-vivo.

Responsibilities:

1. At the conclusion of in-vivo xenograft studies, euthanized mice (using carbon monoxide or cervical dislocation) and perform necropsies (bone marrow, lung, small and large intestines, heart, tumors, and liver) for histological analysis.
2. Evaluated apoptotic populations in tumor samples vs normal tissues.
3. Developed and/or perfected new (or old) assays and procedures as needed.

1999 – 2001 **Research Technician A**, Thomas Jefferson University, Philadelphia, Pennsylvania
Radiation Oncology Department

Therapeutic Area: Oncology

Project:

1. Screened and evaluated various neoplastic agents' anti-angiogenic properties in angiogenic in-vitro and ex-vivo assays.

Responsibilities:

1. Conducted angiogenic assays with endothelial cells (proliferation, migration, wound healing, invasion, and differentiation, as well as the rat aortic sprouting assay).
2. Analyzed and present scientific data.
3. Assisted with writing of manuscripts.
4. Presentated scientific data at departmental colloquiums and annual oncology scientific conferences.
5. Ordered supplies and trained new employees and current employees on various procedures.
6. Performed small animal surgical techniques (i.e. pump implantations, dosing, tumor implantations).

Teaching Experience/Appointments

2016 – 2018 **Adjunct Instructor**, University of Indianapolis, Indianapolis, Indiana

Human Anatomy (Biology 103)
Introduction to the study of internal and external anatomical structures, and the physical relationship between these structures. The course will be set up in a systems approach such that students will learn structures that pertain to each system of the body. This course is designed to guide students to learn the basic structures within the human body (IDENTIFY), observe the relationship between these structures and their

basic functions and location within the body system (RELATE), and learn the information in a cumulative fashion, continually apply what they have learned about one section to another (INTEGRATE).

Human Physiology (Biology 104)
Introduction to the vital processes of the human body and its tissues, including an introduction to cell biology. This course focuses on the study of biological functions, and the relationships between these functions and homeostasis and human health. We constantly review human anatomy because of the concept of Principles of Complementarity. Physiology in this course is studied at many levels, from molecular through the organism, and also involves analysis of physiological concepts from an experimental perspective.

2007 – Present	**Adjunct Instructor**, Ivy Tech Community College, Lafayette, Indiana and Anderson, Indiana and Indianapolis, Indiana
2005 – 2007	**Adjunct Instructor**, Frederick Community College, Frederick, Maryland
2005 – 2007	**Adjunct Professor**, Montgomery College, Germantown, Maryland
2003 – 2004	**Adjunct Instructor**, Mass Bay Community College, Wellesley, Massachusetts

Anatomy and Physiology I and II – Traditional, Hybrid, and Online Instructor
The course focuses on a comprehensive understanding of the close inter-relationship between anatomy and physiology as seen in the human organism. Part I introduces students to the cell, which is the basic structural and functional unit of all organisms, and covers tissues, integument, skeleton, muscular and nervous systems as an integrated unit. Part II introduces students to cardiovascular, endocrine, urinary, and reproductive system; and the senses. Also supervised laboratory sessions that correlates with the lecture material.

General Biology I Instructor
Instructor of a biology course intended for natural for natural science majors. Topics covered include the molecular and cellular basis of life, enzymes, photosynthesis, cell respiration, genetics, reproduction, and development. Also supervised laboratory sessions that correlates with the lecture material.

COMPUTER SKILLS

MicrosoftWord, WordPerfect, Powerpoint, Excel, MacDraw Pro, Photoshop, MSOutlook, SigmaPlot, KaleidaGraph, Cricket Graph, GraphPad Prism, and Access Database System

SCIENTIFIC BACKGROUND

Master's Thesis Research (2001 – 2002):
Thesis Advisor: **Dr. Derrick Grant** – Cardeza Foundation for Hematologic Research, Thomas Jefferson Medical College, Thomas Jefferson University, Philadelphia, PA

Inhibition of Angiogenesis by Continuous Low Dose Taxanes Causes Growth Delay of Choriocarcinoma (Jeg-3) in Nude Mice

Angiogensis is the process by which new capillaries are formed from pre-existing vessels. The angiogenic processes of endothelial cells is a key factor in the growth of most tumor cells. To induce neovascularization, a tumor secretes angiogenic substances (i.e cytokines), which signals the surrounding endothelial cells to undergo the processes of angiogenesis, thus forming new capillaries. Angiogenesis has been considered as a potential target for the treatment of cancer, either by the inhibition of endothelial cell angiogenic processes or by the inhibition of the production of angiogenic factors by tumors. Many in vitro studies have explored the inhibitory effect of non-cytotoxic low dose taxanes, Paclitaxel (Taxol) and Docetaxel (Taxotere), mitotic inhibitory neoplastic agents, on the angiogenic processes of endothelial cells, as well as cytotoxic doses of the drug on tumor cell growth. However, there is currently little evidence demonstrating the effect of continuous low dose taxanes on tumor cell growth in-vivo. Our lab has shown in-vitro that higher doses of taxanes are needed to achieve an IC_{50} in choriocarcinoma (Jeg-3) tumors cells, whereas lower, non-cytotoxic doses inhibited the angiogenic properties of endothelial cells at low IC_{50} levels. In addition, we have shown that continuous administration of low dose taxanes via an osmotic pump caused growth delay of choriorcarcinoma (Jeg-3) in vivo in nude mice; and this delayed affect is due to the drugs' inhibitory effect on the angiogenic processes of endothelial cells.

INVITED SPEAKER

"**Target Cancer Therapies**" Meeting, Sponsored by CHI. Cambridge, MA. September 2005
Presentation: *"Antibody Targeting of EphA4 Tyrosine Kinase Induces Phosphorylation and Inhibits Malignant Behavior in Pancreatic Tumor Cell."*

PUBLICATIONS

Dicker AP, **Williams TL**, Grant DS. Targeting angiogenic processes by combination rofecoxib and ionizing radiation. Am J Clin Oncol, 2001 Oct; 24 (5): 438-42.

Grant DS, **Williams TL**, Zahaczewsky M, Dicker AP. Comparison of antiangiogenic activities using paclitaxel (taxol) and docetaxel (taxotere). Int J Cancer. 2003 Mar 10;104(1):121-9

Dicker AP, **Williams TL**, Iliakis G, Grant DS. Targeting angiogenic processes by combination low-dose paclitaxel and radiation therapy. Am J Clin Oncol. 2003 Jun;26(3):e45-53.

Lu Y, **Stinnette TW**, Westrick E, Klein PJ, Gehrke MA, Cross VA, Vlahov IR, Low PS, Leamon CP. Treatment of experimental adjuvant arthritis with a novel folate receptor-targeted folic acid-aminopterin conjugate. Arthritis Res Ther. 2011 Apr 4; 13(2): 1-18.

Henne WA, Kularatne SA, Ayala-López W, Doorneweerd DD, **Stinnette TW**, Lu Y, Low PS. Synthesis and activity of folate conjugated didemnin B for potential treatment of inflammatory diseases. Bioorg Med Chem Lett. 2012 Jan 1;22(1):709-12

Lu Y, Wollak KN, Cross VA, Westrick E, Wheeler LW, **Stinnette TW**, Vaughn JF, Hahn SJ, Xu LC, Vlahov IR, Leamon CP. Folate receptor-targeted aminopterin therapy is highly effective and specific in experimental models of autoimmune uveitis and autoimmune encephalomyelitis. Clin Immunol. 2014 Jan;150(1):64-77.

ABSTRACTS

T. W. Stinnette, and S.P. Arneric. How do biased u-opioid receptor and non-biased agonists differ on receptor desensitization and downstream signaling? Accepted, 44th Annual Meeting, Society for Neuroscience, Washington, D.C.

T. W. Stinnette, C. L. A. Ruble, S.P. Arneric. 6TM and 7TM Variants of the μ-Opioid Receptor (MOR) in Human and Mouse Tissues. Accepted, 43rd Annual Meeting, Society for Neuroscience, San Diego, CA.

Torian L. Williams, Adam P. Dicker, Diane R. Connor, and Derrick S. Grant. Inhibition of Angiogenesis by Continuous Low Dose Taxanes Causes Growth Delay of Choriocarcinoma (Jeg-3) in Nude Mice. Accepted, 93rd Annual Meeting, American Association of Cancer Research, San Francisco, CA.

Adam P. Dicker, **Torian L. Williams**, and Derrick Grant. A Potential Anti-Angiogenic Strategy. Accepted, 42nd Annual Meeting, American Society for Therapeutic Radiation and Oncology, Boston, MA

Adam P. Dicker, **Torian L. Williams**, and Derrick S. Grant. Targeting Angiogenic Processes by Combination Low Dose Squalamine and Radiation Therapy. Accepted, 92nd Annual Meeting, American Association of Cancer Research, New Orleans, LA.

Torian L. Williams, Derrick Grant, and Adam P. Dicker. Evaluating the Anti-angiogenic Properties of Docetaxel (Taxotere) in Combination with Radiation. Accepted, 92nd Annual Meeting, American Association of Cancer Research, New Orleans, LA.

A. P. Dicker, **T. Williams**, M. Zahachewsky, and D.S. Grant. Targeting Angiogenic Processes by Inhibition of COX-2 with Rofecoxib (Vioxx) and Ionizing Radiation. Accepted for oral presentation, American Society for Therapeutic Radiology and Oncology, 43rd Annual Meeting.

Adam P. Dicker, Derrick Grant, **Torian Williams**, Pramila Rani Anne, Roseann Bonanni, Carolyn Sidor, Edward Gubish, and Walter Curran. Phase I Trial results and preclinical studies of recombinant human Angiostatin (rhA) and Radiotherapy. AACR-NCI-EORTC Annual Meeting, Miami FL, submitted for publication.

Adam P. Dicker, **Torian Williams**, and Derrick Grant. Inhibition of angiogenesis using rofecoxib (Vioxx) and Ionizing Radiation. European Cancer Conference – ECCO II, Eisbon Portugal.

CERTIFICATIONS

2007	Online Course Instructor – Ivy Tech Community College

PROFESSIONAL MEMBERSHIP

2002 – 2005	Affliate Member, American Association of Cancer Research
2000 – 2002	Associate Member, American Association of Cancer Research

HONORS AND AWARDS

2008	Manager's Award, Endocyte, Inc., Biology Department, Inflammation Program
2004	Director's Award, Medimmune, Inc., Cancer Biology Department
2001-2002	American Association of Cancer Research Minority Scholar Award
2000	Thomas Jefferson University Graduate Studies Travel Fellowship Grant

BRINGING TODAY'S WORLD TO TOMORROW'S FUTURE

BRANDON A. WARREN
6838 Wandering Way
Indianapolis, IN 46241
317-983-0321
warrenb@myips.org

BRANDON ANTONIO WARREN

OBJECTIVE

Seeking a position as a teacher that will allow and afford me to use my abilities to provide learners and educators with a motivational, affirmative, and literature rich learning experience to foster academic gains in learners, and effectiveness in educators

PROFILE

- Highly motivated, enthusiastic, and dedicated educator who wants all to children to achieve
- Believe that students are not only learners but teachers too
- Committed to creating a classroom environment that affirms all regardless of cultural background
- Determined to meet learners where they are on their educational journey through differentiated instruction
- Believe in the incorporation of art, drama, music, and other sign systems that may aid in learners' success
- Strive to make learning meaningful and relatable to learners

EDUCATION & CREDENTIALS

M.S. in Education Leadership, Indiana University, Indianapolis — Degree Earned
GPA: 3.8 — *August 2016*

B.S. in Elementary Education, Indiana University, Indianapolis — Degree Earned
Minor in Music — *GPA: 3.714* — *May 2009*
I am licensed K-6 in Elementary Education and as a Reading Specialist

TEACHING

Teacher — *July 2015- Present*
Phalen Leadership Academy — *Agnes Aleobua,* Principal — 3rd /5th Grade

- Responsible for teaching and differentiating Reading, Math, Science, Social Studies, and Language Arts to meet the needs of learners in my classroom
- Designed a Language Arts program that success was measured through 100% pass rate of all third graders/ two years of growth of fifth measured on STAR Assessment
- Designed Mathematics curriculum that allows students to experience curriculum hands-on
- Mentored third grade and fifth grade team on instructional practices in areas of Reading and Math
- Made weekly lesson plans and found resources for team
- Communicate and work with parents for success of all students
- Designed weekly assessments to measure mastery of weekly objectives
- Volunteer to help with various school functions and activities
- Initiate after school tutoring to remediate, preteach, and reteach material in all content areas
- Work with students struggling with behavior and abandonment issues
- Initiated RTI team as co-leader with assistant principal

Teacher *August 2009-June 2015*

MSD Wayne Township

Chapel Glen Elementary School *Marc Coapstick,* Principal 3rd/4th/5th Grade

- Responsible for teaching and differentiating Reading, Math, Science, Social Studies, and Language Arts to meet the needs of learners in my classroom
- Designed Mathematics curriculum that allows students to experience curriculum hands-on
- Collaborate weekly with team members to plan curriculum that makes learners think and connect to their lives
- Communicate and work with parents for success of all students
- Provide professional development for teachers in the areas of Reading and Writing
- Volunteer to help with various school functions and activities
- Initiate after school tutoring to remediate, preteach, and reteach material in all content areas
- Work with students struggling with behavior and abandonment issues
- Wrote grants for literature that would expand students genre and cultural awareness
- Supervise and sponsor students raising money for Haiti

STUDENT TEACHING

Student Teacher *Fall 2008*

MSD Wayne Township

Chapelwood Elementary School Mentor *Melissa Clark* 3rd Grade

- Team teaching for eight weeks in a third grade classroom
- Responsible for teaching Reading, Math, Science, Writing, and Grammar
- Taught students the Scientific Method to prepare them for Curious Scientific Investigators experience at Indianapolis Children's Museum
- Collaborated weekly to write a newsletter to inform parents of what is going on in the classroom and how they may enrich learning while students are at home
- Designed mathematics curriculum that allowed students to experience concepts hands-on
- Implemented Writing Workshop to foster students growth in 6+1 Writing Traits, and affirm their abilities as writers
- Started Community Circle to cultivate students interpersonal skills, values, and manners

Reading Specialist *Spring 2009*

MSD Lawrence Township

Crestview Elementary School Mentor *Regina Young* Reading/Writing

- Worked eight weeks in first, second, third, and fourth grade classrooms assisting with Reading Workshop
- Worked eight weeks in a fourth grade classroom initiating and facilitating Writing Workshop to increase students' knowledge of 6+1 Writing Traits, and affirm abilities as writers
- Responsible for teaching strategies to enhance readers comprehension and decoding abilities
- Introduced students to real world issues through literature
- Designed and implemented assessments that responded to students interest and questions regarding literary works

Classroom Intern
Fall 2007

- **Kindergarten, Reading Math,** *Westlake Elementary School, Indianapolis, Indiana*
- **1st Grade, Reading,** *Westlake Elementary School, Indianapolis, Indiana*
- **2nd Grade, Math,** *Westlake Elementary School, Indianapolis, Indiana*
- **2nd Grade, Reading, Math, Science,** *Northwayne Elementary School, Indianapolis, Indiana*

Spring 2008

- **5th Grade, Reading, Math, Science, Music** *Northwayne Elementary School, Indianapolis, Indiana*

Related Experiences

Summer 2007/Spring 2008

- **Preschool , Reading, Math, Life Skills,** *Christamore House*

Summer 2006

- **K-1 Jump-Start Summer Camp, Reading, Math,** *Christamore House*

HONORS

Outstanding Multicultural Education Student
Barbara L. Wilcoxs Scholarship Recipient
Christamore Guild Scholarship Recipient
Transformational Leader in Education
National Dean's List
School of Education Dean's List (consecutively)
Alpha Delta Kappa Scholarship Recipient

AFFLIATIONS

Member, *Kappa Delta Pi*
Member, *International Reading Association*
Member, Young Leaders of Urban Education
Member, *Project TEAM*
Member, *National Science Teachers Association*
Member, *Elementary Urban Educators*
Member, *Indiana Partnership for Young Writers*

PROFESSIONAL DEVELOPMENT

Project WILD
Indianapolis Public Schools Infusion Conference
Kappa Delta Pi Bi-Annual Convocation
Indiana Partnership for Young Writers Summer Workshop 2009, 2010, 2011,2012,2013,2014.
I-TEACH Conference
Indiana Reading Association Conference
Indiana Partnership for Young Writers Fall Workshop 2009, 2010, 2011, 2012.

YVONNE BULLOCK, Ph.D.

EDUCATIONAL PROFILE

Experienced educator with expertise in curriculum, instruction, assessments, grant writing, and program evaluation. Experience with operating budgets, and able to address all aspects of school leadership.

ADMINISTRATIVE COMPETENCIES

- Visionary/Strategic Planner
- Collaborative/Transformative Leader
- Common Core Standards
- Intervention and Turn-Around Models
- Systemic School Improvement Planning
- Assessment, Analysis of Data, and Evaluation
- Curriculum Development/Alignment
- Budget Development and Management Skills
- Oral/Written Communication Skills
- Presenter/Facilitator/Trainer Skills
- Response to Intervention/PBIS Development
- Grant Writing and Development Expertise
- Federal/State Program Implementation
- NCLB/AYP/Race to the Top Guidelines
- Scientific Research Based Best Practices
- Liaison for Community and Business Partnerships
- Human Resources Skills Including Interviewing, Hiring, Supervision, and Evaluation of Staff
- Computer Literate, Use of Data Warehouse, and Integration of Technology to Enhance Instruction

ADMINISTRATIVE ACCOMPLISHMENTS

Improved reading and math achievement scores.
Results: District overall performance improved on (ISAT) standardized assessments in reading from 41% to 60% and math from 63% to 75%. PSAE scores improved in reading from 8% to 27% and in math from 10% to 20%. ACT composite scores improved from 15.3% to 20.6%. The elementary/middle school improved reading performance and had the highest math scores compared to the past six years. Primary students performed on grade level as measured by DIBELS and SRI results.

Facilitated turnaround and transformation of two high schools and one middle school that were slated for State takeover because they failed to make Adequate Yearly Progress for 6 consecutive years.
Results: The high schools improved in twelve months from "F" to "C" status. Student achievement improved from 50.4% to 60.5% passing English and from 30% to 47.6% passing math. The middle school improved in nine months from "F" to "A" status. Student achievement improved from 47% to 62% in reading, from 44% to 75% in math, and from 33% to 56% passing both, which prevented State takeover of schools as planned.

Written and awarded numerous grants such as SIG 1003g, 21st Century, Enhancing Education through Technology, Fine Arts, Magnet Schools and Homeless grant to support instruction, professional development and the integration of technology in the classroom.
Results: Provided reading and math coaches and intervention specialists to support classroom teachers. Provided professional development using research-based best practice strategies and interventions to enhance instructional delivery, student engagement, and classroom management. Provided I-Pads, desktop computers, laptops, interactive whiteboards, and student response systems to support instruction in the classroom. Enhanced the instructional leadership of principals through the use of classroom walkthroughs to build the capacity of teachers and transform instructional practices.

EDUCATION

Ph.D., Educational Administration and Leadership, Ohio University, Athens, OH. 1991
M.Ed., Curriculum & Instruction, Supervision & Evaluation, University of Cincinnati, Cincinnati, OH. 1984
BS.Ed. Elementary Education, University of Cincinnati, Cincinnati, OH. 1981

CERTIFICATION

Superintendent	Professional	August 2, 2017 – September 6, 2022, Indiana
Superintendent	Professional	July 1, 2012 – June 30, 2017, Ohio
Superintendent	Professional	July 1, 2016 – June 30, 2021, Illinois
Elementary Administrator	Standard	June 17, 2019 – June 17, 2029, Indiana

PRESENTATIONS

- Making AYP in the Midst of Restructuring for the Illinois NCLB Conference, 2007
- Closing the Achievement Gap to Leave No Child Behind for the Superintendent's Conference on Demographics, 2007
- Enhancing Education for the 21st Century for the Memorial Hospital Brain-works Symposium, 2011
- The Condition of Education and Enhancing Student Achievement for the Drifters Conference, 2012

COMMUNITY/PROFESSIONAL ACTIVITIES

Alpha Kappa Alpha Sorority, Inc.	Association for Supervision & Curriculum Developme
American Association of School Administrators	Children's Policy and Law Initiative of Indiana
Eastern Star Church	National Alliance of Black School Educators
Ohio University, Athens, OH, Alumni Association	Nation Council of Negro Women, Indianapolis
University of Cincinnati, OH Alumni Association	Phi Delta Kappa, National Educator's Association

RELEVANT EDUCATIONAL EXPERIENCES

COLLEGE TEACHING EXPERIENCES:

ADJUNCT INSTRUCTOR

Ivy Tech Community College (4 years – part-time)

- Instructor – Undergraduate English 111 and Remedial Reading and Writing (Sections 063, 075, 083)

University of Phoenix (College of Education – On-campus and Online) (6 years – part-time)

- Instructor: Reading/Language Arts & Assessments course (RDG537) for Master's Degree program
- Supervise student teachers, formal classroom observation, and reports for State Certification/Licensure
- Developed online Grant Certification Course and Test for State Certification and Licensure
- Provided professional development for school districts – Positive Behavior Intervention and Supports

ADMINISTRATIVE AND PUBLIC-SCHOOL EXPERIENCES:

SUPERINTNDENT

Meridian 101 Community Schools K-12 (750 students, 65 staff, 13.5 Mill budget)

- Managed the day-to-day operations of the school district including 13.5 mill budget.
- Written and awarded 3 grants totaling over one million dollars for reading and math instruction, technology, and after school programming.
- Developed 5-year strategic plan. Improved ACT and SAT, % passing scores, increased number of students entering college, and improved K-8 achievement on State assessments.

DIRECTOR FOR TEACHER AND LEADER DEVELOPMENT (1 year)
Phalen Leadership Academies, Indianapolis, IN (750 Students, 75 Staff)

- Developed Teacher Fellows Program and online resources to support professional development of new and beginning teachers.
- Provided classroom observations of fellows and new and beginning teachers using the Indiana RISE Teacher Evaluation.
- Provide professional development and training for new and beginning teachers and any resources needed to be an effective teacher.

DIRECTOR FOR TEACHING AND LEARNING (2 years)
Hazel Crest School District 152.5, Hazel Crest, IL (1,200 Students, 275 Staff, $24,701,956 Budget)

- Facilitated ENI Target Teach curriculum mapping and formative benchmark assessments alignment with State standards in reading and math
- Facilitated the analysis of standardized test results and local quarterly benchmark assessments
- Facilitated professional learning communities and grade level team planning
- Coordinated professional development for teachers and administrators
- Coordinated After School and Summer School Programs

ASSISTANT TO THE DIRECTOR FOR SCHOOL IMPROVEMENT SYSTEMS (2 years)
Fort Wayne Community School District, Fort Wayne, IN (35,000 Students, 2,459 Staff, $349,678,045 Budget)

- Analyzed test data for 53 schools and provided data by subgroups to make instructional decisions
- Facilitated AYP Support Teams for schools in improvement status and schools that failed to make AYP year one
- Coordinated district standardized testing program and formative assessments
- Assisted with the development of the district strategic plan

PRINCIPAL (8 years)
Indianapolis Public Schools City District, Indianapolis, IN; Cincinnati Public Schools District, Cincinnati, OH.

- Provided leadership for K-5 ELL Alternative and K-8 College Preparatory Magnet school.
- Facilitated parent workshops and Parents First Program to enhance involvement in the school
- Developed partnership with Ball State University to provide job-embedded professional development
- Written and awarded Reading First and After School programs
- Developed tutoring and mentoring program that involved over 100 community volunteers

ASSISTANT PRINCIPAL (6 Years)
Cincinnati Public Schools City District, Cincinnati, OH.

- Assisted with the supervision of students and evaluation of staff.
- Facilitated workshops, curriculum committees, textbook adoptions and selection of instructional materials
- Assisted with the analysis of data to make instructional decisions and coordinated state testing program
- Facilitated after school and summer school programs, parent workshops and programs to enhance involvement in the school

TEACHER (8 years)
Cincinnati Public Schools City District, Cincinnati, OH.

- Taught Grade 2 self-contained and Grade 4-6 College Preparatory math and science
- Served as a Lead Teacher and provided hands-on math and science workshops for teachers
- Established a volunteer teacher summer school programs

Indy STEAM Academy

Attachment #2

Statement of Economic Interest &

Conflict of Interest Forms

(Exhibit C)

Statement of Economic Interest and Conflict of Interest (Exhibit C)

Tanya Mack, Board President

Statement of Economic Interest & Conflict of Interest Form

(Must be completed individually by each Board member)

Background

1. Name of charter school on whose governing board you serve: Indianapolis (Indy) STEAM Academy

2. Your full name: Tanya P. Mack

3. Your spouse's full name: Deon Mack

Employment

4. Brief educational and employment history (no narrative response is required if your resume is attached to the charter application).
   - ☒ My resume is attached.
   - ☐ My resume is not attached. Please provide a narrative response:

5. List the name(s) of your current employer(s) and the nature of the business (an "employer" is defined as "any person from whom the board member or the board member's spouse receives more than thirty-three (33%) of their income"): P&G

6. List the name(s) of your spouse's employer(s) and the nature of the business: City of Cincinnati

7. Do you and/or your spouse currently operate a sole proprietorship or professional practice?
   - ☒ No.
   - ☐ Yes. Please provide the name and describe the nature of the business:

8. Are you and/or your spouse a member of a partnership and/or limited liability company?
   - ☐ No.
   - ☒ Yes. Please provide the name and describe the nature of the business: Oaktree Property Investment, LLC / Laundry Services

9. Are you and/or your spouse an officer or director of a corporation?
   - ☐ No.
   - ☒ Yes. Please provide the name and describe the nature of the business: Elite Custom Cleaners, Inc. / Dry Cleaning & Laundry Services

Conflict of Interest Disclosures

1. Do you or your spouse have a personal or business relationship with any other board member for the proposed school?
   - ☐ No.
   - ☒ Yes. Please identify the board member and indicate the nature of the relationship: Yvonne Bullock, CEO, Founder/Head of School and Ex-Officio of the Board / In-Law

Page 1 of 3

Statement of Economic Interest and Conflict of Interest (Exhibit C)

Tanya Mack, Board President

2. Do you or your spouse have a personal or business relationship with anyone who is conducting, or who plans to conduct, business with the charter school (whether as an individual or as a director, officer, employee or agent of another entity)?
   ☒ No.
   ☐ Yes. Please identify the business and indicate the nature of the relationship:

3. Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the school?
   ☒ No.
   ☐ Yes. Please describe the nature of the business that is being, or will be, conducted:

4. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a personal or business relationship with any employees, officers, owners, directors or agents of the service provider?
   ☐ Not applicable.
   ☒ No.
   ☐ Yes. Please describe the relationship:

5. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a direct or indirect ownership, employment, contractual or management interest in the service provider?
   ☐ Not applicable.
   ☒ No.
   ☐ Yes. Please provide a description of the interest:

6. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the provider?
   ☐ Not applicable.
   ☒ No.
   ☐ Yes. Please describe the nature of the business:

7. Are you, your spouse, or any other immediate family members, a director, officer, employee, partner or member of, or are otherwise associated with, any other organization that is partnering, or plans to partner, with the charter school?
   ☒ No.
   ☐ Yes. Please describe the relationship and the nature of the partnership:

8. Are there any other potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board?
   ☒ No.
   ☐ Yes. Please describe the nature of the potential conflict(s):

Statement of Economic Interest and Conflict of Interest (Exhibit C)

Tanya Mack, Board President

10. 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 and the Access to Public Record Act?
    - ☒ Yes.
    - ☐ Don't Know/ Unsure.

I, 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 the above charter school is true and correct in every respect.	
Name and Title Tanya Mack Signature 	Date 8/23/18

Statement of Economic Interest and Conflict of Interest (Exhibit C)

Pamela Grant-Taylor Board Secretary

Statement of Economic Interest & Conflict of Interest Form

(Must be completed individually by each Board member)

Background

1. Name of charter school on whose governing board you serve: Indianapolis (Indy) STEAM Academy

2. Your full name: Pamela Gail Grant-Taylor

3. Your spouse's full name: Augustus Dewitt Taylor, Jr.

Employment

4. Brief educational and employment history (no narrative response is required if your resume is attached to the charter application).
   - ☒ My resume is attached.
   - ☐ My resume is not attached. Please provide a narrative response:

5. List the name(s) of your current employer(s) and the nature of the business (an "employer" is defined as "any person from whom the board member or the board member's spouse receives more than thirty-three (33%) of their income"): Marion County Public Defender Agency, provides criminal defense services for the indigent population of Marion County, Indiana

6. List the name(s) of your spouse's employer(s) and the nature of the business: Fastenal, truck driver - delivers industrial supplies

7. Do you and/or your spouse currently operate a sole proprietorship or professional practice?
   - ☐ No.
   - ☒ Yes. Please provide the name and describe the nature of the business: I am winding down my law practice, Law Office of Pamela Grant Taylor. It should be less than full time by December 31, 2018.

8. Are you and/or your spouse a member of a partnership and/or limited liability company?
   - ☒ No.
   - ☐ Yes. Please provide the name and describe the nature of the business:

9. Are you and/or your spouse an officer or director of a corporation?
   - ☒ No.
   - ☐ Yes. Please provide the name and describe the nature of the business:

Conflict of Interest Disclosures

1. Do you or your spouse have a personal or business relationship with any other board member for the proposed school?
   - ☒ No.
   - ☐ Yes. Please identify the board member and indicate the nature of the relationship:

Page 1 of 3

Statement of Economic Interest and Conflict of Interest (Exhibit C)

Pamela Grant-Taylor Board Secretary

2. Do you or your spouse have a personal or business relationship with anyone who is conducting, or who plans to conduct, business with the charter school (whether as an individual or as a director, officer, employee or agent of another entity)?
   - ☒ No.
   - ☐ Yes. Please identify the business and indicate the nature of the relationship:

3. Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the school?
   - ☒ No.
   - ☐ Yes. Please describe the nature of the business that is being, or will be, conducted:

4. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a personal or business relationship with any employees, officers, owners, directors or agents of the service provider?
   - ☒ Not applicable.
   - ☐ No.
   - ☐ Yes. Please describe the relationship:

5. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a direct or indirect ownership, employment, contractual or management interest in the service provider?
   - ☒ Not applicable.
   - ☐ No.
   - ☐ Yes. Please provide a description of the interest:

6. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the provider?
   - ☒ Not applicable.
   - ☐ No.
   - ☐ Yes. Please describe the nature of the business:

7. Are you, your spouse, or any other immediate family members, a director, officer, employee, partner or member of, or are otherwise associated with, any other organization that is partnering, or plans to partner, with the charter school?
   - ☒ No.
   - ☐ Yes. Please describe the relationship and the nature of the partnership:

8. Are there any other potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board?
   - ☒ No.
   - ☐ Yes. Please describe the nature of the potential conflict(s):

Page 2 of 3

Statement of Economic Interest and Conflict of Interest (Exhibit C)

Pamela Grant-Taylor Board Secretary

10. 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 and the Access to Public Record Act?
    - ☒ Yes.
    - ☐ Don't Know/ Unsure.

I, 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 the above charter school is true and correct in every respect.	
Name and Title Pamela Grant-Taylor, Director **Signature** Pamela DA Taylor	**Date** 8/22/208

Page 3 of 3

Statement of Economic Interest and Conflict of Interest (Exhibit C)

Davita Johnson, Board Director

Statement of Economic Interest & Conflict of Interest Form

(Must be completed individually by each Board member)

Background

1. Name of charter school on whose governing board you serve: Indianapolis (Indy) STEAM Academy

2. Your full name: Davita Johnson

3. Your spouse's full name:

Employment

4. Brief educational and employment history (no narrative response is required if your resume is attached to the charter application).
   - ☒ My resume is attached.
   - ☐ My resume is not attached. Please provide a narrative response:

5. List the name(s) of your current employer(s) and the nature of the business (an "employer" is defined as "any person from whom the board member or the board member's spouse receives more than thirty-three (33%) of their income"): Shrewsberry & Associates

6. List the name(s) of your spouse's employer(s) and the nature of the business:

7. Do you and/or your spouse currently operate a sole proprietorship or professional practice?
   - ☒ No.
   - ☐ Yes. Please provide the name and describe the nature of the business:

8. Are you and/or your spouse a member of a partnership and/or limited liability company?
   - ☐ No.
   - ☒ Yes. Please provide the name and describe the nature of the business: Imara LLC; Investments

9. Are you and/or your spouse an officer or director of a corporation?
   - ☒ No.
   - ☐ Yes. Please provide the name and describe the nature of the business:

Conflict of Interest Disclosures

1. Do you or your spouse have a personal or business relationship with any other board member for the proposed school?
   - ☒ No.
   - ☐ Yes. Please identify the board member and indicate the nature of the relationship:

2. Do you or your spouse have a personal or business relationship with anyone who is conducting, or who plans to conduct, business with the charter school (whether as an individual or as a director, officer, employee or agent of another entity)?
   - ☒ No.

Page 1 of 3

Statement of Economic Interest and Conflict of Interest (Exhibit C)

Davita Johnson, Board Director

☐ Yes. Please identify the business and indicate the nature of the relationship:

3. Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the school?
   ☒ No.
   ☐ Yes. Please describe the nature of the business that is being, or will be, conducted:

4. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a personal or business relationship with any employees, officers, owners, directors or agents of the service provider?
   ☐ Not applicable.
   ☒ No.
   ☐ Yes. Please describe the relationship:

5. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a direct or indirect ownership, employment, contractual or management interest in the service provider?
   ☐ Not applicable.
   ☒ No.
   ☐ Yes. Please provide a description of the interest:

6. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the provider?
   ☐ Not applicable.
   ☒ No.
   ☐ Yes. Please describe the nature of the business:

7. Are you, your spouse, or any other immediate family members, a director, officer, employee, partner or member of, or are otherwise associated with, any other organization that is partnering, or plans to partner, with the charter school?
   ☒ No.
   ☐ Yes. Please describe the relationship and the nature of the partnership:

8. Are there any other potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board?
   ☒ No.
   ☐ Yes. Please describe the nature of the potential conflict(s):

10. 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 and the Access to Public Record Act?
    ☒ Yes.
    ☐ Don't Know/ Unsure.

Statement of Economic Interest and Conflict of Interest (Exhibit C)

Davita Johnson, Board Director

I, 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 the above charter school is true and correct in every respect.	
Name and Title DAVITA JOHNSON CONSTRUCTION ENGINEER **Signature**	**Date** 8/23/2018

Exhibit C

Statement of Economic Interest & Conflict of Interest Form

(Must be completed individually by each Board member)

Background

1. Name of charter school on whose governing board you serve:
   STEAM Academy
2. Your full name:
   Torian Williams Stinnette
3. Your spouse's full name:
   n/a

Employment

4. Brief educational and employment history (no narrative response is required if your resume is attached to the charter application).
   - ☒ My resume is attached.
   - ☐ My resume is not attached. Please provide a narrative response:

5. List the name(s) of your current employer(s) and the nature of the business (an "employer" is defined as "any person from whom the board member or the board member's spouse receives more than thirty-three (33%) of their income"):
   Eli Lilly and Company - Biotechnology/Pharmaceutical Company
6. List the name(s) of your spouse's employer(s) and the nature of the business:
   n/a
7. Do you and/or your spouse currently operate a sole proprietorship or professional practice?
   - ☐ No.
   - ☒ Yes. Please provide the name and describe the nature of the business:
     Majestic Queen Pageants, Beauty Pageant Business (events, coaching, mentoring, and
8. Are you and/or your spouse a member of a partnership and/or limited liability company?
   - ☒ No.
   - ☐ Yes. Please provide the name and describe the nature of the business:

9. Are you and/or your spouse an officer or director of a corporation?
   - ☒ No.
   - ☐ Yes. Please provide the name and describe the nature of the business:

Conflict of Interest Disclosures

1. Do you or your spouse have a personal or business relationship with any other board member for the proposed school?
   - ☒ No.
   - ☐ Yes. Please identify the board member and indicate the nature of the relationship:

ICSB Charter School Application: New School Operators

2. Do you or your spouse have a personal or business relationship with anyone who is conducting, or who plans to conduct, business with the charter school (whether as an individual or as a director, officer, employee or agent of another entity)?
   - [x] No.
   - [ ] Yes. Please identify the business and indicate the nature of the relationship:

3. Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the school?
   - [x] No.
   - [ ] Yes. Please describe the nature of the business that is being, or will be, conducted:

4. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a personal or business relationship with any employees, officers, owners, directors or agents of the service provider?
   - [ ] Not applicable.
   - [x] No.
   - [ ] Yes. Please describe the relationship:

5. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a direct or indirect ownership, employment, contractual or management interest in the service provider?
   - [ ] Not applicable.
   - [x] No.
   - [ ] Yes. Please provide a description of the interest:

6. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the provider?
   - [ ] Not applicable.
   - [x] No.
   - [ ] Yes. Please describe the nature of the business:

7. Are you, your spouse, or any other immediate family members, a director, officer, employee, partner or member of, or are otherwise associated with, any other organization that is partnering, or plans to partner, with the charter school?
   - [x] No.
   - [ ] Yes. Please describe the relationship and the nature of the partnership:

8. Are there any other potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board?
   - [x] No.
   - [ ] Yes. Please describe the nature of the potential conflict(s):

9. 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 and the Access to Public Record Act?
   - [x] Yes.
   - [ ] Don't Know/ Unsure.

I, 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 the above charter school is true and correct in every respect.

Torian Stinnette
Name

Signature

September 29, 2019
Date

Statement of Economic Interest and Conflict of Interest (Exhibit C)

Brandon Warren, Board Director

Statement of Economic Interest & Conflict of Interest Form

(Must be completed individually by each Board member)

Background

1. Name of charter school on whose governing board you serve: Indianapolis (Indy) STEAM Academy

2. Your full name: Brandon Antonio Warren

3. Your spouse's full name:

Employment

4. Brief educational and employment history (no narrative response is required if your resume is attached to the charter application).
   - ☒ My resume is attached.
   - ☐ My resume is not attached. Please provide a narrative response:

5. List the name(s) of your current employer(s) and the nature of the business (an "employer" is defined as "any person from whom the board member or the board member's spouse receives more than thirty-three (33%) of their income"): Indianapolis Public Schools

6. List the name(s) of your spouse's employer(s) and the nature of the business:

7. Do you and/or your spouse currently operate a sole proprietorship or professional practice?
   - ☒ No.
   - ☐ Yes. Please provide the name and describe the nature of the business:

8. Are you and/or your spouse a member of a partnership and/or limited liability company?
   - ☒ No.
   - ☐ Yes. Please provide the name and describe the nature of the business:

9. Are you and/or your spouse an officer or director of a corporation?
   - ☒ No.
   - ☐ Yes. Please provide the name and describe the nature of the business:

Conflict of Interest Disclosures

1. Do you or your spouse have a personal or business relationship with any other board member for the proposed school?
   - ☒ No.
   - ☐ Yes. Please identify the board member and indicate the nature of the relationship:

2. Do you or your spouse have a personal or business relationship with anyone who is conducting, or who plans to conduct, business with the charter school (whether as an individual or as a director, officer, employee or agent of another entity)?
   - ☒ No.

Page 1 of 3

Statement of Economic Interest and Conflict of Interest (Exhibit C)

Brandon Warren, Board Director

☐ Yes. Please identify the business and indicate the nature of the relationship:

3. Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the school?
   ☒ No.
   ☐ Yes. Please describe the nature of the business that is being, or will be, conducted:

4. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a personal or business relationship with any employees, officers, owners, directors or agents of the service provider?
   ☐ Not applicable.
   ☒ No.
   ☐ Yes. Please describe the relationship:

5. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a direct or indirect ownership, employment, contractual or management interest in the service provider?
   ☐ Not applicable.
   ☒ No.
   ☐ Yes. Please provide a description of the interest:

6. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the provider?
   ☐ Not applicable.
   ☒ No.
   ☐ Yes. Please describe the nature of the business:

7. Are you, your spouse, or any other immediate family members, a director, officer, employee, partner or member of, or are otherwise associated with, any other organization that is partnering, or plans to partner, with the charter school?
   ☒ No.
   ☐ Yes. Please describe the relationship and the nature of the partnership:

8. Are there any other potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board?
   ☒ No.
   ☐ Yes. Please describe the nature of the potential conflict(s):

10. 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 and the Access to Public Record Act?
    ☒ Yes.
    ☐ Don't Know/ Unsure.

Statement of Economic Interest and Conflict of Interest (Exhibit C)

Brandon Warren, Board Director

I, 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 the above charter school is true and correct in every respect.	
Name and Title Brandon A. Warren, boardmember **Signature** Brandon A. Warren	**Date** 8-18-18

Statement of Economic Interest and Conflict of Interest (Exhibit C)

Yvonne Bullock, CEO/Founder/Ex-Officio of the Board/Head of School

Statement of Economic Interest & Conflict of Interest Form

(Must be completed individually by each Board member)

Background

1. Name of charter school on whose governing board you serve: Indianapolis (Indy) STEAM Academy

2. Your full name: Yvonne Bullock

3. Your spouse's full name: William G. Bullock III

Employment

4. Brief educational and employment history (no narrative response is required if your resume is attached to the charter application).
   ☒ My resume is attached.
   ☐ My resume is not attached. Please provide a narrative response:

5. List the name(s) of your current employer(s) and the nature of the business (an "employer" is defined as "any person from whom the board member or the board member's spouse receives more than thirty-three (33%) of their income"): Ivy Tech Community College, Part-time Adjunct Faculty, teach corequisite English and University of Phoenix, Faculty - Teach Reading 537 Curriculum Constructs and Assessments, and serve as Faculty Superviser for Student Teachers.

6. List the name(s) of your spouse's employer(s) and the nature of the business: Retired

7. Do you and/or your spouse currently operate a sole proprietorship or professional practice?
   ☒ No.
   ☐ Yes. Please provide the name and describe the nature of the business:

8. Are you and/or your spouse a member of a partnership and/or limited liability company?
   ☐ No.
   ☒ Yes. Please provide the name and describe the nature of the business: Vet Boys and Vet Girls, LLC

9. Are you and/or your spouse an officer or director of a corporation?
   ☒ No.
   ☒ Yes. Please provide the name and describe the nature of the business: Spouse is President of Vet Boys and Girls, LLC

Conflict of Interest Disclosures

1. Do you or your spouse have a personal or business relationship with any other board member for the proposed school?
   ☐ No.

Statement of Economic Interest and Conflict of Interest (Exhibit C)

Yvonne Bullock, CEO/Founder/Ex-Officio of the Board/Head of School

☒ Yes. Please identify the board member and indicate the nature of the relationship: Tanya Mack, In-Law through marriage.

2. Do you or your spouse have a personal or business relationship with anyone who is conducting, or who plans to conduct, business with the charter school (whether as an individual or as a director, officer, employee or agent of another entity)?
   ☒ No.
   ☐ Yes. Please identify the business and indicate the nature of the relationship:

3. Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the school?
   ☒ No.
   ☐ Yes. Please describe the nature of the business that is being, or will be, conducted:

4. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a personal or business relationship with any employees, officers, owners, directors or agents of the service provider?
   ☒ Not applicable.
   ☐ No.
   ☐ Yes. Please describe the relationship:

5. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a direct or indirect ownership, employment, contractual or management interest in the service provider?
   ☒ Not applicable.
   ☐ No.
   ☐ Yes. Please provide a description of the interest:

6. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the provider?
   ☒ Not applicable.
   ☐ No.
   ☐ Yes. Please describe the nature of the business:

7. Are you, your spouse, or any other immediate family members, a director, officer, employee, partner or member of, or are otherwise associated with, any other organization that is partnering, or plans to partner, with the charter school?
   ☒ No.
   ☐ Yes. Please describe the relationship and the nature of the partnership:

8. Are there any other potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board?
   ☒ No.

Statement of Economic Interest and Conflict of Interest (Exhibit C)

Yvonne Bullock, CEO/Founder/Head of School

10. 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 and the Access to Public Record Act?
    - ☒ Yes.
    - ☐ Don't Know/ Unsure.

I, 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 the above charter school is true and correct in every respect.	
Name and Title Yvonne Bullock CEO/Founder/Head of School Ex-officio of the Board **Signature** Yvonne Bullock	**Date** 8-21-18

Indy STEAM Academy

Attachment #3

Governance and Operational Structure:

Decision-Making Authority

(Exhibit D)

Exhibit D

Governance and Operational Structure			
Function	**Governing Board**	**ESP**	**School**
Performance Goals	Oversight and established goals with Head of School.	N/A	Primary authority. Works with governing board to establish goals.
Curriculum	Oversight. Board approves recommended curriculum.	N/A	Primary authority
Professional Development	Oversight	N/A	Primary authority
Data Management and Interim Student Assessments	Oversight	N/A	Primary authority
Grade Level Promotion Criteria	Oversight and establishes promotion policies.	N/A	Primary authority
Culture	Oversight and establishes goals with Head of School.	N/A	Primary authority
Budgeting, Finance, and Accounting	Oversight and approves budget revenues & expenditures.	N/A	Primary authority
Student Recruitment	Oversight and establishes enrollment policies.	N/A	Primary authority
School Staff Recruitment and Hiring	Primary authority - Hires Head of School. Oversight-approves staff recommendations for hire.	N/A	Primary authority. Recommends staff for hire.
HR Services (payroll, benefits, etc.)	Oversight. Approves salaries and benefits.	N/A	Primary authority
Development	Primary authority. Evaluates Head of School and plans board development & self-evaluation.	N/A	
Community Relations	Oversight	N/A	Primary authority
Information Technology	Oversight	N/A	Primary authority
Facilities Management	Oversight	N/A	Primary authority
Vendor Management / Procurement	Oversight and approves bid specifications and vendors.	N/A	Primary authority
Other Operational Functions, if any	Oversight	N/A	Primary authority

Indy STEAM Academy

Attachment #4

Core Curriculum

Scope and Sequences

Core Curriculum Scope and Sequence

Indy STEAM Academy will use the following resources as we develop our curriculum:

Core Content Area	Curriculum Resources
Reading Language Arts	Houghton Mifflin Journeys & Literature Based Programs Six+ Traits for Writing
Mathematics	Pearson EnVision Math Program
Science	I-STEM Resource Network Kits and FOSS Science
Engineering	Engineering is Elementary & Engineering Everywhere Project Lead the Way (Launch & Gateway)
Technology	Technology Standards and Technology Plan
Social Studies	Houghton Mifflin/Harcourt Kids Discover

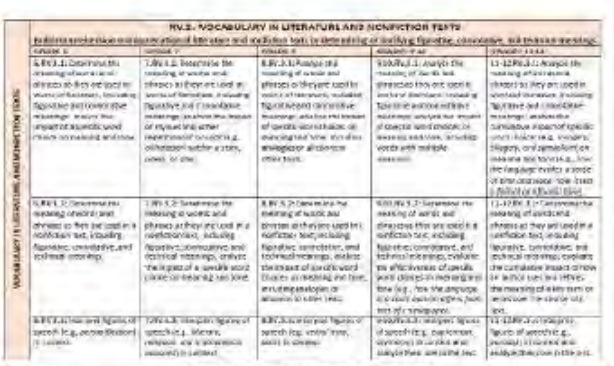
The STEAM and Literacy Coaches will develop curriculum maps and pacing guides that are aligned with the Indiana Academic Standards before the start of school which will help classroom teachers develop lesson plans and coordinate instruction with assessments to monitor student learning and enhance achievement. Coaches will use the Indiana Academic Standards, Vertical Articulations, and Textbook Scope and Sequences to ensure that there are no skill gaps with instruction from one grade level to the next. Examples of textbook or program scope and sequences are provided along with the vertical articulations for each core content area:

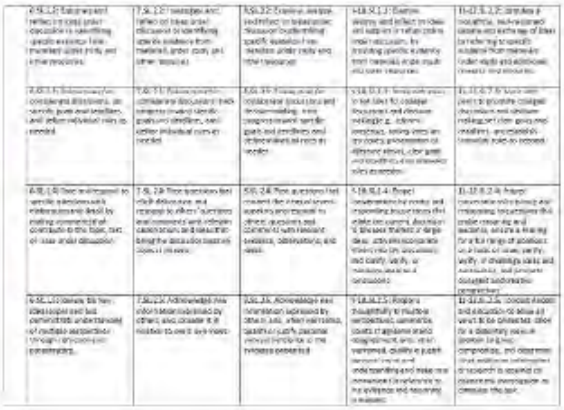
English/Language Arts Grades K-5 Vertical Articulation

Reading Language Arts Grades K-5 Vertical Articulation

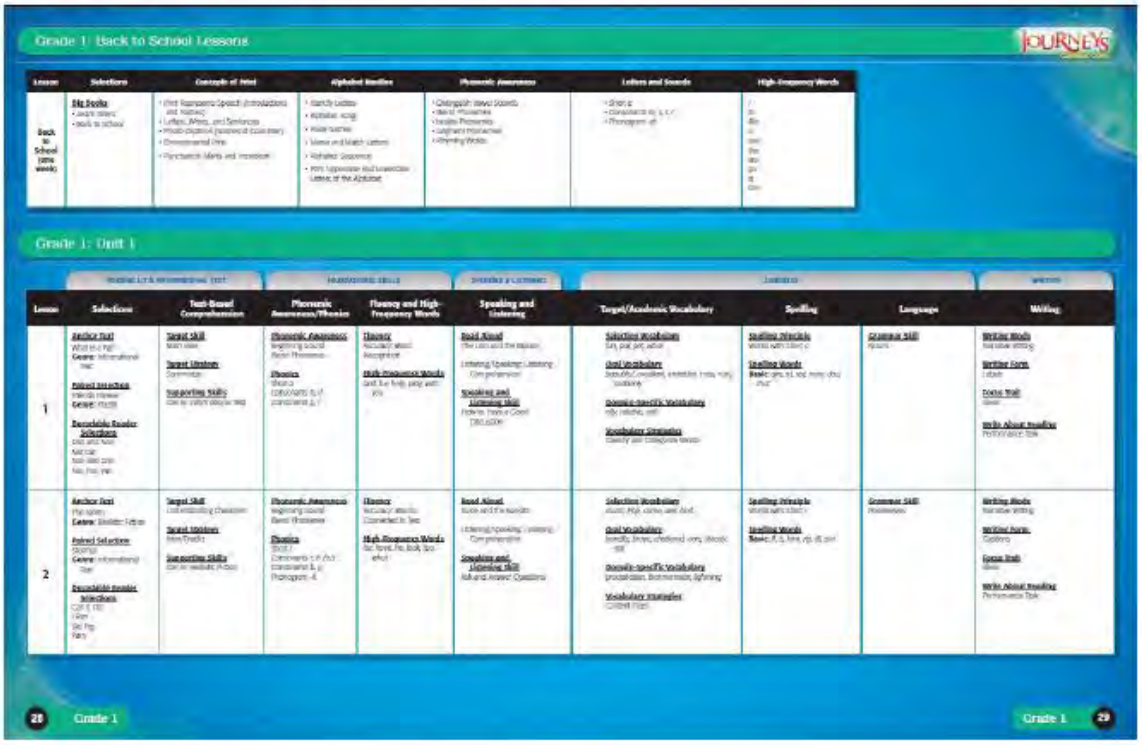
Reading Language Arts Grades 6-12 Vertical Articulation

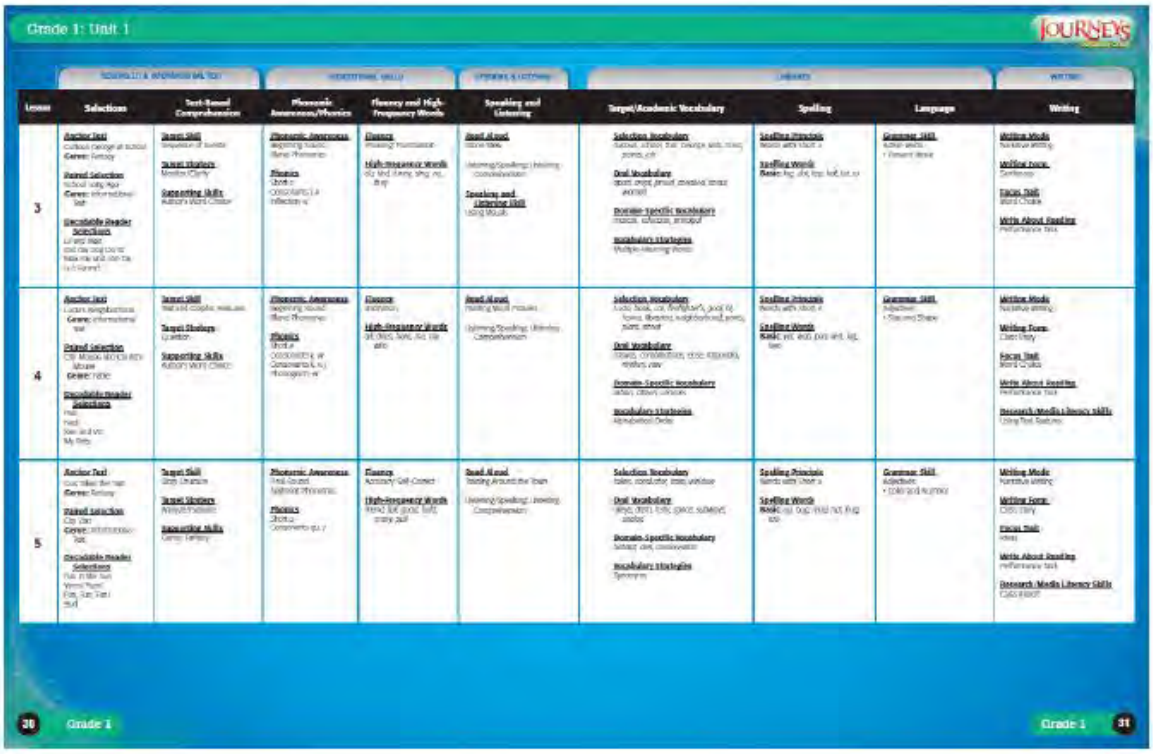
Reading Language Arts Grades 6-8 Vertical Articulation



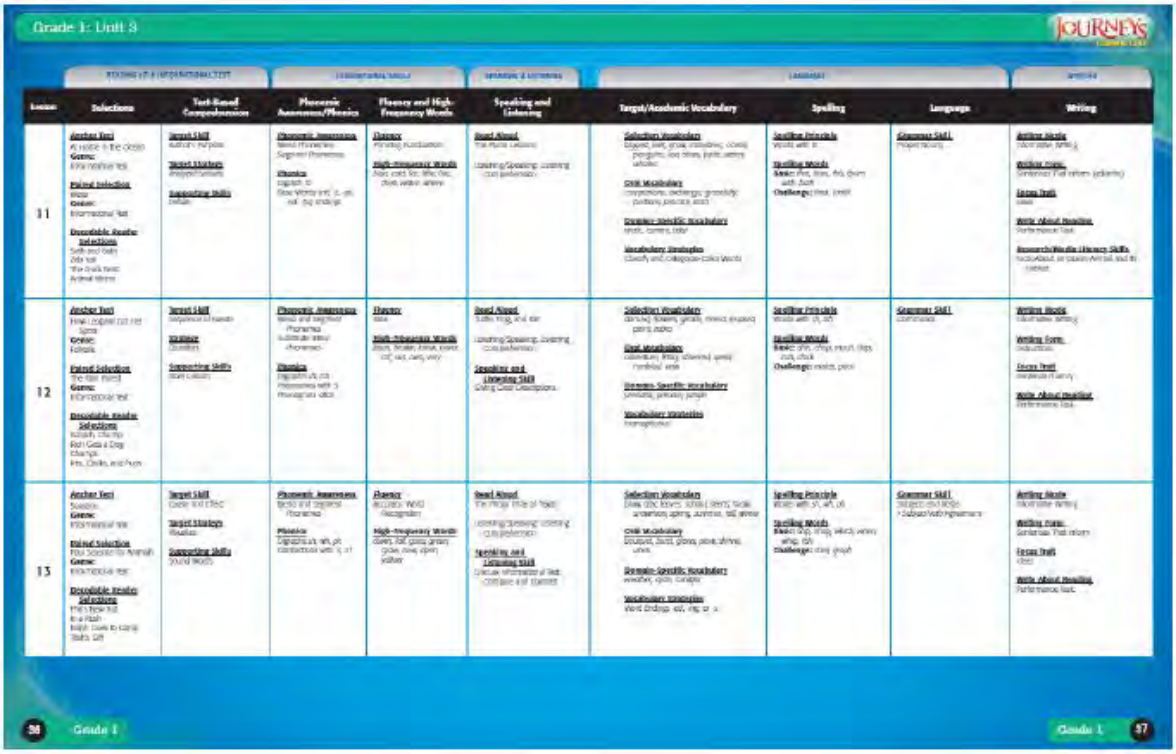


Reading: Houghton Mifflin Scope and Sequence

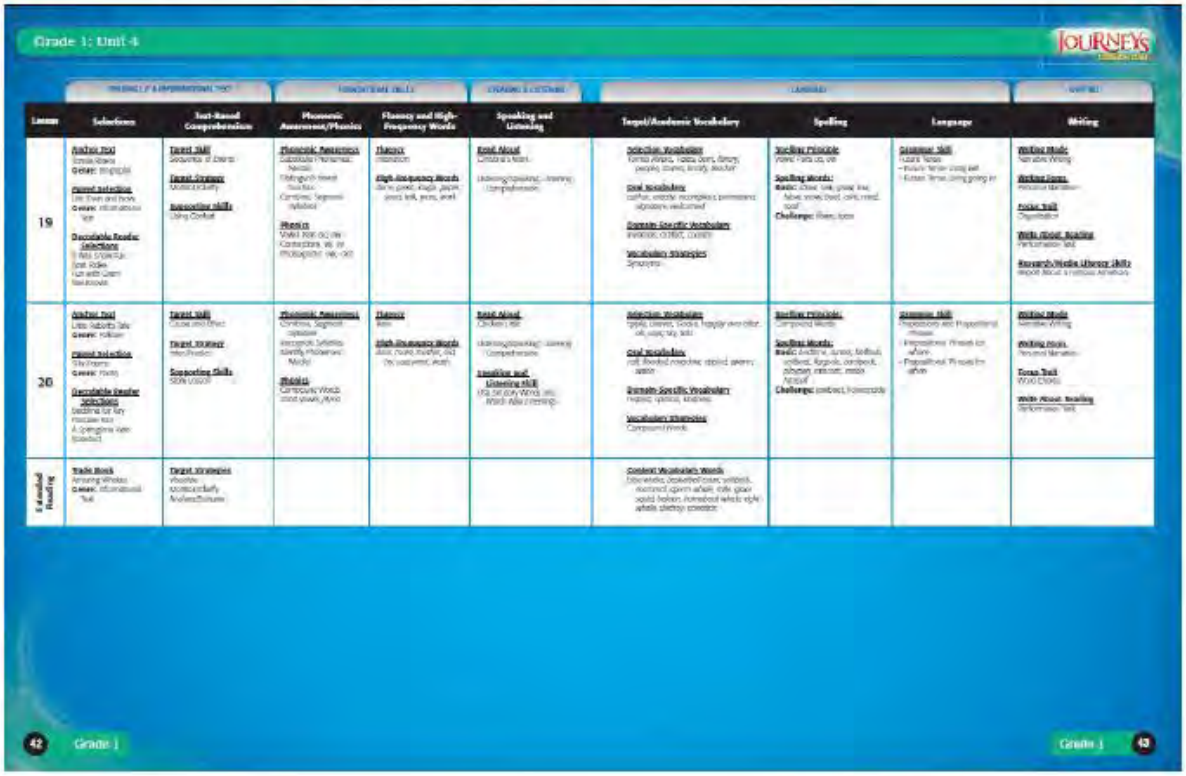


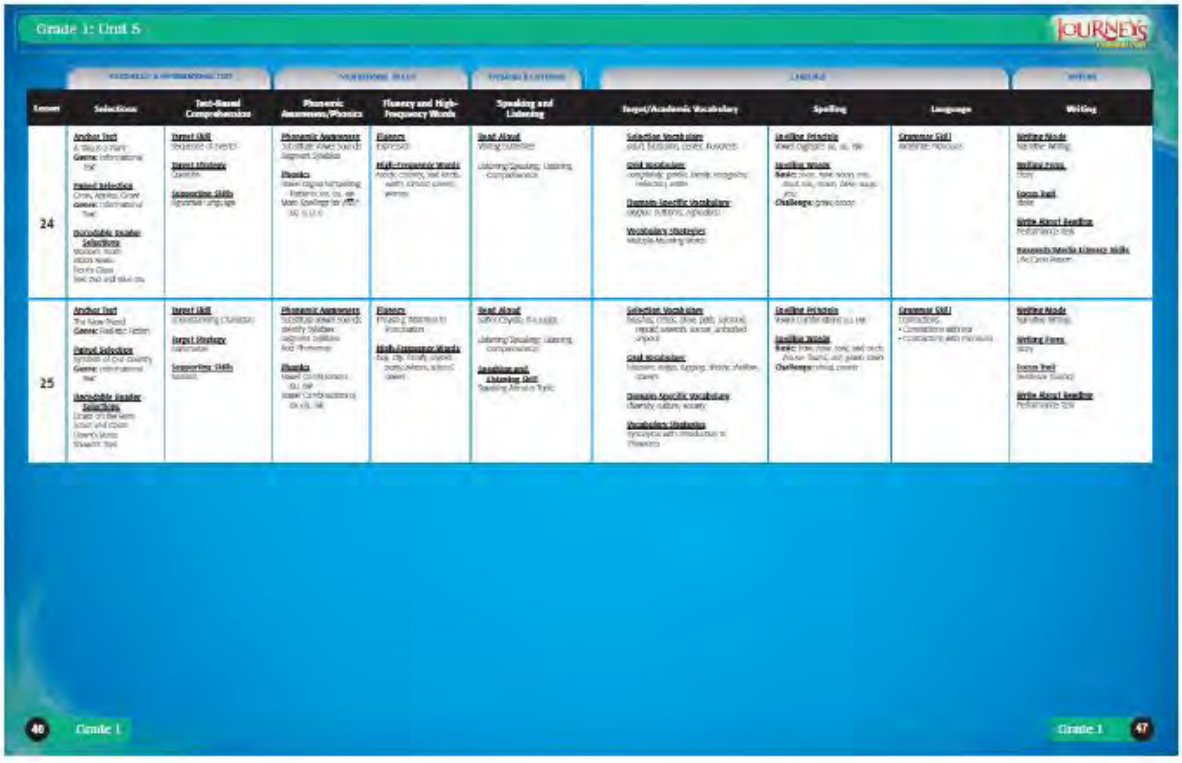


Reading: Houghton Mifflin Journeys Scope and Sequence

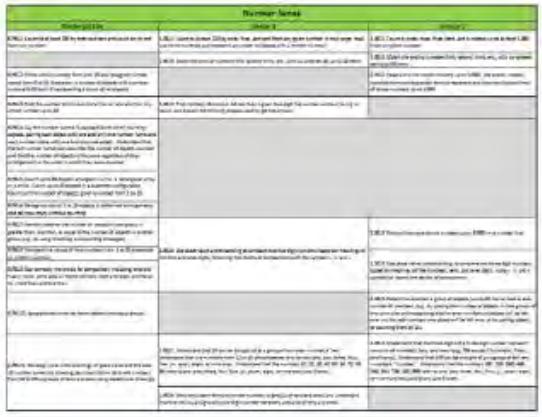


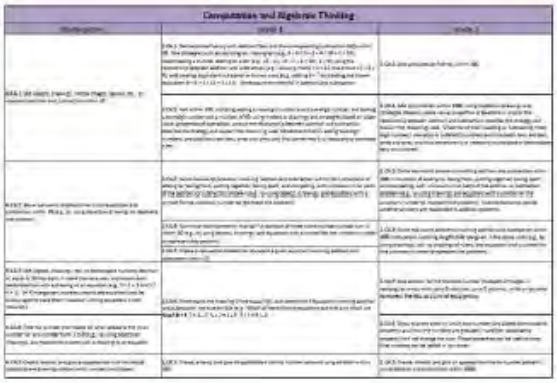
Reading: Houghton Mifflin Journeys Scope and Sequence

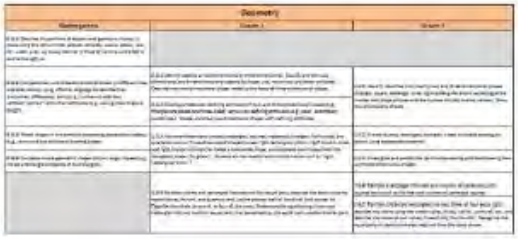




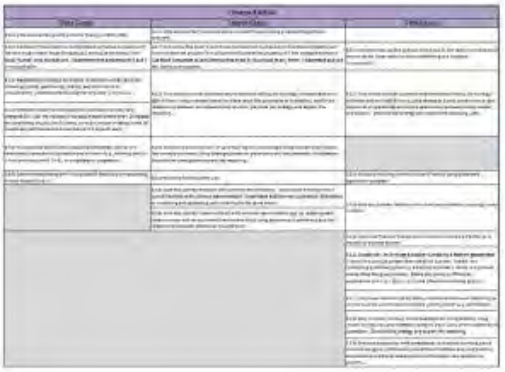
Math Grades K-2 Vertical Articulation

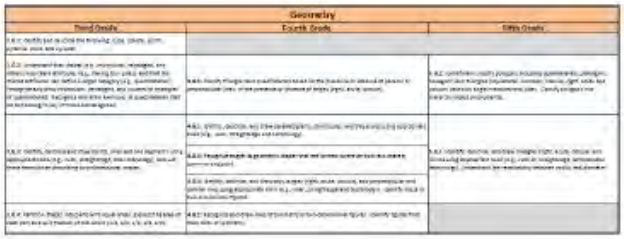




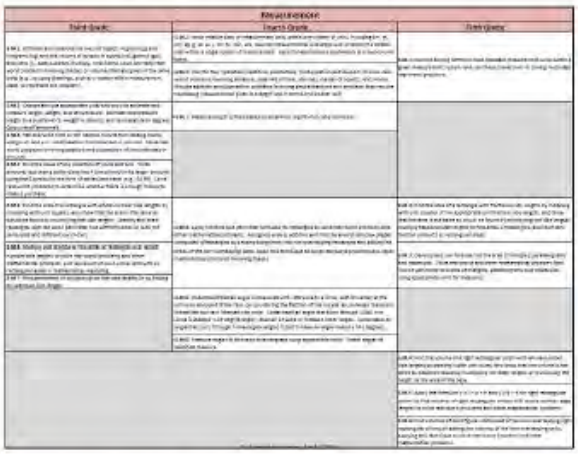


Math Grades 3-5

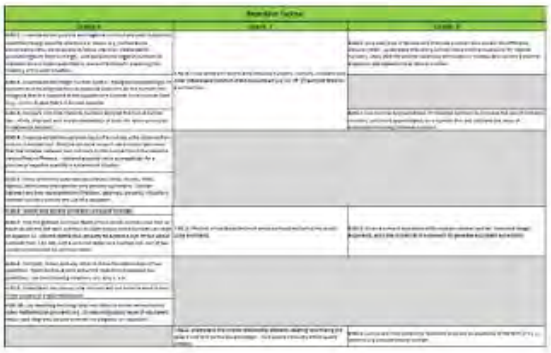


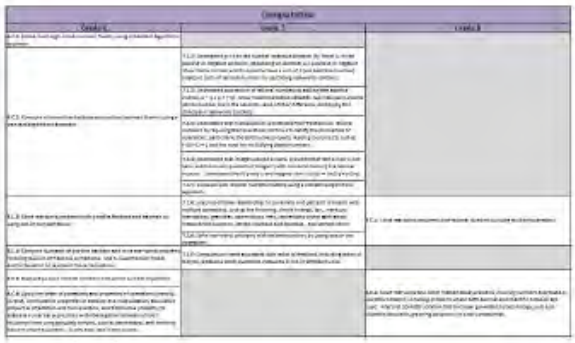


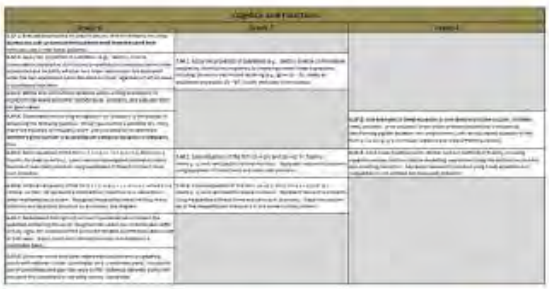
Math Grades 3-5 Vertical Articulation

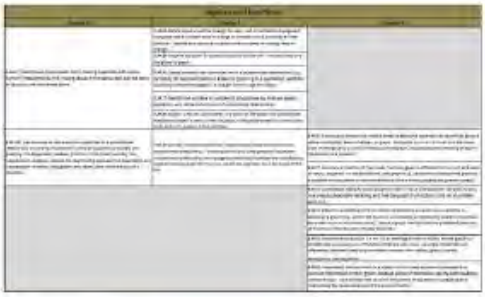


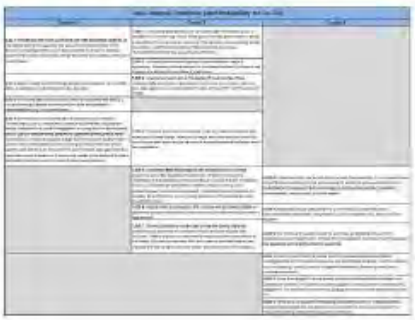
Math Grades 6-8 Vertical Articulation











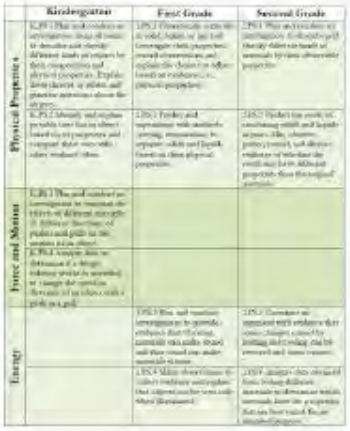
Math: EnVision Math Scope and Sequence

FCR FOCUS COHERENCE RIGOR

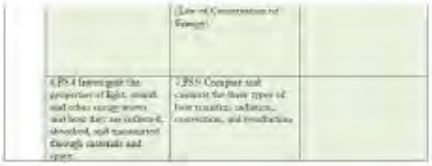
Content is developed with focus, coherence, and rigor. The attention to rigor reflects a balance of conceptual understanding, procedural skill and fluency, and applications. See each Topic Overview and Lesson Overview.

TOPICS	FOCUS ON
1 Solve Addition and Subtraction Problems to 10	In Topic 1, students represent and solve problems involving addition and subtraction within 10.
2 Fluently Add and Subtract Within 10 3 Addition Facts to 20: Use Strategies	In Topics 2–3, students develop fluency for addition and subtraction within 10. They explore strategies to add within 20.
4 Subtraction Facts to 20: Use Strategies	In Topic 4, students use strategies based on the properties of operations and the relationship between addition and subtraction to solve subtraction facts to 20.
5 Work with Addition and Subtraction Equations	In Topic 5, students work with addition and subtraction equations. They learn how to find a missing number in an equation and determine if an equation is true or false.
6 Represent and Interpret Data	In Topic 6, students organize and interpret data to answer questions. They learn to represent data visually using tally charts and picture graphs.
7 Extend the Counting Sequence	In Topic 7, students extend their understanding of the counting sequence to numbers through 120.
8 Understand Place Value 9 Compare Two-Digit Numbers	In Topics 8–9, students learn that two-digit numbers represent amounts of tens and ones. They use their understanding of place value to compare numbers.
10 Use Models and Strategies to Add Tens and Ones 11 Use Models and Strategies to Subtract Tens	In Topics 10–11, students use strategies based on place value and properties of operations to add within 100 and subtract multiples of 10 within 100.
12 Measure Lengths	In Topic 12, students use indirect measurement to compare two lengths. They measure length using nonstandard units.
13 Time	In Topic 13, students are introduced to the hour and minute hands on a clock. They tell time to the hour and half hour.
14 Reason with Shapes and Their Attributes 15 Equal Shares of Circles and Rectangles	In Topics 14–15, students explore attributes of two- and three-dimensional shapes. They divide shapes into two and four equal shares to build a conceptual foundation for fractions.

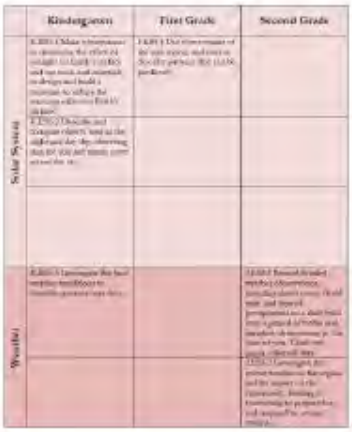
Science Grades K-5 Vertical Articulation (Physical Science)



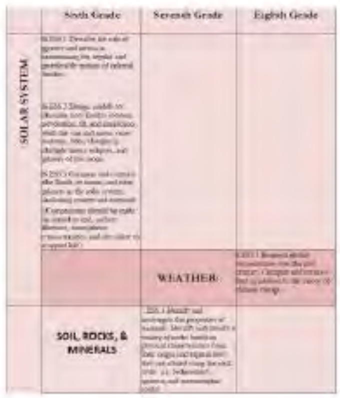
Science Grades 6-8 Vertical Articulation (Physical Science)



Science Grades K-5 Vertical Articulation – Earth and Space Science



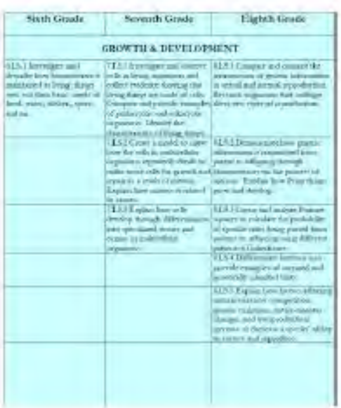
Science Grades 3-5 and 6-8 Vertical Articulation – Earth and Space Science

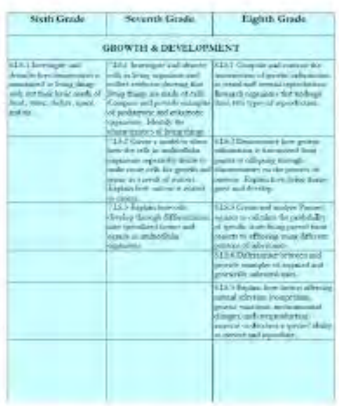


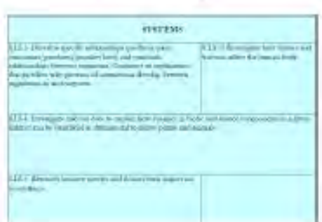
Science Grades K-2 Vertical Articulation – Life Science

Third Grade	Fourth Grade	Fifth Grade
SYSTEMS		
3.LS.2 Plan and conduct an investigation to determine the basic needs of plants to grow, develop, and reproduce.		5.LS.1 Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.
3.LS.3 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction		5.LS.2 Observe and classify common Indiana organisms as producers, consumers, decomposers, or predator and prey based on their relationships and interactions with other organisms in their ecosystem.
3.LS.4 Construct an argument that some animals form groups that help members survive.		5.LS.3 Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.

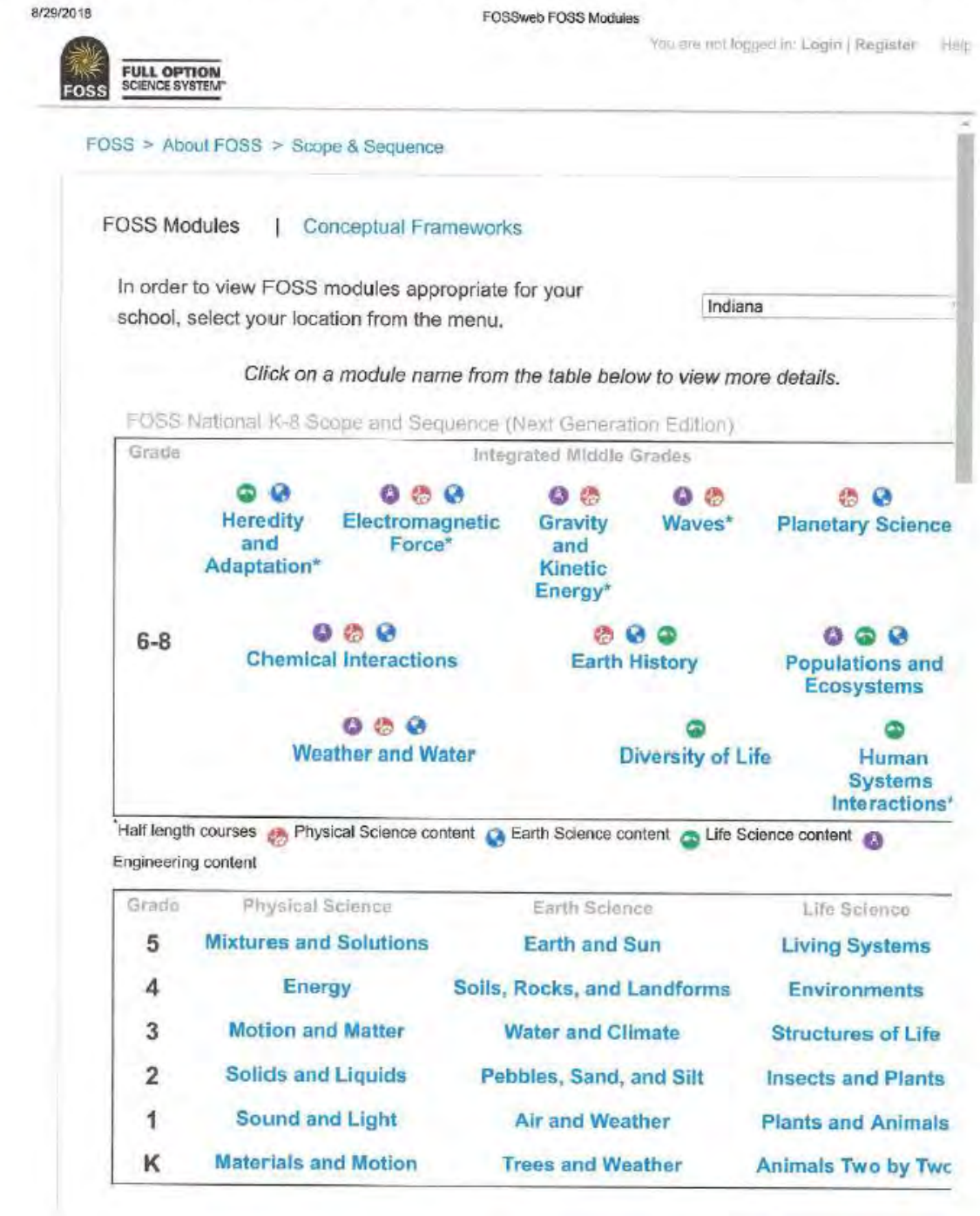
Science Grades 6-8 Vertical Articulation – Life Science







Science: FOSS Grade K-8 Science Scope and Sequence (I-STEM Resource Network provides Science Kits)



8/29/2018 FOSSweb FOSS Modules

You are not logged in: Login | Register Help

FULL OPTION SCIENCE SYSTEM

FOSS > About FOSS > Scope & Sequence

FOSS Modules | Conceptual Frameworks

In order to view FOSS modules appropriate for your school, select your location from the menu. Indiana

Click on a module name from the table below to view more details.

FOSS National K-8 Scope and Sequence (Next Generation Edition)

Grade	Integrated Middle Grades				
6-8	Heredity and Adaptation*	Electromagnetic Force*	Gravity and Kinetic Energy*	Waves*	Planetary Science
	Chemical Interactions		Earth History		Populations and Ecosystems
		Weather and Water		Diversity of Life	Human Systems Interactions*

*Half length courses Physical Science content Earth Science content Life Science content Engineering content

Grade	Physical Science	Earth Science	Life Science
5	Mixtures and Solutions	Earth and Sun	Living Systems
4	Energy	Soils, Rocks, and Landforms	Environments
3	Motion and Matter	Water and Climate	Structures of Life
2	Solids and Liquids	Pebbles, Sand, and Silt	Insects and Plants
1	Sound and Light	Air and Weather	Plants and Animals
K	Materials and Motion	Trees and Weather	Animals Two by Two

Integration of STEM Concepts

Science Concepts		I-STEM Resource Network Kits	Engineering Modules	Field of Engineering
Physical	**Objects: Solids, Liquids, Gases**	Solids and Liquids	Explore Playdough process How to Keep a Popsicle Cold w/o a Cooler	Chemical Engineer
	Forces & Motion	Pushes & Pulls Exploring Force & Motion	Design a Maglev System Design Bridges Design Simple Machines	Mechanical Engineer Civil Engineer Industrial Engineer
	Energy	Light and Sound SoundBite & Shadow Box	Design a Lighting System Design an Alarm Circuit Design a Solar Oven* Use Objects to Create Sound	Electrical Engineer Acoustical Engineer
Life	**Human Body**	Healthy Habits	Design a Knee Brace Design a Prosthetic Design a Cast	Biomedical Engineer
	Animals Insects, Organisms, & Plants	Living & Non-Living Things Animal Adaptations Insects & Plants Exploring Plants and Animals	Design a Hand Pollinator Create Animal Habitats Create Model Membrane Design Plant Packages	Agricultural Engineer
Earth & Space	**Solar System** (sun, moon, stars, sky)	Observing the Sun	Study Eclipse Create Solar System Replica	Aerospace Engineer Astronomer
	Earth's System (land, water, air)	Floating & Sinking The Changing Earth Air & Water	Design Windmills Design a Parachute Design Water Filter Design a Submersible Design Walls Evaluate Landscapes/Landslides	Mechanical Engineer Environmental Engineer Geotechnical Engineer
	Weather		Design a Volcano Create a Tornado Create a Weather Vane Create a Rainbow	Meteorologists
	Soil, Rocks, & Minerals	Peebles, Sand, & Silt	Replicate an artifact	Materials Engineer Geologist
	Ecosystem		Cleaning an Oil Spill	Environmental Engineer
Computer Science	Coding, Animation Video Games	Spatial Sense & Coding Grids & Games Animated Storytelling		Software Engineer

Engineering Grades K-6 Vertical Articulation

Kindergarten - Second	Third - Fifth	Sixth - Eighth
K-2.E.1 Pose questions, make observations, and obtain information about a situation people want to change. Use this data to define a simple problem that can be solved through the construction of a new or improved object or tool.	3-5.E.1 Identify a simple problem with the design of an object that reflects a need or a want. Include criteria for success and constraints on materials, time, or cost.	6-8.E.1 Identify the criteria and constraints of a design to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.
K-2.E.2 Develop a simple sketch, drawing, or physical model to illustrate and investigate how the shape of an object helps it function as needed to solve an identified problem.	3-5.E.2 Construct and compare multiple plausible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.	6-8.E.2 Evaluate competing design solutions using a systematic process to identify how well they meet the criteria and constraints of the problem.
K-2.E.3 Analyze data from the investigation of two objects constructed to solve the same problem to compare the strengths and weaknesses of how each performs.	3-5.E.3 Construct and perform fair investigations in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.	6-8.E.3 Analyze data from investigations to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.
		6-8.E.4 Develop a prototype to generate data for repeated investigations and modify a proposed object, tool, or process such that an optimal design can be achieved.

Engineering: Project Lead the Way Scope and Sequence

Grades K-5 Launch Program

Modules

Project Lead The Way (PLTW) Launch modules engage students in cross-disciplinary activities that spark a lifelong love of learning and build knowledge and skills in areas including computer science, engineering, and biomedical science. Each module empowers student to develop essential skills such as problem solving, critical and creative thinking, communication, collaboration, and perseverance.

- **Modules Aligned to Kindergarten Standards**
  - Structure and Function: Exploring Design
  - Pushes and Pulls
  - Structure and Function: Human Body
  - Animals and Algorithms
- **Modules Aligned to First-Grade Standards**
  - Light and Sound
  - Light: Observing the Sun, Moon, and Stars
  - Animal Adaptations
  - Animated Storytelling
- **Modules Aligned to Second-Grade Standards**
  - Materials Science: Properties of Matter
  - Materials Science: Form and Function
  - The Changing Earth
  - Grids and Games
- **Modules Aligned to Third-Grade Standards**
  - Stability and Motion: Science of Flight
  - Stability and Motion: Forces and Interactions
  - Variation of Traits
  - Programming Patterns
- **Modules Aligned to Fourth-Grade Standards**
  - Energy: Collisions
  - Energy: Conversion
  - Input/Output: Computer Systems
  - Input/Output: Human Brain
- **Modules Aligned to Fifth-Grade Standards**
  - Robotics and Automation
  - Robotics and Automation: Challenge
  - Infection: Detection
  - Infection: Modeling and Simulation

Grades Gades 6-8 Program

Project Lead the Way
Gateway Program Units
Grades 6-8

PLTW Gateway Sparks Engagement and Illuminates Possibilities

Middle school is a time of exploration, a time when students are figuring out what they're passionate about today and how that relates to who they'll become tomorrow. PLTW Gateway's 10 units **empower students to lead their own discovery**. The hands-on program boosts classroom **engagement** and excitement, drives **collaboration**, and inspires "aha! moments" and deep **comprehension**. And as students engage in PLTW's activities in computer science, engineering, and biomedical science, they see a range of paths and possibilities they can look forward to in high school and beyond. Theme units are:

Design and Modeling

Students discover the design process and develop an understanding of the influence of creativity and innovation in their lives. They are then challenged and empowered to use and apply what they've learned throughout the unit to design a therapeutic toy for a child who has cerebral palsy.

Automation and Robotics

Students learn about the history and impact of automation and robotics as they explore mechanical systems, energy transfer, machine automation, and computer control systems. Using the VEX Robotics® platform, students apply what they know to design and program traffic lights, robotic arms, and more.

App Creations

This unit will expose students to computer science as a means of computationally exploring and developing solutions to authentic problems through mobile app development, and will convey the positive impact of the application of computer science to other disciplines and to society.

Computer Science for Innovators and Makers

Throughout the unit, students will learn about programming for the physical world by blending hardware design and software development, allowing students to discover computer science concepts and skills by creating personally relevant, tangible, and shareable projects.

Energy and the Environment

Students are challenged to think big and toward the future as they explore sustainable solutions to our energy needs and investigate the impact of energy on our lives and the world. They see what they've learned to design and model alternative energy sources, as well as evaluate options for reducing energy consumption.

Flight and Space

The exciting world of aerospace comes alive through Flight and Space. Students explore the science behind aeronautics and use their knowledge to design, build, and test an airfoil.

Science of Technology

Science impacts the technology of yesterday, today, and the future. In this unit, students apply the concepts of physics, chemistry, and nanotechnology to activities and projects, including making ice cream, cleaning up an oil spill, and discovering the properties of nano-materials.

Magic of Electronics

In this unit, students examine the behavior and parts of atoms as well as the impact of electricity on the world around them. They learn skills in basic circuitry design and use what they know to propose designs such as a burglar alarm for an art museum.

Green Architecture

In this unit, students learn how to apply green concepts to the fields of architecture and construction. They explore dimensioning, estimating, and architectural sustainability and apply what they have learned to design affordable housing units using Autodesk® 3D architectural design software.

Medical Detectives

Students play the role of real-life medical detectives as they collect and analyze medical data to diagnose disease. They solve medical mysteries through hands-on projects and labs, measure and interpret vital signs, dissect a sheep brain, investigate disease outbreaks, and explore how a breakdown within the human body can lead to dysfunction. (The enhanced unit will be available Fall 2018.)

Engineering is Everywhere – Grades 6-8 Engineering Modules for Supplemental Lessons

Engineering Modules	Field of Engineering
Growing Up	Agricultural Engineering
Go Fish	Biomedical Engineering
Outbreak Alert	Biomedical Engineering
It's in the Bag	Materials Engineering
It's About Time	Mechanical Engineering
Plants to Plastics	Chemical Engineering
Don't Runoff	Environmental Engineering
Here Comes the Sun	Green Engineering
Put a Lid on It	Biomechanical Engineering
Food for Thought	Process Engineering

Engineering: Engineering Is Elementary Scope and Sequence

Engineering is Elementary®
National Center for Technological Literacy®
Museum of Science, Boston

Engineering is Elementary

Curriculum Units Mapped to the ITEEA Standards for Technological Literacy

Key:

❶ denotes standard as primary unit goal, explicitly stated in learning objectives and/or lesson and activities.

② denotes standard as secondary unit goal, with the ideas briefly covered or implied in the lesson and activities.

		Designing Walls	Designing Bridges	Designing Water Filters	Designing Windmills	Making Work Easier	Designing Pollinators	Representing Sound	Designing Model Membranes	Designing Alarm Circuits	Improving a Play Dough Process	Evaluating Landscapes	Designing Plant Packages	Designing Maglev Systems	Designing Parachutes	Designing Solar Ovens	Replicating an Artifact	Cleaning an Oil Spill	Designing Submersibles	Designing Lighting Systems	Knee Braces
Category 1: The Nature of Technology																					
Standard 1: Students will develop an understanding of the characteristics and scope of technology.																					
Grades K-2	A. The natural world and human-made world are different.			❶			②		❶			❶									
	B. All people use tools and techniques (technology) to help them do things.	②		②		❶	②	❶	❶		❶	❶	❶		❶	❶		❶	❶	②	❶
Grades 3-5	C. Things that are found in nature differ from things that are human-made in how they are produced and used.	②			❶		②									❶					
	D. Tools, materials, and skills are used to make things and carry out tasks.	②	②	❶	❶	❶	②	❶		②	❶	❶			❶	❶	❶	❶	❶	②	❶
	E. Creative thinking and economic and cultural influences shape technological development.			②	❶	❶	❶		❶		❶	❶		②		❶					

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Standard 2: Students will develop an understanding of the core concepts of technology.																					
Grades K-2	A. Some systems are found in nature, and some are made by humans.			②			❶						②				❶				
	B. Systems have parts or components that work together to accomplish a goal.			②			❶						❶						❶		
	C. Tools are simple objects that help humans complete tasks.	②				❶	②								②		❶				
	D. Different materials are used in making things.	❶		❶	❶	②	❶	❶	❶	❶	❶		❶		❶	❶	❶	❶		❶	❶
	E. People plan in order to get things done.	❶	❶	❶	❶	❶	❶	❶	❶	❶	❶	❶	❶	❶	❶	❶	❶	❶	❶	❶	❶
Grades 3-5	F. A subsystem is a system that operates as a part of another system.					❶	②														
	G. When parts of a system are missing, it may not work as planned.						❶														
	H. Resources are the things needed to get a job done, such as tools and machines, materials, information, energy, people, capital, and time.							②							❶	②					
	I. Tools are used to design, make, use, and assess technology.			②		②									❶						
	J. Materials have many different properties.	❶		②	❶		❶	❶	❶	❶	❶		❶	❶	❶	❶	❶	❶	❶	❶	❶
	K. Tools and machines extend human capabilities, such as holding, lifting, carrying, fastening, separating, and computing.	②			❶	❶		❶										❶			
	L. Requirements are the limits to designing or making a product or system.	❶	❶	❶	②	②	②	②	②	②	❶	②	❶	②	❶	❶	❶	②	❶	❶	
Grades 6-8	S. Trade-off is a decision process recognizing the need for careful compromises among competing factors.											❶			❶	❶	❶		❶	❶	

Engineering Is Elementary Unit Modules

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Standard 3: Students will develop an understanding of the relationships among technologies and the connections between technology and other fields of study.																					
Grades K-2	A. The study of technology uses many of the same ideas and skills as other subjects.	②	②	●	●	●	●	②	●	●	●	●		②	●	②		●	②		
Grades 3-5	B. Technologies are often combined.					●															
	C. Various relationships exist between technology and other fields of study.	②	②	②	②	②	●	●	●		●	●		●			●		●		●
Category 2: Technology and Society																					
Standard 4: Students will develop an understanding of the cultural, social, economic and political effects of technology.																					
Grades K-2	A. The use of tools and machines can be helpful or harmful.			●														●			
Grades 3-5	B. When using technology, results can be good or bad.			●			●						●					●			
	C. The use of technology can have unintended consequences.			●			●									●		●			
Standard 5: Students will develop an understanding of the effects of technology on the environment.																					
Grades K-2	A. Some materials can be reused and/or recycled.												●			●					
Grades 3-5	B. Waste must be appropriately recycled or disposed of to prevent unnecessary harm to the environment.			●									●			●		●			
	C. The use of technology affects the environment in good and bad ways.			●					②							●		●			

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Standard 6: Students will develop an understanding of the role of society in the development and use of technology.																					
Grades K-2	A. Products are made to meet individual needs and wants.	●	②	●	②	●	●	●	②	●	●	●	●	●	②	●	●			●	●	●
Grades 3-5	B. Because people's needs and wants change, new technologies are developed, and old ones are improved to meet those changes.			②	●												②				
	C. Individual, family, community, and economic concerns may expand or limit the development of technologies.			●				②	②		●	●	●			●					
Standard 7: Students will develop an understanding of the influence of technology on history.																					
Grades K-2	A. The way people live and work has changed throughout history because of technology.	●			●	●										②			●		
Grades 3-5	B. People have made tools to provide food, to make clothing, and to protect themselves.															②	②		●		
Category 3: Design																					
Standard 8: Students will develop an understanding of the attributes of design.																					
Grades K-2	A. Everyone can design solutions to a problem.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
	B. Design is a creative process.	●	●	●	●	●	●	●	●	●			●	●	●	②					
Grades 3-5	C. The design process is a purposeful method of planning practical solutions to problems.	●	●	●	●	●	●	●		●	●	●	●	②	●	●	●	●	●	●	●
	D. Requirements for a design include such factors as the desired elements and features of a product or system or the limits that are placed on the design.	●	●	●	●	●		●		●		●	●		●	●	●	●		●	●
									mes		Process		s	ns					ms		

Engineering is Elementary Unit Modules

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Standard 0: Students will develop an understanding of engineering design.																					
Grades K-2	A. The engineering design process includes identifying a problem, looking for ideas, developing solutions, and sharing solutions with others.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
	B. Expressing ideas to others verbally and through sketches and models is an important part of the design process.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Grades 3-5	C. The engineering design process involves defining a problem, generating ideas, selecting a solution, testing the solution(s), [making, evaluating, and presenting]	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
	D. When designing an object it is important to be creative and consider all ideas.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●		●
	E. Models are used to communicate & test design ideas & processes.	●	②	②	②	②	●	●		●		●	●	●	●			●			●
Standard 10: Students will develop an understanding of the role of troubleshooting, research and development, invention and innovation, and experimentation.																					
Grades K-2	A. Asking questions and making observations helps a person to figure out how things work.	●	●	●	●	●	●	●	●	●		●	●	●	●	●		●		●	●
	B. All products and systems are subject to failure. Many products and systems, however, can be fixed.																				
Grades 3-5	C. Troubleshooting is a way of finding out why something does not work so that it can be fixed.									●											
	D. Invention and innovation are creative ways to turn ideas into real things.																				
	E. The process of experimentation, which is common in science, can also be used to solve technological problems.	●	●	●	●	●	●	●	●		●	●			●	●	●	●	●		●

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Category 4: Abilities for a Technological World																					
Standard 11: Students will develop abilities to apply the design process.																					
Grades K-2	A. Brainstorm people's needs and wants and pick some problems that can be solved through the design process.												●								
	B. Build or construct an object using the design process.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●		●		●
	C. Investigate how things are made and... can be improved.		●								●			●	●	●					
Grades 3-5	D. Identify and collect information about everyday problems that can be solved by technology, and generate ideas and requirements for solving a problem.																				
	E. The process of designing involves presenting some possible solutions in visual form and then selecting the best solution(s)...														●	●	●	●	●	●	●
	F. Test and evaluate the solutions for the design problem.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
	G. Improve the design solutions.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Standard 12: Students will develop the abilities to use and maintain technological products and systems.																					
Grades K-2	A. Discover how things work.								②												
	B. Use hand tools correctly & safely & name them correctly.																				
	C. Recognize and use everyday symbols.										●										
Grades 3-5	D. Follow step-by-step directions to assemble a product.					●				●	●				●						
	E. Select and safely use tools, products, and systems for specific tasks.					●							●								
	F. Use computers to access and organize information.																				
	G. Use common symbols, such as numbers and words, to communicate key ideas.									●	●		●								

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Standard 13: Students will develop abilities to assess the impact of products and systems.																					
Grades K-2	A. Collect information about everyday products and systems by asking questions.										❶			❶		❶					
	B. Determine if the human use of a product or system creates positive or negative results.						❶														
Grades 3-5	C. Compare, contrast and classify collected information in order to identify patterns.										❶	❶		❶	❶						❶
	D. Investigate and assess the influence of a specific technology on the individual, family, community, and environment.															❶					
	E. Examine the trade-offs of using a product or system and decide when it could be used.																				
Category 5: The Designed World																					
Standard 14: Students will develop an understanding of and be able to select and use medical technologies.																					
Grades K-2	A. Vaccinations protect people from getting certain diseases.																				
	B. Medicine helps people who are sick to get better.																				
	C. There are many products designed specifically to help people take care of themselves.																				❶
Grades 3-5	D. Vaccines are designed to prevent diseases from developing and spreading; medicines are designed to relieve symptoms and stop diseases from developing.																				
	E. Technological advances have made it possible to create new devices, to repair or replace certain parts of the body, and to provide a means for mobility.																				❶
	F. Many tools & devices have been designed to help provide clues about health and to provide a safe environment.																				

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Standard 15: Students will develop an understanding of and be able to select and use agricultural and related biotechnologies.																					
Grades K-2	A. The use of technologies in agriculture makes it possible for food to be available year round and to conserve resources.																				
	B. There are many different tools necessary to control and make up the parts of an ecosystem.						❶														
Grades 3-5	C. Artificial ecosystems are human-made environments that are designed to function as a unit and are composed of humans, plants, and animals.																				
	D. Most agricultural waste can be recycled.																				
	E. Many processes used in agriculture require different procedures, products or systems.																				
Standard 16: Students will develop an understanding of and be able to select and use energy and power technologies.																					
Grades K-2	A. Energy comes in many forms.			❶											❶						
	B. Energy should not be wasted.			②											❶						
Grades 3-5	C. Energy comes in different forms.			②											❶						
	D. Tools, machines, products, and systems use energy in order to do work.			❶											❶						

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Standard 17: Students will develop an understanding of and be able to select and use information and communication technologies.																					
Grades K-2	A. Information is data that has been organized.							②													
	B. Technology enables people to communicate by sending and receiving information over a distance.				②			❶												❶	
	C. People use symbols when they communicate by technology.							❶													
Grades 3-5	D. The processing of information through the use of technology can be used to help humans make decisions and solve problems.							②													
	E. Information can be acquired & sent through a variety of technological sources, including print & electronic media.				②																
	F. Communication technology is the transfer of messages among people and/or machines over distances through the use of technology.							❶													
	G. Letters, characters, icons, and signs are symbols that represent ideas, quantities, elements and operations.							❶		❶										②	
Standard 18: Students will develop an understanding of and be able to select and use transportation technologies.																					
Grades K-2	A. A transportation systems has many parts that work together to help people travel.												❶								
	B. Vehicles move people or goods from one place to another in water, air or space, and on land.												❶	❶							
	C. Transportation vehicles must be cared for to prolong use.																				
Grades 3-5	D. The use of transportation allows people and goods to be moved from place to place.												❶								
	E. A transportation system may lose efficiency/fail if a part is missing/malfunctioning or a subsytem isn't working.																				

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Standard 19: Students will develop an understanding of and be able to select and use manufacturing technologies.																					
Grades K-2	A. Manufacturing systems produce products in quantity.					❶															
	B. Manufactured products are designed.					②							❶								❶
Grades 3-5	C. Processing systems convert natural materials into products.																❶				
	D. Manufacturing processes include designing products, gathering resources, and using tools to separate, form, and combine materials in order to produce products.																				
	E. Manufacturing entreprises exist because of a consumption of goods.																				
Standard 20: Students will develop an understanding of and be able to select and use construction technologies.																					
Grades K-2	A. People live, work, & go to school in buildings; which are of different types: houses... office buildings, & schools.																				
	B. The type of structure determines how the parts are put together.	❶	❶																		
Grades 3-5	C. Modern communities are usually planned according to guidelines.																				
	D. Structures need to be maintained.	②																			
	E. Many systems are used in buildings.																				
Grades 6-8	G. Structures rest on a foundation.											❶									

Standards for Technology Literacy

The Standards Alignment Chart

Please note: The comparison chart is intended to assist teachers in updating lesson plans to align with national Standards For Technological Literacy (STL). STL crosswalks may vary per local implementation and course structure.

2006 (Indiana)	Standards For Technological Literacy (National)
Standard #1 (STL 1) Understand how technology can improve, manage, and help control the natural and human-made environments.	**STL #1** Students will develop an understanding of the characteristics and scope of technology.
Standard #2 (STL 2) Describe technology as a system with inputs, processes, outputs, impacts, and feedback.	**STL #2** Students will develop an understanding of the core concepts of technology.
Standard #3 (STL 3, STL 4, STL 7) Understand the relationship of technology to other academic fields, particularly science, math, social studies, and language arts.	**STL #3** Students will develop an understanding of the relationships among technologies and the connections between technology and other fields of study.
Standard #4 (STL 14-20) Describe technology as it is applied in the context of communication, construction, manufacturing, transportation, and related technologies.	**STL #4** Students will develop an understanding of the cultural, social, economic, and political effects of technology.
Standard #5 (STL 8, STL 11) Work cooperatively and productively in groups to design and use technology to solve technological problems.	**STL #5** Students will develop an understanding of the effects of technology on the environment.
Standard #6 (STL 4, STL 6) Identify societal and personal needs and opportunities that can be addressed through technology.	**STL #6** Students will develop an understanding of the role of society in the development and use of technology.
Standard #7 (STL 11) Develop and refine alternate solutions that address technological needs and opportunities.	**STL #7** Students will develop an understanding of the influence of technology on history.
Standard #8 (STL 8, STL 13) Evaluate and select appropriate solutions that address technological needs and opportunities.	**STL #8** Students will develop an understanding of the attributes of design.
Standard #9 (STL 9, STL 11) Apply engineering principles when planning, developing, implementing, and analyzing technological solutions.	**STL #9** Students will develop an understanding of engineering design.
Standard #10 (STL 8, STL 11) Specify solutions to stated needs and opportunities using appropriate technical means.	**STL #10** Students will develop an understanding of the role of troubleshooting, research and development, invention and innovation, and experimentation in problem solving.

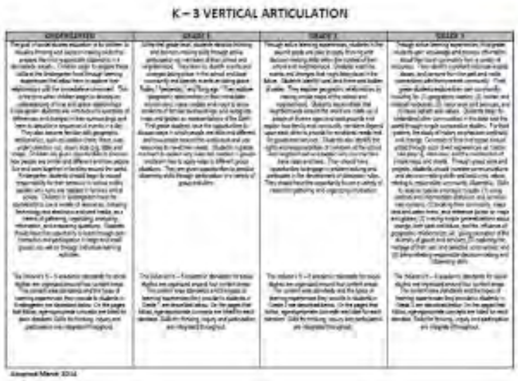
2006 continued...	STL continued...
Standard #11 (STL 14-20) Select the appropriate resources needed to produce and operate communication, construction, manufacturing, transportation, and other technological systems and artifacts.	**STL #11** Students will develop abilities to apply the design process.
Standard #12 (STL 2, STL 14-20) Select the appropriate processes needed to produce or operate products, structures, and systems.	**STL #12** Students will develop abilities to use and maintain technological products and systems.
Standard #13 (STL 12, STL 14-20) Efficiently use appropriate processes as related to communication, engineering, production, transportation, and similar devices and systems.	**STL #13** Students will develop abilities to assess the impact of products and systems.
Standard #14 (STL 12, STL 13) Appropriately operate technological devices and systems.	**STL #14** Students will develop an understanding of and be able to select and use medical technologies.
Standard #15 (STL 5) Describe the relationships among entrepreneurship, business enterprises, and technology.	**STL #15** Students will develop an understanding of and be able to select and use agricultural and related biotechnologies.
Standard #16 (STL 12) Select the appropriate devices and systems to meet personal and societal needs.	**STL #16** Students will develop an understanding of and be able to select and use energy and power technologies.
Standard #17 (STL 12) Recognize the need for servicing and repairing technological devices and systems.	**STL #17** Students will develop an understanding of and be able to select and use information and communication technologies.
Standard #18 (STL 5, STL 13) Properly dispose or recondition worn out and obsolete technological devices.	**STL #18** Students will develop an understanding of and be able to select and use transportation technologies.
Standard #19 (STL 4, STL 5, STL 13) Determine the impact of technological actions on people, society, and the environment.	**STL #19** Students will develop an understanding of and be able to select and use manufacturing technologies.
	STL #20 Students will develop an understanding of and be able to select and use construction technologies.

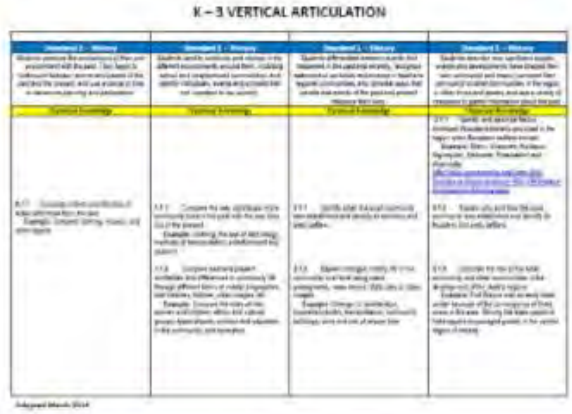
Additional Standards Resources

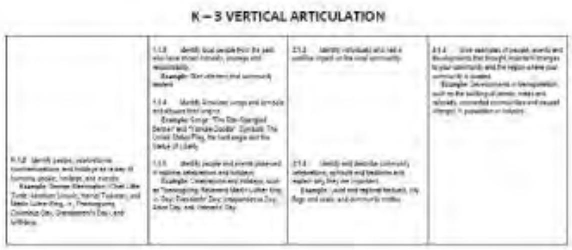
- **2006 Indiana Technology Education Standards Booklet:** [illegible] .pdf
- **Technology For All Americans Publications & Resources:** [illegible] .htm
  - STL: Executive Standards Summary
  - STL: Listing of National Content Standards
  - STL: Content for the Study of Technology
  - STL: Student Assessment, Professional Development, Program Standards

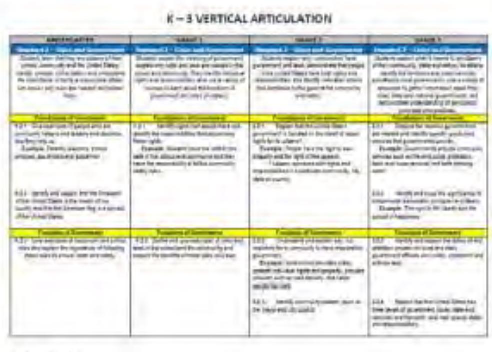
ITEA TIDE

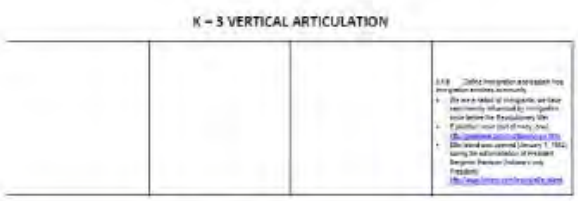
Social Studies Grades K-4 Vertical Articulation

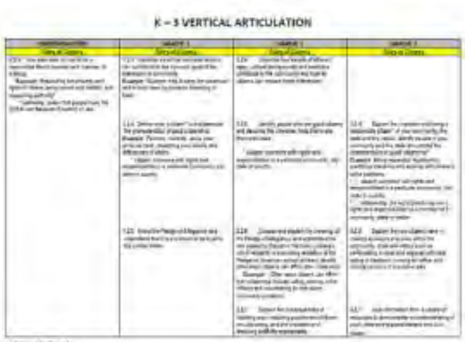


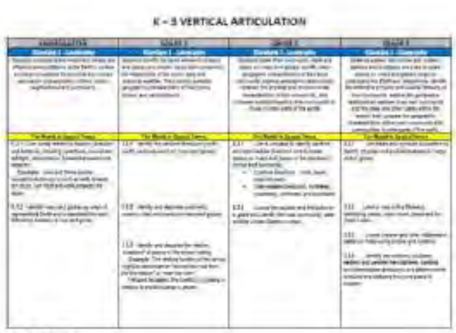






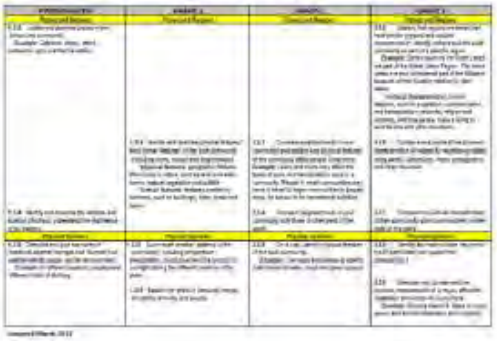






Social Studies Grades K-3 Vertical Articulation

K – 3 VERTICAL ARTICULATION



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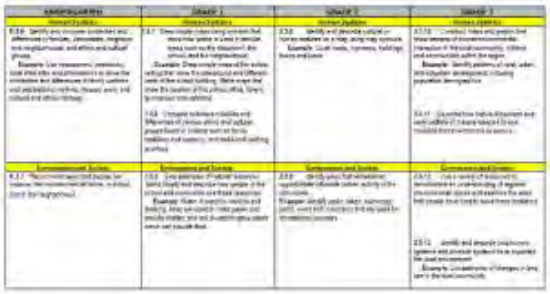

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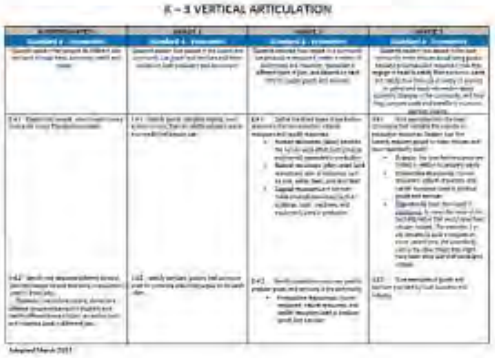
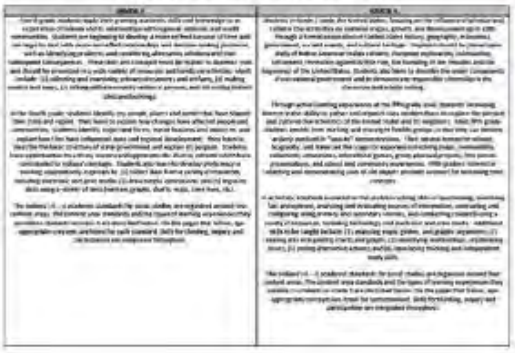


K – 3 VERTICAL ARTICULATION

K – 3 VERTICAL ARTICULATION

Social Studies Grades 4-5 Vertical Articulation

GRADE 4-5 VERTICAL ARTICULATION



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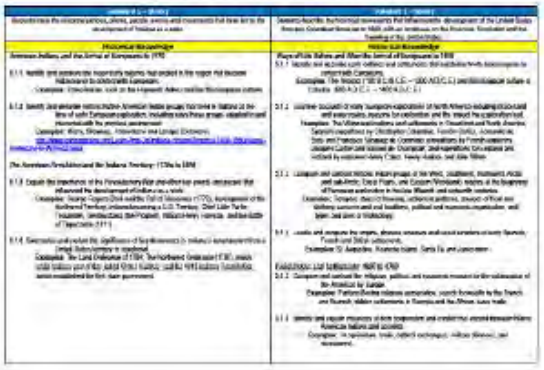

Social Studies Grades 4-5 Vertical Articulation

GRADE 4-5 VERTICAL ARTICULATION

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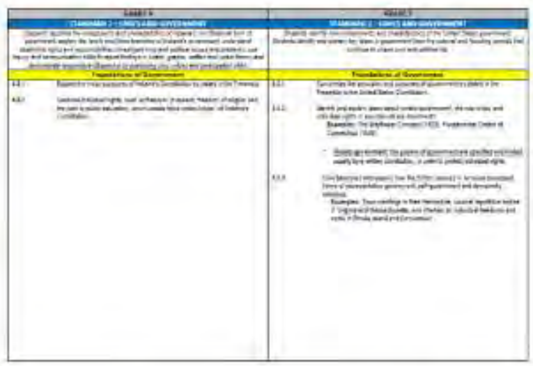

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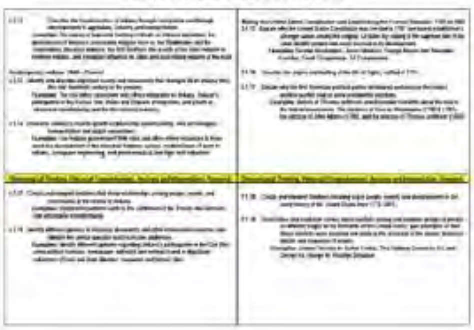

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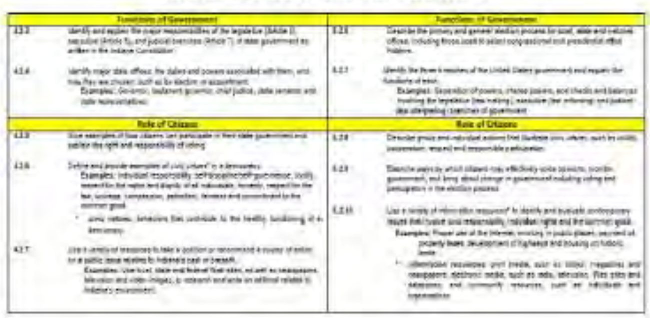

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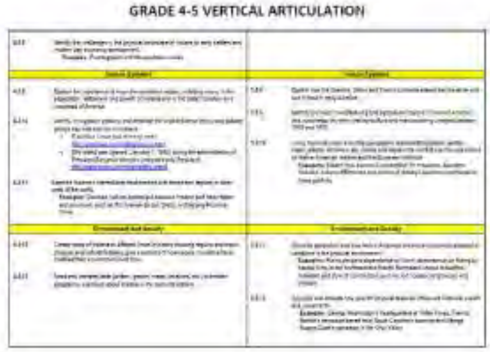

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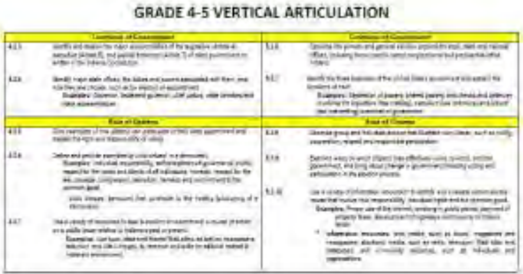
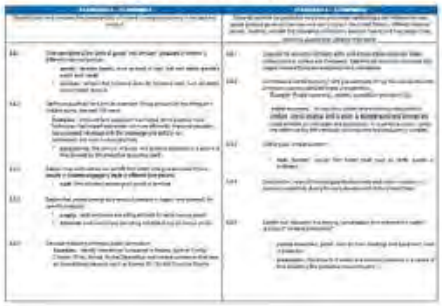


Social Studies Grades 4-5 Vertical Articulation

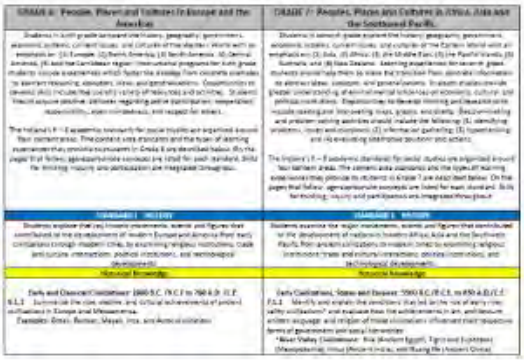
GRADE 4-5 VERTICAL ARTICULATION



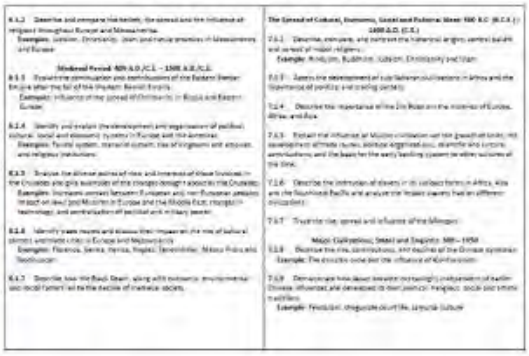
GRADE 4-5 VERTICAL ARTICULATION

Social Studies Grades 6-8 Vertical Articulation

GRADE 6 – 7 VERTICAL ARTICULATION



GRADE 6 – 7 VERTICAL ARTICULATION



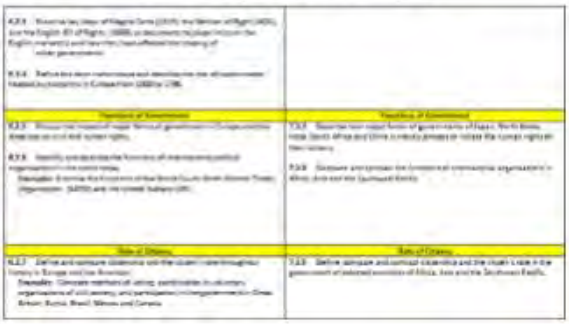
GRADE 6 – 7 VERTICAL ARTICULATION

GRADE 6 – 7 VERTICAL ARTICULATION

Social Studies Grade 6-8 Vertical Articulation

GRADE 6 – 7 VERTICAL ARTICULATION

GRADE 6 – 7 VERTICAL ARTICULATION



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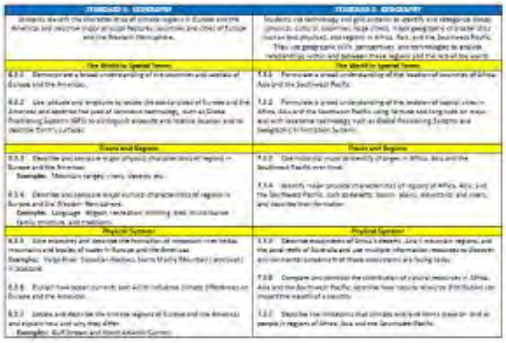

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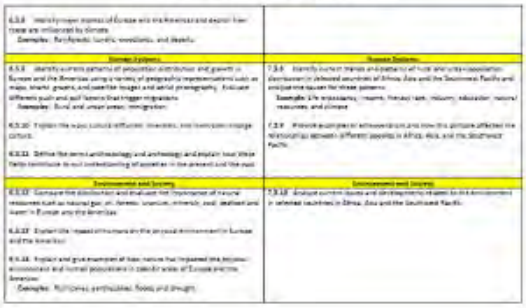

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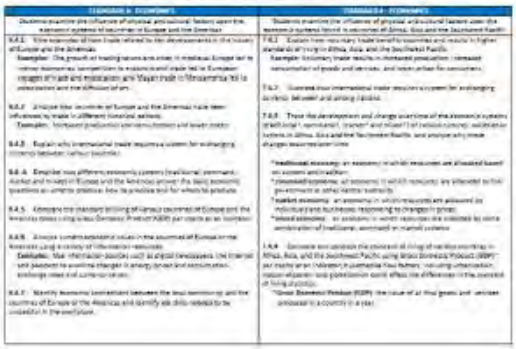


GRADE 6 – 7 VERTICAL ARTICULATION

Houghton Mifflin/Harcourt Social Studies Scope and Sequence

HMH Kids Discover Social Studies

Skills Scope and Sequence Grades K–6

READING SKILLS	Grade K The World Around Us	Grade 1 Families Living and Working Together	Grade 2 Neighborhoods and Communities	Grade 3 Communities, Near and Far	Grade 4 American States and Regions	Grade 5 The United States	Grade 6 The Ancient World
Main Ideas and Details	●	●	●	●	●	●	●
Cause and Effect	●	●	●	●	●	●	●
Compare and Contrast	●	●	●	●	●	●	●
Recall and Retell (K–2)	●	●	●				
Summarize (3–6)				●	●	●	●
Categorize and Classify	●	●	●	●			
Sequence	●	●	●	●		●	●
Generalize				●	●	●	●
Draw Conclusions					●	●	●

HMH Kids Discover Social Studies

Skills Scope and Sequence Grades K–6 *continued*

MAP AND GLOBE SKILLS	Grade K The World Around Us	Grade 1 Families Living and Working Together	Grade 2 Neighborhoods and Communities	Grade 3 Communities, Near and Far	Grade 4 American States and Regions	Grade 5 The United States	Grade 6 The Ancient World
Look at a State Map	●						
Look at a Map of Our Country	●						
Read Map Symbols	●						
Follow a Route	●	●					
Find Directions on a Map		●	●				
Find Locations on a World Map			●				
Use a Globe		●					
Read a Map		●				●	
Read/Use a Map Grid			●	●			
Use a Map Scale			●				
Read a Product Map			●				
Use Intermediate Directions				●			
Use Latitude and Longitude				●	●	●	●
Read a Landform Map				●			
Read a Population Map				●	●	●	●
Read a Resource Map				●			
Read a Road Map				●			
Read a Time Zone Map					●	●	●
Compare History Maps				●		●	
Follow Historical Routes on a Map							
Follow Routes on a Map							●
Read a Land Use and Products Map					●	●	●

Houghton Mifflin/Harcourt Social Studies Scope and Sequence

HMH Kids Discover Social Studies

Skills Scope and Sequence Grades K–6 *continued*

MAP AND GLOBE SKILLS	Grade K The World Around Us	Grade 1 Families Living and Working Together	Grade 2 Neighborhoods and Communities	Grade 3 Communities, Near and Far	Grade 4 American States and Regions	Grade 5 The United States	Grade 6 The Ancient World
Compare Maps						●	
Compare Different Kinds of Maps							●
Read/Use a Cultural Map						●	●
Compare Maps with Different Scales						●	●
Use an Elevation Map					●		
Use Relief and Elevation Maps							●
Compare Map Projections							●
Identify Changing Borders							●

HMH Kids Discover Social Studies

Skills Scope and Sequence Grades K–6 *continued*

CHART AND GRAPH SKILLS	Grade K The World Around Us	Grade 1 Families Living and Working Together	Grade 2 Neighborhoods and Communities	Grade 3 Communities, Near and Far	Grade 4 American States and Regions	Grade 5 The United States	Grade 6 The Ancient World
Read a Picture Graph	●	●	●	●			
Read/Use a Timeline	●	●	●	●	●	●	
Read Parallel Timelines						●	●
Use/Read a One-Month Calendar	●						
Use/Read a Year Calendar	●						
Read a Diagram		●					
Read a Cutaway Diagram				●			
Read a Calendar		●	●				
Follow/Use/Read a Flow Chart		●	●	●	●	●	●
Read a Family Tree			●				
Read a Table			●	●			
Understand Time Periods				●			
Use Tables to Group Information						●	
Read/Use a Line Graph				●	●	●	
Read a Double-Bar Graph					●	●	
Read/Use a Bar Graph				●			
Compare Tables							●
Compare Graphs						●	●
Read a Climograph							●
Read a Telescoping Timeline							●
Compare Circle Graphs							●
Read a Cartogram							●

Houghton Mifflin Social Studies Scope and Sequence

HMH Kids Discover Social Studies

Skills Scope and Sequence Grades K–6 *continued*

CRITICAL THINKING SKILLS	Grade K The World Around Us	Grade 1 Families Living and Working Together	Grade 2 Neighborhoods and Communities	Grade 3 Communities, Near and Far	Grade 4 American States and Regions	Grade 5 The United States	Grade 6 The Ancient World
Solve a Problem	●	●	●	●	●	●	
Pose Questions	●	●	●			●	
Examine Clues from the Past	●						
Make a Choice When Buying	●	●	●				
Tell/Distinguish Fact from Fiction	●	●	●	●	●	●	
Tell/Distinguish Fact from Opinion				●	●	●	●
Analyze/Use/ Compare Primary and Secondary Sources		●	●	●	●	●	●
Make an Economic Choice/Decision				●		●	●
Make a Thoughtful Decision				●	●	●	●
Identify Multiple Causes and Effects						●	●
Distinguish Importance of Information						●	●
Understand Question-and-Answer Relationships							●
Read an Editorial Cartoon						●	●
Analyze Historical Points of View							●
Think Like a Historian							●

Skills Scope and Sequence Grades K–6 *continued*

PARTICIPATION	Grade K The World Around Us	Grade 1 Families Living and Working Together	Grade 2 Neighborhoods and Communities	Grade 3 Communities, Near and Far	Grade 4 American States and Regions	Grade 5 The United States	Grade 6 The Ancient World
Work Together	●						
Make a Choice by Voting		●	●	●			
Resolve Conflict					●	●	●
Act as a Responsible Citizen							●
Solve a Problem							●

Indy STEAM Academy

Attachment #5

Academic and Exit Standards

Indy STEM Academy will be a full capacity grades K-8 in Year 5. Exit Standards for Grade 8 indicate what students should know and be able to do to be prepared to enter high school. The academy's curriculum will be aligned with the Indiana Academic Standards to ensure student success.

Grade 8 Reading Academic and Exit Standards


Indiana Department of Education

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.

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

Key Ideas and Textual Support

Structural Elements and Organization

Synthesis and Connection of Ideas


Indiana Department of Education

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.

Grade 8 2 Indiana Academic Standards 2014


Indiana Department of Education

READING: Vocabulary


Indiana Department of Education

WRITING

Grade 8 Reading Academic and Exit Standards

Indiana Department of Education

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 tone 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. 3

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.

Indiana Department of Education

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. 3

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.

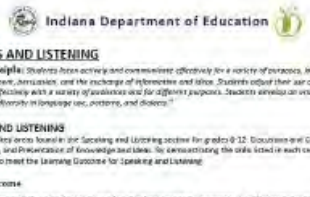
8.W.6.1d Phrases and Clauses –
Students are expected to build upon and continue applying conventions learned previously.

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.



Indiana Department of Education

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.*[1]

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.

Indiana Department of Education

MEDIA LITERACY

Guiding Principle: *Students develop critical thinking about the messages received and created by media. Students investigate their role as a part of culture and function as agents of socialization, and develop understanding that reveals the 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.*[2]

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 in 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.

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[1] 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.
[2] Ibid.
[3] Ibid.
[4] 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.

Grade 8 Mathematics Academic and Exit Standards

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.

Grade 8 Mathematics Academic and Exit Standards

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 and Engineering Process Standards

Eighth Grade Science Standards

Science and Engineering Process Standards (SEPS)	
SEPS.1 Posing questions (for science) and defining problems (for engineering)	A practice of science is posing and refining questions that lead to descriptions and explanations of how the natural and designed world(s) work and those questions can be scientifically tested. Engineering questions clearly problems to determine criteria for possible solutions and identify constraints to solve problems about the designed world.
SEPS.2 Developing and using models and tools	A practice of both science and engineering is to use and construct conceptual models that illustrate ideas and explanations. Models are used to develop questions, predictions and explanations; analyze and identify flaws in systems; build and revise scientific explanations and proposed engineered systems; and communicate ideas. Measurements and observations are used to revise and improve models and designs. Models include, but are not limited to: diagrams, drawings, physical replicas, mathematical representations, analogies, and other technological models. Another practice of both science and engineering is to identify and correctly use tools to construct, obtain, and evaluate questions and problems. Utilize appropriate tools while identifying their limitations. Tools include, but are not limited to: pencil and paper, models, rules, a protractor, a calculator, laboratory equipment, safety gear, a spreadsheet, experiment data collection software, and other technological tools.
SEPS.3 Constructing and performing investigations	Scientists and engineers are constructing and performing investigations in the field or laboratory, working collaboratively as well as individually. Researching analogous problems in order to gain insight into possible solutions allows them to make conjectures about the form and meaning of the solution. A plan to a solution pathway is developed prior to constructing and performing investigations. Conducting investigations systematically encompasses identified variables and parameters generating quality data. While performing, scientists and engineers monitor and record progress. After performing, they evaluate to make changes to modify and repeat the investigation if necessary.
SEPS.4 Analyzing and interpreting data	Investigations produce data that must be analyzed in order to derive meaning. Because data patterns and trends are not always obvious, scientists and engineers use a range of tools to identify the significant features in the data. They identify sources of error in the investigations and calculate the degree of certainty in the results. Advances in science and engineering makes analysis of proposed solutions more efficient and effective. They analyze their results by continually asking themselves questions, *possible questions may be, but are not limited to*: "Does the data make sense?" "Could my results be duplicated?" and/or "Does the design solve the problem with the given constraints?"

Eighth Grade Science Standards

Grade 8 Science Academic and Exit Standards

Eighth Grade Science Standards

LEARNING OUTCOMES	**LST.1: LEARNING OUTCOME FOR LITERACY IN SCIENCE/TECHNICAL SUBJECTS** **Read and comprehend science and technical texts independently and proficiently and write effectively for a variety of discipline-specific tasks, purposes, and audiences**
	GRADES 6-8
	6-8.LST.1.1: Read and comprehend science and technical texts within a range of complexity appropriate for grades 6-8 independently and proficiently by the end of grade 8.
	6-8.LST.1.2: Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.

KEY IDEAS AND TEXTUAL SUPPORT	**LST.2: KEY IDEAS AND TEXTUAL SUPPORT (READING)** **Extract and construct meaning from science and technical texts using a variety of comprehension skills**
	GRADES 6-8
	6-8.LST.2.1: Cite specific textual evidence to support analysis of science and technical texts.
	6-8.LST.2.2: Determine the central ideas or conclusions of a text; provide an accurate, objective summary of the text.
	6-8.LST.2.3: Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

STRUCTURAL ELEMENTS AND ORGANIZATION	**LST.3: STRUCTURAL ELEMENTS AND ORGANIZATION (READING)** **Build understanding of science and technical texts, using knowledge of structural organization and author's purpose and message**
	GRADES 6-8
	6-8.LST.3.1: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
	6-8.LST.3.2: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
	6-8.LST.3.3: Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.

Grade 8 Science Academic and Exit Standards

Eighth Grade Science Standards

	LST.4: SYNTHESIS AND CONNECTION OF IDEAS (READING) Build understanding of science and technical texts by synthesizing and connecting ideas and evaluating specific claims
SYNTHESIS AND CONNECTION OF IDEAS	**GRADES 6-8**
	6-8.LST.4.1: Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., *in a flowchart, diagram, model, graph, or table*).
	6-8.LST.4.2: Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
	6-8.LST.4.3: Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

	LST.5: WRITING GENRES (WRITING) Write for different purposes and to specific audiences or people
WRITING GENRES	**GRADES 6-8**
	6-8.LST.5.1: Write arguments focused on discipline-specific content.
	6-8.LST.5.2: Write informative texts, including scientific procedures/experiments or technical processes that include precise descriptions and conclusions drawn from data and research.

	LST.6: THE WRITING PROCESS (WRITING) Produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others
THE WRITING PROCESS	**GRADES 6-8**
	6-8.LST.6.1: 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.
	6-8.LST.6.2: Use technology to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Grade 8 Science Academic and Exit Standards

Eighth Grade Science Standards

THE RESEARCH PROCESS	**LST.7: THE RESEARCH PROCESS (WRITING)** **Build knowledge about the research process and the topic under study by conducting short or more sustained research**
	GRADES 6-8
	6-8.LST.7.1: Conduct short research assignments and tasks to answer a question (including a self- generated question), or test a hypothesis, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
	6-8.LST.7.2: Gather relevant information from multiple sources, using search terms effectively; annotate sources; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation (e.g., *APA or CSE*).
	6-8.LST.7.3: Draw evidence from informational texts to support analysis, reflection, and research.

Grade 8 Science Academic and Exit Standards

Eighth Grade Science Standards

Physical Science (PS)
8.PS.1 Create models to represent the arrangement and charges of subatomic particles in an atom (protons, neutrons and electrons). Understand the significance that the currently 118 known chemical elements combine to form all the matter in the universe.
8.PS.2 Illustrate with diagrams (drawings) how atoms are arranged in simple molecules. Distinguish between atoms, elements, molecules, and compounds.
8.PS.3 Use basic information provided for an element (atomic mass, atomic number, symbol, and name) to determine its place on the Periodic Table. Use this information to find the number of protons, neutrons, and electrons in an atom.
8.PS.4 Identify organizational patterns (radius, atomic number, atomic mass, properties and radioactivity) on the Periodic Table.
8.PS.5 Investigate the property of density and provide evidence that properties, such as density, do not change for a pure substance.
8.PS.6 Compare and contrast physical change vs. chemical change. Analyze the properties of substances before and after substances interact to determine if a chemical reaction has occurred.
8.PS.7 Balance chemical equations to show how the total number of atoms for each element does not change in chemical reactions and as a result, mass is always conserved in a closed system. (Law of Conservation of Mass.)

Earth and Space Science (ESS)
8.ESS.1 Research global temperatures over the past century. Compare and contrast data in relation to the theory of climate change.
8.ESS.2 Create a diagram or carry out a simulation to describe how water is cycled through the earth's crust, atmosphere and oceans. Explain how the water cycle is driven by energy from the sun and the force of gravity.
8.ESS.3 Research how human consumption of finite natural resources (i.e. coal, oil, natural gas, and clean water) and human activities have had an impact on the environment (i.e. causes of air, water, soil, light, and noise pollution).

Grade 8 Science Academic and Exit Standards

Eighth Grade Science Standards

Life Science (LS)
8.LS.1 Compare and contrast the transmission of genetic information in sexual and asexual reproduction. Research organisms that undergo these two types of reproduction.
8.LS.2 Demonstrate how genetic information is transmitted from parent to offspring through chromosomes via the process of meiosis. Explain how living things grow and develop.
8.LS.3 Create and analyze Punnett squares to calculate the probability of specific traits being passed from parents to offspring using different patterns of inheritance.
8.LS.4 Differentiate between and provide examples of acquired and genetically inherited traits.
8.LS.5 Explain how factors affecting natural selection (competition, genetic variations, environmental changes, and overproduction) increase or decrease a species' ability to survive and reproduce.
8.LS.6 Create models to show how the structures of chromatin, chromosomes, chromatids, genes, alleles and deoxyribonucleic acid (DNA) molecules are related and differ.
8.LS.7 Recognize organisms are classified into taxonomic levels according to shared characteristics. Explain how an organism's scientific name correlates to these shared characteristics.
8.LS.8 Explore and predict the evolutionary relationships between species looking at the anatomical differences among modern organisms and fossil organisms.
8.LS.9 Examine traits of individuals within a species that may give them an advantage or disadvantage to survive and reproduce in stable or changing environment.
8.LS.10 Gather and synthesize information about how humans alter organisms genetically through a variety of methods.
8.LS.11 Investigate how viruses and bacteria affect the human body.

Grade 8 Science Academic and Exit Standards

Eighth Grade Science Standards

Engineering (E)
6-8.E.1 Identify the criteria and constraints of a design to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.
6-8.E.2 Evaluate competing design solutions using a systematic process to identify how well they meet the criteria and constraints of the problem.
6-8.E.3 Analyze data from investigations to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.
6-8.E.4 Develop a prototype to generate data for repeated investigations and modify a proposed object, tool, or process such that an optimal design can be achieved.

Grade 8 Computer Science Academic and Exit Standards

Programs and Algorithms (PA)
6-8.PA.1 Select appropriate tools and technology resources to support learning and personal productivity, publish individual products, and design, develop, and publish data, accomplish a variety of tasks, and solve problems.
6-8.PA.2 Implement problem solutions using a programming language that includes looping behavior, conditional statements, logic, expressions, variables, and functions.
6-8.PA.3 Demonstrate dispositions amenable to open-ended problem solving and programming (e.g., comfort with complexity, persistence, brainstorming, adaptability, patience, propensity to tinker, creativity, accepting challenge).

Networking and Communication (NC)
6-8.NC.1 Collaboratively design, develop, publish, and present products (e.g. videos, podcasts, websites) using technology resources that demonstrate and communicate curriculum concepts.
6-8.NC.2 Exhibit dispositions necessary for collaboration: providing useful feedback, integrating feedback, understanding and accepting multiple perspectives, socialization.

Impact and Culture (IC)
6-8.IC.1 Exhibit legal and ethical behaviors when using technology and information and discuss the consequences of misuse.
6-8.IC.2 Analyze the positive and negative impacts of technology on one's personal life, society, and one culture.
6-8.IC.3 Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bases that occur in electronic information sources.
6-8.IC.4 Describe ethical issues that relate to computers and networks (e.g., security, privacy, ownership, and information sharing), and discuss how unequal distribution of technological resources in a global economy raises issues of equity, access, and power.

Introduction to Indiana's Academic Standards for Computer Science

Indiana's Academic Standards for Computer Science allow for students to be prepared in the ever-changing computer science areas providing inquiry-based, hands-on experiences based on two components: Concepts and Practices. These standards are to be implemented in the 2016-2017 school year. The expectation is for students to work through the standards in multi-subject areas. As students move through grade levels, they will work with and experience the standards at those grade bands (K-2, 3-5, and 6-8). The standards are based on the five core concepts: Data and Information (DI); Computing Devices and Systems (CD); Programs and Algorithms (PA); Networking and Communication (NC); and Impact and Culture (IC).

Data and Information (DI)
6-8.DI.1 Use the basic steps in algorithmic problem-solving to design solutions (e.g., problem statement and exploration, examination of sample instances, design, implementing a solution, testing, and evaluation).
6-8.DI.2 Describe the process of parallelization as it relates to problem solving.
6-8.DI.3 Represent data in a variety of ways (e.g., text, sounds, pictures, and numbers), and use different visual representations of problems, structures, and data (e.g., graphs, charts, network diagrams, flowcharts).
6-8.DI.4 Understand the notion of hierarchy and abstraction in computing including high-level languages, translation, instruction set, and logic circuits.
6-8.DI.5 Demonstrate interdisciplinary applications of computational thinking and interact with content-specific models and simulations to support learning and research.

Computing Devices and Systems (CD)
6-8.CD.1 Demonstrate an understanding of the relationship between hardware and software.
6-8.CD.2 Apply troubleshooting strategies to identify and solve routine hardware and software problems that occur during everyday computer use.
6-8.CD.3 Describe the major components and functions of computer systems and networks.
6-8.CD.4 Describe what distinguishes humans from machines focusing on human intelligence versus machine intelligence and ways we can communicate, as well as ways in which computers use models of intelligent behavior (e.g., robot motion, speech and language understanding, and computer vision).

Grade 8 Social Studies Academic and Exit Standards

GRADE 8 — United States History—Growth and Development (to 1877)

Course 0470-00
In Grade 8, students focus upon United States history, beginning with a brief review of early history, including the Revolution and Founding Era, and the principles of the United States and Indiana constitutions, as well as other founding documents and their applications to subsequent periods of national history and to civic and political life. Students then study national development, westward expansion, social reform movements, and the Civil War and Reconstruction. Students examine major themes, issues, events, movements, and figures in United States history through the Reconstruction Period (1877) and explore relationships to modern issues and current events.

Eighth grade students need to experience a variety of teaching and learning strategies. Students are provided practice in thinking and research skills by learning to use the media center, primary documents, and community resources such as historic sites and buildings to identify, evaluate and use appropriate data and reference information. This course also helps students to develop an appreciation of historical thinking skills. Finally, students should demonstrate, through their studies, a commitment to the rights and responsibilities of citizenship in a democratic society.

The Indiana's K – 8 academic standards for social studies are organized around four content areas. The content area standards and the types of learning experiences they provide to students in Grade 8 are described below. On the pages that follow, age-appropriate concepts are listed for each standard. Skills for thinking, inquiry and participation are integrated throughout.

CONTENT STANDARDS

Standard 1 — History
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.

Standard 2 — Civics and Government
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.

Standard 3 — Geography
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.

Standard 4 — Economics
Students identify, describe and evaluate the influence of economic factors on national development from the founding of the nation to the end of Reconstruction.

Standard 1 History

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.

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).

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).

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).

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- and Federalist debates regarding the vote to ratify the Constitution.

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.

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.

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.

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.

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.

National Expansion and Reform: 1801 to 1861

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.

8.1.13 Explain the main issues, consequences, and landmark decisions of the Marshall Court.

8.1.14 Analyze the causes and consequences of the War of 1812.

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.

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.

8.1.17 Explain relationships and conflict between settlers and Native Americans on the frontier.

8.1.18 Describe the causes, courses, challenges, compromises, and consequences associated with westward expansion, including the concept of Manifest Destiny.

8.1.19 Analyze the causes and effects of the Mexican War (1846-1848).

8.1.20 Give examples of how immigration affected American culture in the decades before and the Civil War, including growth of industrial cities 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.

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.

8.1.22 Describe the abolitionist movement and identify figures and organizations involved in the debate over slavery, including leaders of the Underground Railroad.

8.1.23 Analyze the influence of early individual social reformers and movements such as the abolitionist, feminist and social reform movements.

The Civil War and Reconstruction Period: 1850 to 1877

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.

8.1.25 Identify the factors and individuals which influenced the outcome of the Civil War and explain the significance of each.

8.1.26 Compare and contrast the three plans for Reconstruction and evaluate the merits of each.

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 impeachment, the Black Codes, and the Compromise of 1877. (Government, Economics)

Grade 8 Social Studies Academic and Exit Standards

Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research, and Issues-Analysis and Decision-Making

8.1.28 Recognize historical perspective and evaluate alternative courses of action by describing the historical context in which events unfolded.

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.

8.1.30 Using primary and secondary sources, analyze an issue confronting the United States from colonial times through the Reconstruction period.

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.

Standard 2 Civics and Government

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.

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.

8.2.3 Examine ways that the national government affects the everyday lives of people of the United States.

Functions of Government

8.2.4 Compare and contrast the delegated, reserved, and concurrent powers (division of power or federal system) contained in the United States Constitution.

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.

Roles of Citizens

8.2.6 Recognize and explain the relationship between the rights and responsibilities of citizenship in the United States.

8.2.7 Explain the importance of responsible participation by citizens in voluntary civil organizations to bring about social reform.

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.

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.

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.

Grade 8 Social Studies Academic and Exit Standards

Standard 3 Geography

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).

Physical Systems

8.3.3 Identify and locate the major climate regions in the United States and describe the characteristics of these regions.

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.

Human Systems

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.

8.3.6 Using maps identify changes influenced by growth, economic development and human migration in the United States.

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.

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.

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.

Standard 4 Economics

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.

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
- **command economy**: an economy in which resources are allocated by the government or other central authority
- **market economy**: an economy in which resources are allocated by decisions of individuals and businesses
- **mixed economy**: an economic system combining private and public enterprise

8.4.3 Explain how federal, state, and local governments are involved in the economy of the United States.

8.4.4 Analyze contributions of entrepreneurs and inventors in the development of the United States economy to 1877.

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.

8.4.6 Trace the development of different kinds of money used in the United States.

8.4.7 Trace the development of the banking system in the United States.

8.4.8 Explain and evaluate examples of domestic and international interdependence throughout United States history.

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.

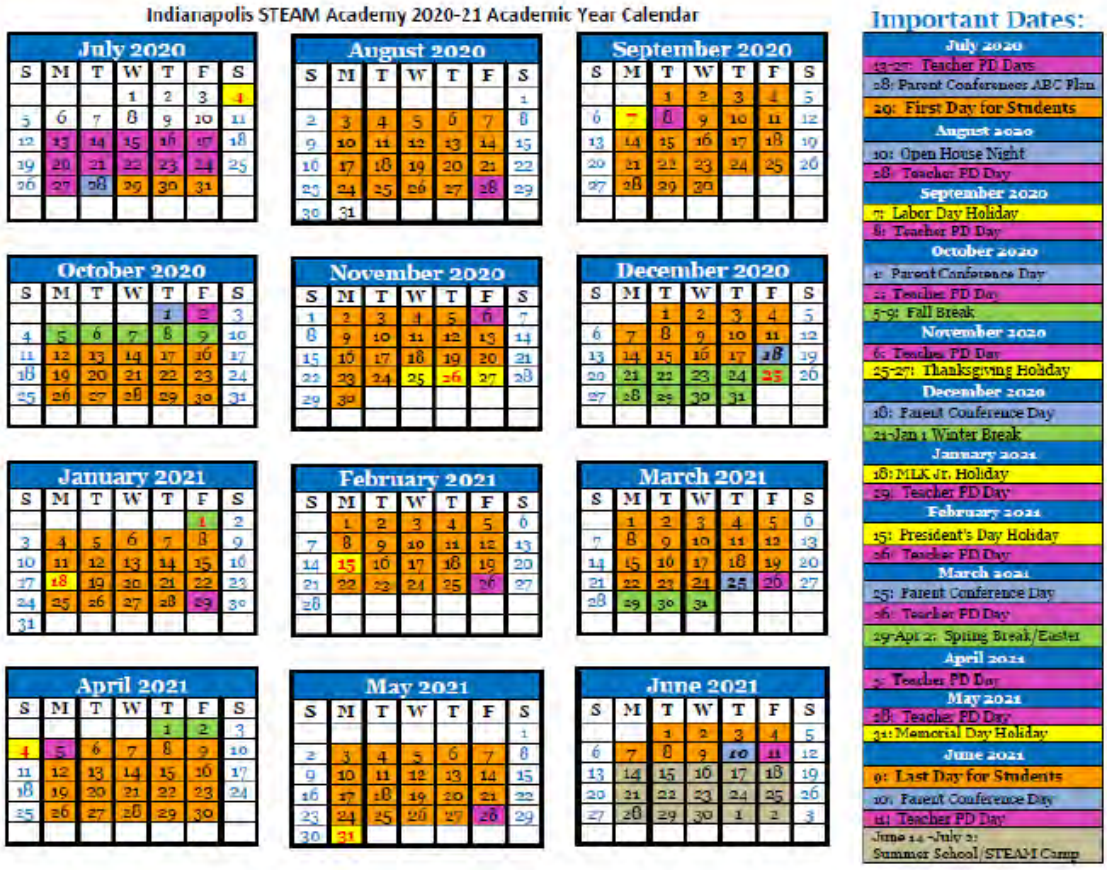
8.4.10 Compare and contrast job skills needed in different time periods in United States history.

Indy STEAM Academy

Attachment #6

School Calendar and Schedule

School Calendar 2020-2021



Student Attendance Days: July 28, 2020 through June 10, 2021 - Total 186 Attendance Days

- **First Quarter:** July 28 – October 2, 2020 (44 Instructional Days)
- **Second Quarter:** October 5 – December 18, 2020 (44 Instructional Days)
- **Third Quarter:** December 21, 2020 – March 19, 2021 (49 Instructional Days)
- **Fourth Quarter:** March 22 – June 9, 2021 (49 Instructional Days)
- **First Semester:** July 28 – December 18, 2020 (88 Instructional Days)
- **Second Semester:** December 21, 2020 – June 9, 2021 (98 Instructional Days)

Extended Learning Opportunities:

- **Summer School:** June 14 through July 2, 2021 (15 Instructional Days)
- **Summer STEAM Enrichment Camp:** June 14-25, 2021 (10 Instructional Days)

Overview of Academic and Non-Academic Programs

Indy STEAM Academy
Overview of Dates, Holidays and Events
2020 -2021

Summer Pre-Opening Events: July 2020	
July 6, 2020	Ribbon Cutting Ceremony – Opening of the Indy STEAM Academy Facility
July 09, 2020	New Staff (Non-Certified) Orientation/Onboarding
July 10, 2020	New Staff (Certified) Orientation/Onboarding
July 13-24, 2020	Staff Professional Development Days (No students)
July 25, 2020	Back to School Family Picnic and STEAM Fair
Quarter 1: July 28 – October 2, 2020 *(44 Instructional Days)*	
July 27, 2020	First Day of School for Staff
July 28, 2020	Parent Conference Day (ABC Plans)
July 29, 2020	First Day of School for Students
August 10, 2020	Open House Night
August 10-14, 2020	NWEA MAP Growth K-5 Fall Benchmark Assessments
August 28, 2020	Staff Professional Development Day (No Students)
August 31, 2020	STEAM Ovation Night! – Design Challenge Presentations
September 7, 2020	Labor Day Holiday (No School)
September 8, 2020	Staff Professional Development Day (No Students)
September 28, 2020	STEAM Ovation Night! – Design Challenge Presentations
October 1, 2020	Parent-Teacher-Student Conferences [Q1 – Progress Report Pick-up]
October 2, 2020	Staff Professional Development Day (No Students)
Dates TBD	STEAM Fall Competitions
Fall Break: October 5-9, 2020	
October 5-9, 2020	COSI – Camp-In (Columbus, OH) and Fall College Tour
Quarter 2: October 5 – December 18, 2020 *(44 Instructional Days)*	
November 6, 2020	Staff Professional Development Day (No Students)
November 23, 2020	STEAM Ovation Night – Design Challenge Presentations
November 25-27, 2020	Thanksgiving Holiday (No School)
December 18, 2020	Parent-Teacher-Student Conferences [Q2 – Progress Report Pick-up]
Dates TBD	STEAM Winter Competitions

Winter Break: December 21, 2020 – January 3, 2021	
December 28-30, 2020	Science Museum and Winter College Tour
Quarter 3: December 21, 2020 – March 19, 2021 *(49 Instructional Days)*	
January 11-15, 2021	NWEA MAP Growth K-5 Winter Benchmark Assessments
January 18, 2021	Martin Luther King, Jr. Holiday (No School)
January 25, 2021	STEAM Ovation Night – Design Challenge Presentations
January 29, 2021	Staff Professional Development Day (No Students)
February 5, 2021	Young Author's Night Celebration
February 15, 2021	President's Day Holiday (No School)
February 22, 2021	STEAM Ovation Night – Design Challenge Presentations
February 26, 2021	Staff Professional Development Day (No Students)
March 18, 2021	Science Fair
March 25, 2021	Parent-Teacher-Student Conferences [Q3 – Progress Report Pick-up]
Date TBD	STEAM Spring Competitions
Spring Break: March 29 – April 2, 2021	
March 29-31, 2021	Science Museum Visit and Spring College Tour
Quarter 4: March 22 – June 9, 2021 *(49 Instructional Days)*	
April 19-23, 2021	I-READ K-2 Assessment
May 17-21, 2021	NWEA MAP Growth K-5 Spring Benchmark Assessments
May 20, 2021	STEAM Career Fair
May 28, 2021	Staff Professional Development Day (No Students)
May 31, 2021	Memorial Day Holiday (No School)
June 9, 2021	Last Day of School for Students
June 10, 2021	Parent-Teacher-Student Conferences [Q4 – Progress Report Pick-up]
June 11, 2021	Staff Professional Development Day (No Students)
Summer Extended Learning Opportunities:	
June 14-July 2, 2021	Full STEAM Ahead – Summer School
June 14-25, 2021	STEAM Enrichment Summer Camp
Dates TBD	STEAM Summer Competitions

School Master Schedule

The school year provides 186 full days of student instruction beginning July 29, 2020 through June 9, 2021 that includes 5 Parent Conference Days, 10 Staff Professional Days before the start of the school year and 10 Staff Professional Development Days during the school year which are embeded into the school calendar. The Academy is accessible to students from 7:30 AM until 5:15 PM. The teacher day is 7:15 AM to 4:15 PM. Teachers who are not working with after school activities may depart at 4:15 PM. Students arrive for breakfast at 7:30 AM. Students go to their classrooms at 8:00 AM, which is the beginning of the instructional school day. Students are considered late, if they arrive after 8:05 AM. The first period of the day is the balanced math 90 minutes instructional block. The second period of the day is the balanced literacy (reading/language arts) 90 minutes instructional block. Students participate in specials (art, music, physical education, library, and computer lab) for 60 minutes that rotate each day of the week.Students also have electives where they are able to take additional fine arts activities of their chioce for 60 minutes one day per week. Teachers participate in grade level team planning periods while students are in specials. Staff lunch is 45 minutes. Students have 30 mintues for lunch and 15 minutes for recess/restroom break. Students receive 60 minutes of Social Studies and Citizenship instruction three days per week. Students receive 60 minutes of Health and Social Emotional Wellness instruction two days per week. Students participate in the STEM Block for 90 minutes each day which integrates science, technology, engineering and math (practical application) instruction. The last period of the day is Success Time, where students receive Tier II instruction for 60 minutes four days per week to meet their academic proficiency and growth goals for reading and math. Students are dismissed at 4:00PM. Snacks are provided for students participating in after school activities for 15 minutes. Students may participate in afterschool tutoring for one hour three days (T-TH) per week for additional help with reading and math. Students in tutoring may participate in extra curricular activities for one hour on days in which they are not receiving tutoring instruction. Students not participating in tutoring may participate in afterschool extracurricular activities and clubs for one hour four days (M-TH) per week. Homework Help Club is provide for one hour four days per week (M-TH). Monthly night activities are held from 5:30-7:30 PM. Dinner is served during monthly family nights to make it more convenient for parents to participate after work hours..

The master schedule below identifies the time, day, and subjects taught on a typical school day:

Times	Subjects	Monday	Tuesday	Wednesday	Thursday	Friday
7:15	Teachers Arrive	X	X	X	X	X
7:30-8:00	Student Arrival Breakfast	X	X	X	X	X
8:00-9:30	Mathematics	X	X	X	X	X
9:30-11:00	Reading/Language Arts	X	X	X	X	X
11:00-12:00	Specials (Rotations)	Art	Music	Computer	Library	Phys. Ed.
12:00-12:45	Lunch/Recess	X	X	X	X	X
12:45-1:30	Social Studies/Citizenship	X		X		X
12:45-1:30	Health and SEL Wellness		X		X	
1:30-3:00	STEM (Science, Technology, Engineering)	X	X	X	X	X
3:00-4:00	Success Time	X	X	X	X	
3:00-4:00	Fine Arts Elective					X
4:00	Student Dismissal	X	X	X	X	X
4:15	Teachers Depart	X	X	X	X	X
4:00-4:15	Snacks	X	X	X	X	X
4:15-5:15	After School Tutoring		X	X	X	
4:15-5:15	Extra-Curricular Activities	X	X	X	X	

Indy STEAM Academy
Integration of STEAM - Overview

Content Area	Teachers	Coaches
Math Block 8:00-9:30 AM (90 Minutes) Builds a strong foundation for math	Balanced Math Uses Math Program Whole Group Instruction -Model Mini-Lesson Shared Math Activity Interactive Math Activity Small Group Guided Practice Independent Practice Assess: Before, During, After Reading Reviews student work Debriefs with coaches Provides reflections about the lesson and ways to improve upon the lesson Meets with coach in grade level team meetings to create and modify lesson plans	Literacy and STEAM Coaches Creates Curriculum Maps that are aligned with the standards Assists teachers with developing lesson plans that are aligned with the standards Identifies Formative and Summative Assessments Assists teachers with the analysis of data to plan instruction and grouping students for instruction Informally observes teachers Provides feedback during debriefing sessions before school or on Wednesdays during plan periods.
Reading Block 9:30-11:00 AM (90 Minutes) Builds a strong foundation for reading and writing	Balanced Literacy Reading & Language Arts Uses Basal Reading Program Whole Group Instruction Mini-Lesson Model Reading, Shared Reading/Writing Small Group Guided Reading/Writing Independent Practice Assess: Before, During, After Reviews student work Debriefs with coaches Provides reflections about the lesson and ways to improve upon the lesson Meets with coach in grade level team meetings to create and modify lesson plans	

Art, Music, Physical Education, Library, Computer Lab 11:00 -12:00 Noon (60 minutes)	Provides Instruction Whole Group Shared Activities Independent Activities	Assists teachers with integration where aligned
Social Studies & Citizenship 12:45-1:30 PM (45 Minutes) (M, W, F)	Provides Social Studies and Citizenship Instruction Whole Group Shared Activities Independent Practice	Assists teachers with the integration of STEAM where aligned
Health & Wellness 12:45-1:30 PM (45 Minutes) (T, TH)	Provides Health & Wellness Instruction Whole Group Shared Activities Independent Practice	Assists teachers with the integration of STEAM where aligned
STEM Block 1:30-3:00 PM (90 Minutes) Provides a deep understanding of concepts through the practical application of skills.	**Teacher provides Science Content Instruction (45 minutes)** Whole Group Shared Activities – Science Experiments Teacher reinforces **Science Inquiry Process:** *Observe, Make Predictions, Investigate, Experiment, Test Predictions -Multiple trials, Collect Data, Evaluate Investigations, and Communicate Findings* **Engineering Component (45 minutes)** Teacher integrates content and provides the practical application of science, technology, and math using the engineering design process Teacher builds background knowledge by reading a story about a real-world problem or need	Creates Curriculum Maps that are aligned with the standards Assists teachers with developing lesson plans that are aligned with the standards Assists teachers with preparing science experiments Assists teachers with preparing engineering design challenges Identifies Formative and Summative Assessments Assists teachers with the analysis of data to plan instruction and grouping students for instruction Informally observes teachers Provides feedback during debriefing sessions

	The teacher uses Internet resources to present additional information about the problem, need and constraints *Teacher uses the **Engineering Design Process** to guide students with the development of solutions to the problem:* ***Ask:*** Identify the problem/need and constraints. Research the problem ***Imagine:*** Brainstorm possible solutions ***Plan:*** Select a promising solution ***Create:*** Build a Prototype ***Test and Evaluate*** a Prototype **Improve:** Redesign the Model as Needed ***Present*** model to class and parents	
Success Time 3:00-4:00 PM (60 Minutes) Targeted Intervention Tier II Supports Remediate, reinforce, and enrich skills to ensure proficiency Tier III Supports Intensive Systematic Intervention Specialist for one-to-one support	**STEAM Ahead – All Hands on Deck!** All teachers provide Tier II instruction with flexible groups of students based on proficiency levels in reading and math Provides formative assessments to monitor student learning and summative assessments to determine levels of proficiency Use data to make informed decisions about instruction and student learning Monitors student progress. Regroups students based on skill levels	Assists teachers with the analysis of data to inform instruction and helps teachers group students based on skill levels and learning objectives Creates Tier II lesson plans with teachers to meet the needs of students Assists teachers with formative assessments to monitor student learning Assists teachers with summative assessments to determine levels of proficiency

The Day of the STEAM and Literacy Coaches

Morning: 7:15 AM – Arrive – Check Mailbox

7:15-7:55
Coaches Debriefing Sessions
Coaches meet with teachers to discuss the lessons they will model or the lesson they will observe.

8:00-9:30
STEAM Coach: Class demonstrations/modeling/coaching for math
Literacy Coach: Prepare for Reading Block, Success Lessons, After School Tutoring Lessons
Analysis of Data from assessments – review
Lesson Plan Review

9:30-11:00
Literacy Coach: Class demonstrations/modeling/coaching for reading
STEAM Coach: Prepare for STEAM Block experiments, Engineering Challenges, and Success Lessons
Analysis of Data from assessments – review
Lesson Plan Review

11:00-12:00
Grade Level Team Meetings (M, T, TH)
Assist teachers with lesson planning, activities, assessments – review analysis of data for grade level
Debriefing Sessions (W, F) with classroom teachers
Debrief with classroom teachers by providing feedback regarding informal classroom observations.
Teachers have an opportunity to reflect on their lessons (strengths and opportunities for improvement).
Coaches and teachers develop a plan for future support and teacher needs.

Afternoon:
12:00-12:45
Lunch

12:45-1:30
Coaches Plan Period T, W, TH
Leadership Team Meeting with Head of School (M/F)

1:30-2:30
STEAM Coach and Literacy Coaches support STEM block instruction
Assist with experiment and design process

2:30-3:00
STEAM and Literacy Coaches prepare for Success Time

3:00-4:00
STEAM and Literacy Coaches support teachers during success time

4:00-4:15 – Assist with transition to afterschool programs.

Indy STEAM Academy

Attachment #7

Enrollment Policy

Letter of Intent to Enroll

Parent Survey

Enrollment Policy

Indianapolis STEAM Academy

Enrollment Policy & Procedures

Enrollment at the Indianapolis (Indy) STEAM Academy will be open to all students interested in attending the academy. Enrollment will be on first-come, first-served basis. As a free public charter school, Indy STEAM Academy will follow the guidelines outlined in our charter regarding admissions and enrollment of students. The enrollment procedures explained below are designed to provide a fair opportunity for all students to apply to our school, regardless of race, ethnicity, nationality, religion, gender, gender identity, gender expression, sexual orientation, home language, or disability. Enrollment and admission practices will comply with all applicable state and federal laws. Indy STEAM Academy is committed to serving students that reflect the community.

Key Enrollment Dates:

Dates	Activities
November, 2019	Parents may begin submitting Letters of Intent to Enroll forms or may go to the Academy website to complete an enrollment form until Enroll Indy Opens.
November 2019	Parent Round-Ups (Information Meetings and Recruitment Activities) Participate in Head Start Registration Fair Enroll Indy Registration/Lottery Process **Round #1**
December 2019	Parent Round-Ups (Information Meetings and Recruitment Activities)
January 6-10, 2020 January 2020	Follow-up contacts with parents who registered in the Fall Check Letter of Intents to Enroll - Make sure that parents have completed registration packets (online or hardcopy) Parent Coordinator will visit homes to assist parents with the registration Parent Round-Ups (Information Meetings and Recruitment Activities)
February 2020	Parent Round-Ups (Information Meetings and Recruitment Activities Confirm Fall Enrollment Results with Enroll Indy Enroll Indy Registration Lottery Process **Round #2**
March 2, 2020	Follow-up contacts with parents who registered in the Winter Check Letter of Intents to Enroll and Registrations online and Hardcopy Parent Coordinator will visit homes to assist parents with the registration packet or completing the online enrollment process.
April 2020	Parent Round-Ups (Information Meetings and Recruitment Activities)
April 30, 2020	Efforts are made to fill any vacant seats at each grade level
May 29, 2020	**Deadline to complete and submit all registration forms.** Confirm Enroll Indy Round #2 Enrollment
June 19, & 26, 2020	Parent Orientations for confirmed enrollments Enroll Indy Registration Lottery Process **Round #3**
July 10 & 17, 2020	Parent Orientations for confirmed enrollments Enroll Indy Registration and Lotter Process for **Late Enrollment**
July 24, 2020	Deadline to receive student records from sending schools Confirm all late enrollments with Enroll Indy
July 30-August 7, 2020	"No Shows" are contacted by phone Parent Coordinator conducts home visits for "No Shows"

Open Enrollment Period

The open enrollment period for Indy STEAM Academy will begin November 2019 and will end May 30, 2020. Applications received after the deadline will be placed on the wait list on a first come first served basis, if there are no additional seats available at the requested grade level.

Letter of Intent to Enroll

Beginning November 2019, parents interested in enrolling their children to attend Indy STEAM Academy may complete the Letter of Intent to Enroll. This Letter of Intent is designed to gauge the interests of parents and the grade levels of perspective students to identify staffing and instructional resource needs. Parents may complete the Letter of Intent online at the Academy website www.indysteamacademy.org or may complete a hardcopy at Round-Up, Registration Fairs, or at the school. A running list of names of students by grade level will be maintained with the date that the enrollment was confirmed. Registration forms are to be completed by parents to finalize the enrollment process.

Steps to Enrollment:

Enrollment Application & Enroll Indy

Parents will be given the opportunity to complete an application for enrollment online using Enroll Indy when the November Enrollment Lottery opens. Parents may also submit interest in enrolling their children using the academy's website. Parents will have three opportunities to register their children during Round #1 (November), Round #2 (February), and Round #3 (May) registration periods. Late registration is in June. Parents must have (1) the student's birth certificate; (2) immunization records; (3) Proof of residency (Utility bill or Lease agreement); and (4) Parent photo identification. Enrollment application should be received by **May 30, 2020,** and will be considered late after this date. Applications received after this date will be placed on the wait list, if there are no seats available at the requested grade level. In the event there are seats still available after the registration deadline, late applications will be accepted. If the capacity is reached before the deadline, students will be placed on the waitlist; however, the Board of Directors reserve the right to extend the enrollment capacity as long as there are enough students to support opening another classroom at a given grade level. Registration and enrollment for the next school year will begin directly after the first day of school.

Priority

Children of staff members will be given priority to enroll. Children of the Board of Directors will be given priority to enroll. Families with more than one child at the grade levels offered will be given priority to enroll. After the academy opens, siblings of students currently enrolled will receive priority enrollment. If in the case there is a family with more than one child, and there is a space available for one child, but not the other, both students will be enrolled. The new Bill HEA 1426 will allow charter schools to give enrollment preference to free and reduced lunch students, if the charter school's stated mission is to serve that subgroup.

Lottery Dates and Procedures

Should the number of applicants exceed the number of available seats, the academy will hold a random drawing at a public meeting for student enrollment February 28th. The following procedures will govern the process for enrollment of students:

1. All parents of students who have completed application forms prior to February 28th will be allowed to participate in the lottery.
2. All students drawn in the public lottery will receive a seat in the academy according to grade levels until all seats are filled.

3. Students who are drawn after all seats are filled for a given grade level will be added to the wait list in the order in which their names were drawn. Students will be removed from the wait list as seats become available.
4. If in the case there are limited seats available for siblings of students, a separate lottery will be conducted for the enrollment of students by grade level before non-sibling applicants.

Should a public lottery be required, admission preferences will be given priority considerations based on the following criteria:

- Students currently attending STEAM Innovation Academy
- Siblings of students currently attending STEAM Innovation Academy
- Students whose parents are staff members
- Students of the Board of Directors

Sibling preference is designed to ensure that all students within a family are able to attend the academy as a family if thy desire to attend the same school.

Waiting List

Student registrations that are received after the registration deadline may be placed on the wait list, if there are no seats available at the requested grade level. Students on the waitlist may fill vacant seats of students who are considered to be "No Shows" or when a seat becomes available due to a transfer-out or withdrawal.

No Shows

Students will be considered a "No Show" if the registration packet is not completed through Enroll Indy, at the school's website or in person. If a parent has completed a registration packet and the enrollment has been confirmed, but the student fails report within the first 10 days of school, the student will be deemed a "No Show." If the student reports the first day of school, but is absent for a period of 7 days, the student will forfeit the seat, if there is no medical or justifiable reason.

Withdrawals

A parent may withdraw a student from school at any time; however, parents are encouraged to wait until a logical break in the school week, month, quarter or semester to withdraw if possible. A student will not be considered withdrawn until the parent completes and submits the withdrawal form and the Release of Information to send the student's records to the receiving school.

Re-enrollment

Students enrolled at the academy will be able to attend the following school year without having to reapply. Students who leave the school and want to return during the same school year may re-enroll without any consequence; however, the academy cannot guarantee that the student re-enrolling during will be able to return to the same classroom/teacher. Every effort will be made to accommodate the needs of the student.

Transfers

Students transferring out and want to return the following school year will be required to complete a new enrollment application but will be given priority in the enrollment process. Students transferring-in during the school year may do so if seats are available. If there are no seats available, students will be placed on the waitlist.

Registration Packet Contents:

- ☐ Enrollment and Contact Information
- ☐ Medical Information and Release Form
- ☐ Special Education Services
- ☐ Parent/Guardian Home Language Identification Survey
- ☐ Federal Parent/Guardian Student Ethnic & Race Identification Form
- ☐ Student Residency Questionnaire – Federal McKinney-Vento Act
- ☐ Student Records Release
- ☐ FERPA – Family Educational Rights & Privacy Act
- ☐ Computer, Internet, and Email Policy
- ☐ Media Release Form
- ☐ Transportation Request Form
- ☐ Blanket Field Trip Permission Slip Form
- ☐ Parent, Student, Teacher Compact

Non-Discriminatory Policy

STEAM Innovation Academy will provide equal opportunities without regard to race, color, national origin, gender, age, disability, sexual orientation, economic status, religion, political affiliation, or veteran status in its educational programs and activities. This includes, but is not limited to admissions, educational services, financial assistance and employment. Any complaints or allegations of any violations of this policy should be reported to: Yvonne Bullock (or designee), CEO/Founder.

STEAM Innovation Academy Diversity Statement

STEAM Innovation Academy is an equal employment opportunity public charter school which strives to deliver educational excellence, equitable access, and quality service to our students and families. STEAM Innovation Academy recognizes the educational and social value of human differences. STEAM Innovation Academy is committed to an inclusive approach which affirms and embraces all aspects of diversity. We are strengthened by our unique experiences, interests, hopes, challenges, cultures, traditions and families. We engage families as partners in education through trusting relationships built on culturally responsive two-way communication and mutual respect. Recognizing our diversity, we are committed to equity in all of our work. We seek to allocate resources to eliminate discrimination and disparities. We strive to eliminate stereotypes, prejudice, and intolerance and bridge gaps between and among our diverse students, families, staff and communities. Our approach to diversity and commitment to fairness ensure that the students we serve are empowered to succeed in college, career, military and life.

Federal McKinney-Vento Homeless Assistance Act

Congress established the McKinney-Vento Homeless Assistance Act after receiving reports that up to 50% of homeless children were not attending school. The McKinney-Vento Act was created with the goal of ensuring the enrollment, attendance, and success of homeless children and youth in school. The McKinney-Vento Act provides states with funding to help remove barriers to education. Children and youth experiencing homelessness find shelter in a variety of places. The McKinney-Vento Act defines homeless as – an individual who lack fixed, regular, adequate nighttime residence. According to the U.S. Department of Education, children and youth living in the following situations are considered homeless:

- Doubled-Up with family or friends due to economic situation
- Living in motels and hotels for lack of other suitable housing
- Emergency, domestic violence and transitional shelters

- Students whose parent/guardian is hospitalized, incarcerated or military deployed
- The streets, abandoned buildings, cars, trailers, and campgrounds
- Migratory children residing in housing not fit for habitation
- Runaway and "Throwaway" children and youth

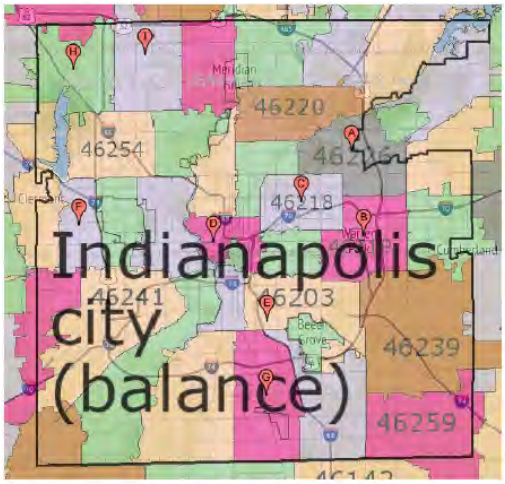
Requirements for Schools

The McKinney-Vento Act provides certain rights for homeless students. They include waiving certain requirements such as proof of residency when students are enrolling and allowing categorical eligibility services, such as free textbooks. The Act also states:

- Immediate enrollment in the school of origin or the school in whose attendance area students are currently residing even if they do not present the required documents at the time of enrollment;
- Access to free meals and textbooks, Title I, and other educational programs and other services; including transportation;
- Attendance in the same classes and activities that students in other living situations also participate in without fear of being separated or treated differently due to their housing situations.

Demand by Zip Codes

Map of Zip Codes of parents who expressed an interest in our academy.



A= 46226 (10 Parents)
B= 46219 (4 Parents)
C= 46218 (23 Parents)
D= 46202 (1 Parent)
E= 46203 (3 Parents)
F= 46214 (1 Parent)
G= 46227 (1 Parent)
H= 46278 (1 Parent)
I= 46268 (1 Parent)
46228 = (1 Parent)
46235= (2 Parents)
46237= (1 Parent)
46205= (9 Parents)
46201= (3 Parents)
46229= (7 Parents)

Day Early Learning Recruitment Fair November 2018 Results: Parents/Grade Level of Child(ren)

Parent	Grade	Parent	Grade	Parent	Grade
N. Riggs	2nd	E. Jones	Kdg	O. Richardson	Kdg
R. Willis	2nd	R. Wade	Kdg	E. Edwards	Kdg
R. Willis	1st	L. Davis	Kdg	A. Duffy	Kdg
		A. Brown	Kdg	C. Williamson	Kdg
13 Students		S. Christian	Kdg	J. Glass	Kdg

Letters of Intent to Enroll to Date (9/30/2019)

The academy recruited students in the Spring and we now have a total of **91 parents** who have expressed an interest in our academy over the past two authorization cycles. Fourth-nine (49) new parents expressed an interest in our academy this past Spring 2019. However; we are changing the grade span to K-2 for this application cycle, but this is an indication that there is demand for our academy and the STEAM instructional focus: PreK = 4; KDG=3; First = 3; Second = 5; Third=14; Fourth=8; Fifth=6; Sixth=1; Seventh=2; Eighth=1; Ninth=2

We will recruit new students for Kindergarten. We will have a waiting list of First Grade Students, and will need to recruit students at the 2nd grade level.

Letters of Intent to Enroll Fall 2018-19

Summary of Responses (63 Students) – Since we were not authorized to open 2019-2020, the students listed below are not one grade level older. K will be 1st grade, 1st grade will be 2nd and 2 will be 3rd. There are five grade 2 students will not be eligible to enroll in 2020-21.

Parent	Grade of Student	Parent	Grade of Student	Parent	Grade of Student
D Bennett	K	J Hatchett	K	T Ramsey	K
L Black	K	C Hughes	K	J Reid	K
A Bolling	K	K Hill	K	B Robinson (twins)	K
L Bowden	K	L Holland	K	B Robinson (twins)	K
A Buckner	2	D Holder	K	M Shanklin	K
A Buckner	K	D Hutchinson	K	A Siggers	K
D Crenshaw	K	S Hyche	K	JR Steele	K
D Crenshaw	2	N Jackson	K	S Steele	K
C Davenport	K	A Jessup	2	A Stephens	K
O Dillard	K	J Johnson	K	A Tolbert	K
A Easley	K	K Jones	2	T. Tumstall	K
Y Echols	K	L Lewis	K	B Wagner	K
D Elliott	K	L R Lewis	1	B Wagner	1
C Freeman	K	M Mackey	K	F Wallace	K
C Finch	K	E Miller	K	P Weatherspoon	K
T Fowler	K	C J Miranda	K	P Weatherspoon	2
S Francois	K	M Morales	K	T Weatherspoon	K
M Graham	K	D Moses	K	M Westmoreland	K
L Dicorsi	K	MJY Perez	K	M Williams	K
N Hadley	K	T Powell	1	A Young	K
C Harris	K	B Peterson	K	W Young	K

Letter of Intent to Enroll

Indy STEAM Academy

Letter of Intent to Enroll

2020-21

This Letter of Intent is used to demonstrate interest in having your child attend the Indianapolis STEAM Academy, a proposed K-8 public charter school for the 2020-21 school year. This letter does not guarantee your child's enrollment in this school, nor does it legally bind parents to enroll their children at this school. The purpose of this Intent to Enroll form is to gain more information about the interest of parents and the potential enrollment of students at the Academy. Parents may complete a registration packet to officially enroll their children at the Academy.

Full Name of Child _____

Date of Birth _____ **Gender** _____

Grade at Enrollment Fall 2018 _____

Current School/Day Care Center _____

Name of Parent/Guardian _____

Home Phone _____ **Cell Phone** _____

Email Address _____

Student's Home Address _____ **Zip Code**_____

Student areas of interest and ability:

_____

_____

Is there anything you would like us to know about your child?

_____

_____

Parent/Guardian Signature _____ ***Date:***_____

Please return this form by email to: Indianapolis STEAM Academy at the email address below:

Email address: indysteamacademy@outlook.com

Thank you!

Indy STEAM Academy

Our Focus: **S**cience, **T**echnology, **E**ngineering, **A**rt, and **M**ath

Our Model: Hands on Learning, Small Group Instruction, Working on Projects to Solve Real-Life Problems, Computers, Small Class Sizes, Extra Learning Time, Extra support for ELL and Special Education students.

Grades: K-2

Enrollment: 200 Students

(Add a new grade level each year until we reach grades K-8.)

When: July 30, 2018

Where: 4410 N. Shadeland (Former Carpe Diem School)

Time: 7:30 – 4:00 PM

Activities: Afterschool and extra-curricular activities provided!

Are you interested in sending your child to our school?

Please circle one response below:

Results: 32 Responses

5= Very interested	15 Parents = Very Interested
4= Interested	15 Parents = Interested
3= Maybe	2 Parents = Maybe
2=Not sure	0 Parents = Not Sure
1=Not interested	0 Parents = Not Interested

Please provide your name and email address to receive more information about our school:

Print Name: _____

Email: _____

Phone: _____

Indy STEAM Academy – "Preparing Today's Students for Tomorrow's Careers!"

INDY STEAM ACADEMY
GRADES K-2 (YEAR 1)

INSTRUCTIONAL MODEL

STEAM: Science, Technology, Engineering, Arts, Math

- **90 Minutes Reading and Math Blocks**
  - **Whole Group Instruction**
  - **Small Group Instruction**
  - **Individualized Instruction**
  - **Computer Assisted Instruction**
- **90 Minutes STEAM Block**
  - **Science Content w/Experiments**
  - **Engineering Design Challenges**
- **60 Minutes Fine Arts, Computer Lab, Library**
- **45 Minutes Social Studies & Health/Wellness**
- **NWEA/MAP & State Assessments**
- **Smart Technology & Google Suite**
- **Breakfast: 7:30 AM**
- **School Day 8:00 AM - 4:00 PM**
- **Afterschool Activities: 4:15-5:15 PM**

Contact:

Yvonne Bullock, Ph.D.
CEO/Founder/Head of School
School Phone: (317) 556-2307
Email: indysteamacademy@outlook.com
Website: www.indysteamacademy.org

First Day of School: July 29, 2020

Mission

To nurture the academic and creative talents of students through Science, Technology, Engineering, Arts Design, and Mathematics with a strong literacy foundation to ensure the academic success of all students, and prepare them for high school, college, and careers in a 21st century global workforce.

Teacher Supports

- Coaching and Mentoring
- Professional Development
- One-Hour Grade Level Team Planning Periods
- Standards-Based Instruction w/Curriculum Maps & Pacing Guides
- Evidence-Based Strategies
- Response to Intervention (RTI)
- Positive Behavior Intervention and Supports (PBIS)/Character Ed.
- Teacher Assistants

Student Supports

- Work in STEAM Learning Teams
- Hands-on Learning Projects
- Computers/I-Pads
- Extra Help During School Time
- After School Tutoring
- Homework Help
- Extra-Curricular Activities
- Robotics, Lego, Coding
- Math and Science Competitions
- Mentoring

Indy STEAM Academy

Attachment #8

Student Discipline Policy

Indianapolis (Indy) STEAM Academy

Discipline Policy

Discipline Philosophy

The Indianapolis (Indy) STEAM Academy will provide a safe and nurturing learning environment where students take responsibility for their behaviors to be productive citizens at school and in their communities.

Core Values

The core values of our academy are based on the Six Pillars of Character to foster a positive school climate and culture:

- Trust
- Respect
- Responsibility
- Fairness
- Caring

These core values are taught to students, reflected in behavior expectations, and modeled in all interactions among members of our school community. Building strong character is fundamental to creating a positive learning environment and school culture which is the hallmark of our academy. The following matrix defines our core values which are reinforced each day. Schoolwide activities are provided where students are able to demonstrate these attributes as they interact with peers and staff. Students are encouraged to apply these core values in their daily lives at home and in their communities.

Respect	Responsibility	Fairness
• Treat others with respect • Follow the "Golden Rules" • Be tolerant and accepting of other's differences • Use good manners • Be considerate of other's feelings	• Do what you are supposed to do • Plan Ahead • Be accountable for your words actions and attitudes • Set an example for others • Be Diligent • Persevere • Do your best	• Play by the rules • Take turns and share • Be open-minded • Listen to others • Avoid blaming others • Treat people fairly
Trustworthiness	**Caring**	**Citizenship**
• Be honest • Be reliable • Be loyal • Do what you say you will do • Have a good reputation • Have courage to do the right thing	• Be kind • Be compassionate • Show you care • Express gratitude • Forgive others • Help people in need	• Do your share to make the community better • Cooperate • Get involved in school/community activities • Be a good neighbor • Follow the rules • Protect the environment • Volunteer

Learning Environment

Indy STEAM Academy will provide a safe and nurturing learning environment where students feel capable, connected, and engaged with their peers and teachers in a positive learning environment.

School Expectations

(1) Follow directions the first time they are given; (2) Treat others with respect; (3) Keep hands, feet, and objects to yourself; (4) Walk quietly in the halls; and (5) Do your best.

Behavior Expectations

Indianapolis STEAM Academy has established clear expectations for behaviors within the school environment in order to support the learning community. These behaviors fall into three categories: **Respect, Responsibility, and Safety**. These expectations contribute to a positive learning environment where students are able to grow socially emotionally and succeed academically.

Behavior Expectations Matrix

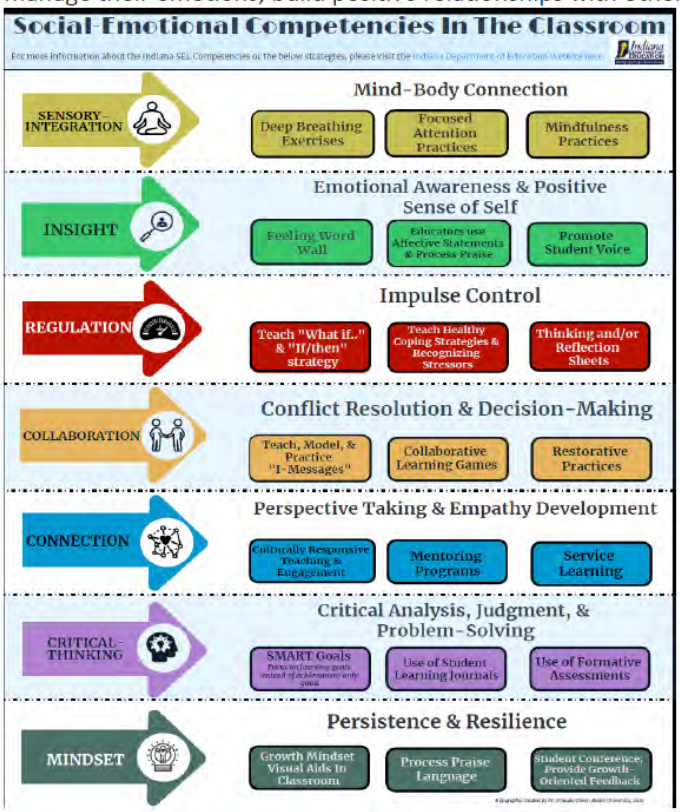
	Be Safe	Be Respectful	Be Responsible
Classroom	Sit in your assigned seat Keep your hands, feet, and objects to yourself Handle all equipment in a safe manner Clean-up after each lesson Stay in the classroom until you are dismissed	Listen when others are talking Raise your hand to speak Share materials Keep up with your belongings Keep your hands, feet, and objects to yourself	Be prepared to learn Listen and follow directions the first time given Stay on task Complete class assignments Turn-in assignments when they are due Give your best effort
Hallways	Walk safely Stay on the right side of the hall and stairs Use the stairs handrails Watch for opening doors Keep your hands, feet, and objects to yourself	Go directly to class Take a hall pass when leaving the classroom	Use quiet voices Hold the door for the person behind you
Cafeteria	Sit at your assigned table Keep your food on the tray Keep your table clean Stay seated until you are dismissed	Wait patiently in line for your food. Empty your tray when you are done eating	Use indoor voices Keep your food on your tray Use table manners
Playground	Stay in your assigned area Keep your hands, feet, and objects to yourself	Return all equipment to the storage containers Line up quietly when it is time to return to the classroom	Follow the rules of the game Play fairly Everyone can play Share and take turns
Restroom	Flush the toilet and wash your hands One person in each stall One person at the water fountain	Use the restroom then return to the classroom Conserve water, paper, and soap.	Give privacy to others Keep the restrooms clean

Engagement

Indy STEAM Academy will help students build strong positive relationships between administrators, teachers and among students. Indy STEAM Academy will incorporate Social Emotional Learning Competencies/Standards and Curriculum to support academic and behavioral well-being of all students.

Social Emotional Learning

Social Emotional Learning (SEL) is a process where teachers and staff help students develop knowledge, skills, attitudes, and behaviors that they need to make positive choices. (Collaborative for Academic, Social, and Emotional Learning [CASEL], 2003). Indy STEAM Academy will have classroom teachers, a behavior specialist, Cummins Mental Health Agency and school administrators who will help students manage their emotions, build positive relationships with others, solve interpersonal problems, and make positive and ethical decisions when confronted with difficult situations. Indy STEAM Academy will incorporate social emotional competencies identified in the chart below:



<u>Social Emotional Learning Implementation:</u> Social Emotional Learning (SEL) is a process where teachers and staff help students develop knowledge, skills, attitudes, and behaviors needed to make positive choices. (Collaborative for Academic, Social, and Emotional Learning [CASEL], 2003). Classroom teachers, our social worker intern, Cummins Mental Health Agency, and school administrators will help students manage their emotions, build positive relationships with others, solve interpersonal problems, and make positive and ethical decisions when confronted with difficult situations. Indy STEAM Academy will incorporate schoolwide activities and instruction for social emotional competencies that include Mind-Body Connection, Emotional Awareness & positive Sense of Self, Impulse Control, Conflict Resolution and Decision-Making, Perspective Taking & Empathy Development, Critical Analysis, Judgement & Problem-Solving, and Persistence and Resilience. Indy STEAM Academy will incorporate Social Emotional Learning Standards and competencies in our daily instruction as we reinforce Positive Behavior Intervention and Supports (PBIS), Character Education core values, Conflict Resolution strategies using the 2nd Step program, and Citizenship instruction. Our academy will implement daily lessons that focus on the social emotional learning competencies. Teachers will implement activities that include class discussions, presentations, role plays, videos, journaling, sharing ideas as a grade level and schoolwide activities. We will have student support groups that meet daily for 30 minutes. Parents receive daily progress reports that identify student behaviors for the day. Teachers provide parent conferences and make phone to stay in touch. Source: Indiana Department of Education, (2018). Social Emotional Learning Strategies.

Teachers will use the following Social Emotional Learning Competencies and Standards:

Indiana
DEPARTMENT OF EDUCATION

Dr. Jennifer McCormick
Superintendent of Public Instruction
Working Together for Student Success

From birth, social, and emotional experiences shape how an individual handles life. With the development of the Indiana Social and Emotional Learning Competencies (2019), we see a clear connection between the Pre-K to 2nd Grade Competencies and Indiana's Early Learning Foundations (2015). Below is a crosswalk to show this alignment:

Indiana Social and Emotional Learning Competency	Indiana Early Learning Foundations
1. Sensory Motor Integration	
1A. Student demonstrates an understanding of body awareness and sensations in the body *"I feel an awareness of my body in comparison to objects. I feel an awareness of my emotions in my body."*	SE1.2 Demonstrate identification and expression of emotions PHG2.2 Demonstrate development of body awareness
1B. Student manages transitions and changes in routine *"I feel ready for transitions and can show I am adaptable to change."*	SE2.1 Demonstrate self-control
2. Insight	
2A. Student identifies a wide range of emotions. *"I am aware of my emotions."*	SE1.2 Demonstrate identification and expression of emotions
2B. Student recognizes personal strengths. *"I am aware of my strengths."*	SE1.1 Demonstrate self-awareness and confidence
2C. Student demonstrates self-efficacy. *"I am capable of learning."*	SE1.1 Demonstrate self-awareness and confidence APL1.2 Demonstrate interest and curiosity as a learner
3. Regulation	
3A. Student demonstrates self-control. "I can control my actions and manage my feelings."	SE2.1 Demonstrate self-control
3B. Student recognizes life stressors and has strategies to manage them. *"I can recognize situations that make me feel stressed and take appropriate steps to change them."*	SE2.1 Demonstrate self-control SE3.1 Demonstrate conflict resolution
3C. Student practices personal responsibility. *"I can take responsibility for my actions."*	SE2.1: Demonstrate self-control SE3.1 Demonstrate conflict resolution
4. Collaboration	
4A. Student demonstrates communication skills. *"I will develop positive and healthy relationships with others."*	SE4.1 Demonstrate relationship skills

4B. Student understands teamwork and works with others. *"I will use active listening skills to communicate with others."*	SE4.1 Demonstrate relationship skills APL4.1: Demonstrate development of social interactions during play ELA1.1 Demonstrate receptive communication skills ELA1.3 Demonstrate ability to engage in conversations SS5.1 Demonstrate awareness of citizenship
4C. Student applies conflict management skills. *"I will use assertive communication to resolve conflicts cooperatively."*	SE3.1 Demonstrate conflict resolution APL2.1 Demonstrate development of flexible thinking skills during play
5. Connection	
5A. Student treats others fairly and respectfully, is able to see multiple perspectives, and is open-minded. *"I build respectful and positive relationships with others, showing that I value diverse perspectives."*	SE4.1 Demonstrate relationship skills APL4.1: Demonstrate development of social interactions during play SS1.1 Demonstrate development of self
5B. Student demonstrates care and concern for others. *"I build relationships showing care and concern for others."*	SE4.1 Demonstrate relationship skills
6. Critical Thinking	
6A. Student demonstrates an understanding of metacognition. *"I know how I learn."*	APL1.2: Demonstrate interest and curiosity as a learner
6B. Student understands the decision making process. *"I know my choices and decisions have consequences. I think about how my choices and decisions will impact myself and others."*	SE1.1 Demonstrate self-awareness and confidence
6C. Student analyzes, synthesizes, and evaluates the thinking process. *"I know how to identify problems and find creative and positive solutions to them."*	APL2.1 Demonstrates development of flexible thinking skills during play
7. Mindset	
7A. Student demonstrates a willingness to learn, especially when faced with challenges or following a failure. *"I believe that if I give effort, my abilities and learning will improve and I can learn from challenges and failures."*	APL1.1 Demonstrate initiative and self-direction APL1.2 Demonstrate interest and curiosity as a learner APL3.1: Demonstrate development of sustained attention and persistence
7B. Student practices flexible and innovative thinking. *"I believe it is important to practice different strategies, show willingness to keep trying, and apply creative ideas."*	APL2.1 Demonstrate development of flexible thinking skills during play APL3.1 Demonstrate development of sustained attention and persistence
7C. Student accepts constructive feedback. *"I am trying to learn from the feedback that others give me."*	SE4.1 Demonstrate relationship skills APL2.1: Demonstrate development of flexible thinking skills during play

Source: Indiana Department of Education. Social Emotional Learning Crosswalk

Teacher/Staff Responsibilities

The teachers and staff at Indy STEAM Academy are committed to providing a sound educational community for all learners. This commitment includes providing effective instruction and establishing of a positive classroom environment with clear expectations for student behavior. At the start of each school year, teachers are responsible for establishing, with the input of their students, a clear set of positively stated classroom behavior expectations. They are responsible for establishing and consistently applying a set of clear consequences for behaviors, both positive and negative in the classroom. Teachers are expected to demonstrate regular focus and attention to developing these behaviors in students. They will provide a model of appropriate behavior, as well as provide explicit instruction in the school expectations on a weekly basis by utilizing multiple teaching strategies that help students understand what is expected. Teachers will accept responsibility for guiding the behavior of ALL students within the school setting, not just the students enrolled in their classes. Teachers will promote mutual respect towards students and their parents. Teachers are expected to communicate with parents on a regular basis to discuss the performance and behaviors of students in their classrooms and document these interactions for school discipline records. Teachers will promote a sense of pride and community by creating a warm and inviting learning environment.

Student Responsibilities

Students at Indy STEAM Academy are expected to be familiar with all behavioral expectations, both school-wide and in their respective classrooms. Students will take responsibility for their own learning and their behavioral choices. Students will comply with all school staff member requests and make behavioral choices that contribute to their safety and the safety of others. They are expected to abide by these guidelines in all that they do on the school campus in order to create a safe and productive learning environment.

Parent Responsibilities

Parents will receive a copy of the Parent Handbook at the beginning of the school year. Parents are encouraged to review the Discipline Plan with their children and discuss how the family values are aligned with the core values instilled at school. Parents at Indy STEAM Academy will be familiar with the academy's expectations for student behavior and related consequences. Parents are responsible for ensuring that their children arrive at school each morning in a timely fashion, ready to learn. The academy expects parents' support in reinforcing behavioral expectations, in communicating regularly with their children's teachers, and in receiving and reading all school related information that is sent home. When consequences for inappropriate student behavior are be implemented at school, parents will follow up at home to make sure the behavior does not reoccur. Parents will participate in three parent/teacher conference days and attend school activities.

Parent Contacts

Teachers and parents are expected to communicate often and routinely about the progress of students in their classrooms. Teachers may contact parents during the school day. Parents may be contacted electronically, or via mail. Parents will check student folders and book bags each night for communication from school. Parents may be contacted when they bring their children to school or at pick-up.

Rewards for Meeting Expectations

The school has a variety of activities and incentives to recognize students for modeling exemplary behavior such as "Caught being Good" tickets; Stickers, STEAM Bucks; Happy Grams; Treasure Chest, Student Store, Friday Fun Days, and Student of the Month and quarterly awards assemblies.

Consequences for Not Meeting Expectations

The teacher and school administration will use a variety of consequences depending on the nature and severity of the behavior. Teachers will resolve minor infractions in their classrooms by giving a verbal warning, time out in the classroom, loss of privileges, contact parent, send a note home to parent (to be signed and returned the next day,) or time-out away from the classroom. Major infractions require more restrictive measures including after school detention, parent phone calls, parent conferences, in-school suspension, out of school suspension, or expulsion.

Levels of Infractions and Logical Consequences

Level 1 Infractions *Acts of misconduct that interferes with orderly school procedures, school functions, extracurricular programs, a student's own learning process or the learning process of others*	Consequences
• Excessive talking • Failure to follow directions • Refusal to participate or cooperate • Acts that seek unnecessary attention from others • Distracting or disruptive sounds, noise, or movement • Using the cell phone for non-education purposes • Inappropriate use of computers or other electronic devices • Chewing gum/eating candy	• Time out in the classroom • In-school suspension • Loss of recess or other privileges • Reflective consequence/problem solving • Restorative consequence repair harm Other Recommended Actions • Parent Phone Call • Conference with teacher or administrator
Level 2 Infractions *Acts of misconduct that include, but are not limited to misbehaviors directed against persons or property, but do not seriously endanger the health, safety, or well-being of others*	Consequences
• Persistent Disobedience or defiance of authority • Refusal to follow directions of a staff member • Repeated interference with the school's ability to provide educational opportunities to other students • Talking back to adults • Verbal, non-verbal, or written aggressive behaviors • Using profanity • Throwing objects or other behaviors that may become harmful • Late to class (during the school day) • Repeated Level 1 offenses	• In school suspension • Suspension (1-5 days) • Detention • Loss of privileges, school activities • Lunch work detail • Reflective consequence/problem solving • Restorative consequence/written apology Other Recommended Actions: • Parent conference w/teacher • Parent conference w/administrator • Daily Behavior Log
Level 3 Infractions *Acts of misconduct that may threaten health, safety, or property and other serious acts of misconduct including repeated misbehaviors.*	Consequences

• Chronic Disruptive behaviors – repeated Level 2 offenses • Fighting • Throwing Food • Intentionally triggering the fire alarm • Threatening to cause harm to another person • Bullying and/or Cyberbullying • Verbal, non-verbal, written aggressive behavior or abuse including using profanity or making threats to peers or adults • Physical aggression • Skipping class • Leaving the classroom without permission • Leaving an assigned area without permission • Leaving the building without permission' • Theft, attempted theft, or possession of stolen items • Destruction of school or private property (vandalism)	• Suspension (1-10 days) Required conference with parent before the student may return to school • Loss of school privileges/activities • Community service hours • Charges may be filed by authorities • Restitution (payment of damages) • Restorative consequences that repair harm done or mend relationships (written apology, peer mediation) • Referral to the RTI Team - Develop a Behavior Intervention Plan/Behavior Plan or Behavior Contract **Other Recommended Actions:** • Immediate discipline referral • Immediate removal • Parent Phone Call • Parent Conference with Administrators
Level 4 Infractions *Acts of misconduct that threatens the health and safety, or wellbeing of others. These violations are so serious that they require notice to outside agencies and/or law enforcement.*	**Consequences**
• Chronic Disruptive behaviors – repeated Level 3 offenses • Repeated failure to adhere to the goals in the Behavior Intervention Plan • Possession of/carrying a weapon • Possession and/or use of drugs or alcohol • Arson, false alarms or bomb threats • Terroristic threats • Assault of staff • Sexual harassment of a student or staff member • Promiscuous or immoral acts • Inappropriate Internet or cell phone use	• Long-term Suspension (10+ days) • Expulsion (up to 365 Days) • Civil authorities called • Possible charges filed **Other Recommended Actions:** • Immediate discipline referral • Immediate removal • Conference with administrator • Parent phone call • Parent conference • Referral to RTI Team

BULLYING

What is Bullying? Bullying is the use of force threat or coercion to abuse intimidate or aggressively dominate others. The behavior is often repeated and habitual."

<u>Forms of Bullying</u>

Physical Bullying: Punching, Pushing, Fighting, Attacked by a Gang

Verbal Bullying: Name calling, teasing, gossip, slander, put downs, mimicking others, verbal treats

Psychological Bullying: Excluding someone from the group, or from participating in activities or from making friends, and other forms of alienation or association with a person

Cyber Bullying: Using the Internet or other technology to abuse, spread lies, gossip, threaten, or posting embarrassing pictures or videos

The following procedures shall be used for reporting, investigating, and resolving complaints of bullying.

Complaint Procedures:

Building Administrators/Designees have the responsibility of conducting investigations concerning the claim of bullying. The investigators shall be a neutral party with no prior involvement in the complaint presented. Any student, employee, or third party who has knowledge of conduct in violation of the Bullying Policy or feels s/he has been a victim of bullying in violation of this Policy is encouraged to immediately report his/her concerns. All complaints will be promptly investigated in accordance with procedures identified in the Grievance section of this application.

Due Process and Appeals

Students have the right to due process in the event they are accused of an infraction identified in Code of Conduct. The student must be informed of the charges, and evidence should be presented to support the claim. Students will be provided an opportunity to present his/her side of the story and any supporting evidents related to the matter. Students have the right to appeal the decision or disciplinary action taken. The student or parent may request that the student remain in school during the period of the appeal of the suspension. If the Head of School believes that the student is a present danger to himself/or others or is likely to be disruptive or destructive, the Head of School shall not allow the student to remain at school during the appeal process. This appeal/complaint process is identified in the Grievance section of this application.

Manifestation Determination

The purpose of this review is to determine whether or not the child's behavior that led to the disciplinary infraction is linked to his or her disability.

Under §300.530(e), a manifestation determination must occur within 10 days of any decision to change the child's placement because of a violation of a code of student conduct. Under IDEA 2004, the law does not require a manifestation determination for removals for less than 10 consecutive school days that do not constitute a change in placement.

The LEA, the parent, and relevant members of the **IEP team** (as determined by the parent and the LEA) are involved in conducting the review. Their purpose is to determine:

- If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- If the conduct in question was the direct result of the LEA's failure to implement the IEP [§300.530(e)(1)-(2)]

To make these determinations, the group will review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents. The Act recognizes that a child with a disability may display disruptive behaviors characteristic of the child's disability and the child should not be punished for behaviors that are a result of the child's disability. (71 Fed. Reg. 46720)

If the Determination is "Yes"

There are two scenarios under which the manifestation determination would be "yes." These are when the conduct:

- was a manifestation of the child's disability, *or*
- the direct result of the LEA's failure to implement the child's IEP.

If either condition is met, the student's conduct must be determined to be a manifestation of his or her disability [§300.530(e)(2)-(3) and (f)]. In other words, the manifestation determination is "yes."

Unless the behavior involved one of the special circumstances—weapons, drugs, or serious bodily injury—the child would be returned to the placement from which he or she was removed as part of the disciplinary action. However, the parent and LEA can agree to a change of placement as part of the modification of the behavioral intervention plan. [§300.530(f)(2)]

If the Determination is "No"

A manifestation determination of "no" means either that:

- the child's behavior was not caused by or did not have a direct and substantial relationship to the child's disability; or
- the child's behavior was not the direct result of the LEA's failure to implement the IEP.

In either case of "no," school personnel have the authority to apply the relevant disciplinary procedures to the child with disabilities in the same manner and for the same duration as the procedures would be applied to a child without disabilities, except—*and this is very important*—for whatever special education and related services the school system is required to provide the child with disabilities under §300.530(d).

Indy STEAM Academy

Attachment #9

Grievance or Complaint Policy

Indy STEAM Academy

Grievance Policy

GRIEVANCE PROCESS

It is the desire of the Indy STEAM Academy to resolve any complaints in a fair and prompt manner. Prior to the initiation of a grievance, the parent or student will discuss the concern/problem with the person directly involved in an attempt to resolve the problem. If the matter pertains to classroom instruction or the discipline of a student, it should be resolved with the Principal. If the matter is not resolved, the matter shall be presented in writing to the Head of School using the Complaint Form and follow the resolutions steps are identified as follows:

First Resolution Step: Submit a Complaint Form

The parents or student should initiate a complaint by requesting a complaint form from the officer manager, completing the form and returning it to the office manager or completing and submitting the complaint form on the academy's website. The petitioner is to state the claim, provide a detailed statement of the facts in support of the claim, and identify their desired resolution of the matter. After submitting the form to the CEO/Head of School for review, the CEO/Head of School will provide a written or electronic response acknowledging receipt of the complaint. The CEO/Founder will advise the petitioner of the grievance process and timeline.

Second Resolution Step: In-Person Meeting

The CEO/Head of School with meet individually with all parties to get a clear understanding of the complaint. The CEO/Head of School may determine that it is necessary to meet with both parties involved (if applicable) to resolve the dispute and collaborate on a solution to amicably resolve the matter. The CEO/Head of School will provide a written response on the Complaint form and return it to the parent or student within five (5) business days of the initial meeting decision. If the parent or student is not satisfied with the decision of the CEO/Head of School, the petitioner may appeal to the Policy and Governance Committee (Proceed to the Third Resolution Step).

Third Resolution Step: Decision and Appeal Process

The parent or student may appeal in writing the decision of the CEO/Head of School to the Board of Directors Governance Committee. The CEO/Head of School will forward the Complaint Form with the enclosed resolution to the Governance Committee. The Governance Committee will review all information relative to the complaint and request a meeting with the complainant within (5) five business days. The Governance Committee will meet with the parent or student and any parties involved to review the complaint and shall provide a written decision to the parent or student within five business days of the meeting. If further discussion is needed to resolve the complaint, the Governance Committee may refer the parent or student to the Board of Director or if the parent or student is not satisfied with the decision of the Governance Committee, the parent or student may appeal to the Board of Directors (proceed to the Fourth Resolution Step).

Fourth Resolution Step: Meeting with the Board of Directors

The parent or student may request to meet with the Board of Directors in Executive Session. The Board Secretary will contact the parent, student and other persons involved with the meeting date and time of the hearing. The Board of Directors has the power and duty to act as deemed appropriate to resolve the matter. The Board of Directors will work diligently to amicably resolve the matter.

If the school or school governing board fails to address the grievance, or if you believe additional notification is warranted, you may contact the Indiana Charter School Board regarding your complaint at indianacharterschoolboard@icsb.in.gov. Please be prepared to complete a complaint form and to provide documentation that describes the issue and any complaint procedure you have followed with the school.

Indy STEAM Academy

Attachment #10

Evidence of Support from Community Partners

IUPUI

DEPARTMENT OF MATHEMATICAL SCIENCES

SCHOOL OF SCIENCE
A Purdue University School
Indianapolis

August 15, 2018

Amy Osborne
Assistant Director of Applications and External Relations
Indiana Charter School Board
143 West Market Street, Suite 300
Indianapolis, IN 46204

Re: Letter of Support for the proposed Indianapolis STEAM Academy

Dear Amy Osborne:

It is my pleasure as the IUPUI Director of UCASE (Urban Center for the Advancement of STEM Education) to provide this letter of support for *Educating Children Matters, Inc.*'s application to establish a charter school in Indianapolis. The proposed school name is Indianapolis STEAM Academy. I have met with Yvonne Bullock to discuss the goals of the academy, curriculum and instruction, grade levels targeted (K-8th), and potential IUPUI programs that can support the Academy's activities to increase the number of students in the STEM pipeline.

If this charter school application is approved and implemented, there exists a number of IUPUI programs that could partner with this new academy, including but not limited to:

- providing professional development for teachers,
- volunteering undergraduate and graduate math/science education majors to tutor students,
- using the Mobile Resource Trailer as a extension of field-based science instruction,
- assisting with service learning projects for students,
- implementing fieldtrips and science projects,
- developing activities to effectively use technology including coding,
- working with the Geology Center for Discovering the Earth Sciences,
- working with the "Project Lead the Way" program for middle school students,
- collaborating to develop a Summer Camp program for low-income, underserved, and underrepresented minority students.

Sincerely,

Jeffrey Watt

Jeffrey X. Watt, Ph.D.
The M. L. Bittinger Chair for Mathematics Education
Chair and Professor, Department of Mathematical Sciences
IUPUI School of Science
(317) 274-4070 jwatt@math.iupui.edu

MARIAN UNIVERSITY
Indianapolis ®
Fred S. Klipsch Educators College

August 28, 2018

Amy Osborne
Assistant Director of Applications & External Relations
Indiana Charter School Board
143 West Market Street, Suite 300
Indianapolis, IN 46204

Dear Ms. Osborne,

Marian University has a tradition of focusing its institutional efforts on forming highly effective leaders in the fields of medicine, social welfare and education. Through its Klipsch Educators College, Marian prepares effective school leaders, forms high quality teachers and provides access to quality school and student supports.

We have come to know Dr. Yvonne Bullock of Indianapolis (Indy) STEAM Academy during the course of her development of the school's concept. Dr. Bullock has a proven track record of effective service to students within the IPS District. Marian is pleased to partner with Indy STEAM Academy to support the implementation of its Science, Technology, Engineering, Arts and Mathematics instructional model.

Marian will help support Indy STEAM Academy in a variety of ways: pre-opening assistance; administrative support with state reporting; substantive counsel and administrative support for its Special Education/ELL programs. Through its Center for School and Community Success ("CS2"), Marian will provide professional development workshops and training for staff and the school leadership that include:

(1) Special Education Program Policy and Practice Development
(2) Special Education Professional Coaching and Support
(3) Special Education Administration
(4) State Reporting and Compliance

In addition to these supports, Marian's Klipsch Educators College intends to partner with Indy STEAM Academy to provide a Teacher Clinical Residency Program. Marian's clinical residencies will take place following a student's acquisition of a Bachelor's degree and licensure. The program will allow a student to complete a Master's degree during a full-year Clinical Residency at a Marian partner school. We will be working with Indy STEAM Academy as a program partner for this clinical residency program and believe that such a relationship will provide Indy STEAM Academy with a reliable system for recruiting and retaining highly effective teachers who will serve the teaching profession for many years.

At Marian, we support highly effective school leaders who implement successful school models, and we will continue to do so across school sectors and throughout the state. We look forward to this opportunity to share resources and support for Indy STEAM Academy. We support the school's efforts to obtain authorization for its Indianapolis location and we will support the school's long-term efforts to develop and sustain a high quality educational program for the benefit of the students and families served by the school.

Respectfully,

Kenith C. Britt, Ph.D.
Senior Vice President and Dean of Fred S. Klipsch Educators College
Marian University

One day, all children in this nation will have the opportunity to attain an excellent education.

TEACHFORAMERICA

Teach For America – Indianapolis
1314 N. Meridian Street, Suite 200
Indianapolis, IN 46202

August 8, 2018

Amy Osborne
Assistant Director of Applications and External Relations
Indiana Charter School Board
143 West Market Street
Suite 300
Indianapolis, IN 46204

Dear Ms. Osborne:

We are writing today to express our full support of Indy STEAM Academy's charter application.

Teach For America's mission is to find, develop, and support a diverse network of leaders who expand opportunity for children from classrooms, schools, and every sector that shapes the broader systems in which schools operate. To do this, we recruit our nation's most promising leaders and ask them to make a lifelong commitment that starts with two years teaching in a public school, partnering with children and families most acutely impacted by educational inequity. These individuals develop and cultivate their leadership skills and mindsets as they work to become great classroom teachers recognizing teaching is a profound act of leadership. They are also expanding their perspectives, knowledge, and skill as educators, advocates, and systems-change leaders. After the corps, we then support our alumni in their individual and collective leadership as they work toward educational equity from every sector and field.

We are pleased to hear that experienced educator and administrator, Yvonne Bullock, is working to launch and lead Indy STEAM Academy, a K-2 proposed school here in Indianapolis. We support her innovative school model focused on delivering curriculum and instruction that provides a strong foundation in reading, and integrates science, technology, engineering, and mathematics to ensure that students have a deeper understanding of content knowledge and are prepared to take more rigorous coursework in high school and college. In this spirit, we look forward to a potential future school partnership with Indy STEAM Academy that will connect students in Indianapolis with our pipeline of mission-aligned corps members and alumni as teachers and leaders.

Sincerely,

Mark Hazelgrove
Managing Director, Talent
Teach For America - Indianapolis

AN AMERICORPS PROGRAM

1314 North Meridian Street, Suite 200 • Indianapolis, Indiana 46202 • P 317 632 4218 • www.teachforamerica.org

August 7, 2017

Dr. Yvonne Bullock
Educating Children Matters, Inc.
12041 Cholla Road
Fishers, IN 46037

Dear Dr. Bullock:

On behalf of I-STEM Resource Network I am pleased to submit this letter of support for Educating Children Matters and their application for creating a new STEAM charter school in Indianapolis.

I-STEM serves the leadership on strategic planning for STEM/STEAM education, and improving student performance. Professional development for teachers is a key aspects of I-STEM's work. As part of our focus on systemically improving science education in grades K-8 across Indiana, we have a firm stake in the future success of all of our state's students. Additional efforts are focused on integrating mathematics and engineering with science into a comprehensive STEM curriculum.

The I-STEM Resource Network believes the strategy and implementation plan for your new STEAM Academy will offer a well-focused opportunity in Indianapolis that is unique in the city. The enrollment plan will ensure that students develop a strong literacy, and blended science, engineering, mathematics, and technology foundation in student's early years. In addition, your plan to participate in the IDOE STEM Certification process in the Fall 2018, with anticipation of implementation in year 2, will align your work with the well-developed processes we have in place to ensure quality STEM education in Indiana schools. Finally, your plan to develop a partnership with Mays Chemical is essential to both linking STEM schools with industry and ensuring access to STEM professionals for in-classroom support.

Based on our experiences with STEM education in Indianapolis, we have high expectations for this project, and we are committed to supporting its success.

Respectfully,

Paul J. Ainslie, Ph.D.
Managing Director
I-STEM Resource Network

Room 152 MMDC, 700 Ahlers Drive, West Lafayette, Indiana 47907 | www.istemnetwork.org | Office: 765-494-2757 | Mobile: 317-531-7301

CUMMINS
Behavioral Health Systems, Inc.

August 20, 2018

Amy Osborne
Assistant Director of Applications and External Relations
Indiana Charter School Board
143 West Market Street
Suite 300
Indianapolis, IN 46204
RE: STEAM Academy

Ms. Osborne:

It is with great pleasure that Cummins Behavioral Health Systems, Inc. (Cummins) would like to state our intent to partner with Indy STEAM (Science, Technology, Engineering, Arts, Mathematics) Academy in order to provide needed behavioral health services to students and families.

As a community mental health center, Cummins is able to provide evidenced-based therapeutic services to marginalized students who have mental health and behavioral health needs. Through the intended partnership with Indy STEAM Academy, Cummins intends to provide therapy, skills training, case management, and medication services to students enrolled in Cummins Services.

There is a strong need for school-based services for students who have been diagnosed with a behavioral health need. As we know, prevention and early treatment is key for successful and lasting outcomes. Through our intended contract with Indy STEAM Academy, Cummins will be able to provide mental health screening, treatment, and preventive services for students referred by parents, community members, and the school staff.

On behalf of Cummins, we look forward to the opening of the Indy STEAM Academy and look forward to meeting the social, emotional, behavioral, and mental health needs of students enrolled.

Sincerely,

Amy J. Mace
President and CEO

Big Brothers Big Sisters
of Central Indiana

2960 North Meridian Street
Suite 150
Indianapolis, IN 46208

317.921.2201
317.921.2202 (fax)

www.bebigforkids.org

August 2, 2017

To Whom It May Concern:

Please accept this letter on behalf of Big Brothers Big Sisters of Central Indiana as our commitment to work with the students of the STEM Academy, particularly female students, in providing them with a one-to-one mentoring relationship. It would be our hope to provide mentors to work with students in these early grades to help nurture them as they pursue a variety of career opportunities in the STEM fields.

It has been found that 77% of youth in mentoring relationships report doing better in school, 46% are less likely to use illegal drugs, and 85% state that being in our program helped them have confidence in their abiltiies.

Our Programmatic commitments include:

Provision of community-based mentoring program establishing one-to-one mentoring relationships between adults (ages 19+) and youth (ages 8-18). Through the Big Brothers Big Sisters of America Service Delivery Model and Standards of Practice BBBSCI recruits, trains, screens, matches, professionally supports, and evaluates each mentor, youth, and parent/guardian. Mentors (Bigs) and mentees (Littles) meet at least four to six hours per month for a minimum of one year (and for as many as 10 years) to ensure the most successful youth outcomes.

We hope through this partnership, more youth in our community will be better prepared for their future

Sincerely,

Amy Pomeranz Essley, MSW, MPA
Chief Program Officer

CHARTER SCHOOL CAPITAL

225 SW Broadway, Ste. 300
Portland, OR 97205
877-CSC-1001
(877) 272-1001

September 27, 2017

VIA EMAIL

Yvonne Bullock
CEO & Founder
12041 Cholla Rd
Fishers, IN 46037

Re: Qualification for Funding – Indianapolis STEAM Academy

Dear Ms. Bullock:

Please be advised that Indianapolis STEAM Academy has prequalified for funding with Charter School Capital, Inc. (CSC) based on the information contained in its application and other documents submitted to CSC. Based on the initial information provided by the school, CSC has indicated that it can offer a contract to cover funding in the amount of $325,000.

Funding for Indianapolis STEAM Academy is generally contingent on the following factors and is subject to satisfaction of CSC's underwriting requirements:

1. Having a valid charter with defined beginning and ending dates of the charter term;
2. Being recognized as a valid charter school in good standing with the State of Indiana, including the Indiana Department of Education;
3. CSC receiving a copy of the approved charter;
4. Having a nonprofit corporation in good standing with the Indiana Secretary of State;
5. A "Good Standing Certification" being executed by the school's Authorizer upon approval of the charter that is either unconditional or with conditions that are acceptable to CSC;
6. Being in compliance with its charter and Indiana laws governing charter schools.

Please feel free to call if any other information is needed.

Sincerely,

Westley Koenen

Westley Koenen
VP of Client Services
971.295.0792

Letter for STEAM Ambassadors The academy is recruiting volunteers who are engineers, scientists, and computer specialists to serve as STEAM Ambassadors.

Dear STEM Professionals:

Indy STEAM Academy is seeking volunteers to work with our Academy during the science and engineering block of instruction. We provide science content instruction (Physical, Life, Earth/Space) and the practical application of skills where students demonstrate what they have learned through science experiments and creating new technology using the Engineering Design Process to solve real world problems. STEAM Ambassadors play a crucial role in closing the STEM skills gap. They build partnerships between schools and industries. We are only asking that you share a small portion of your time to help teachers and students at our academy. STEAM Ambassadors get involved in a range of activities to impact young people's learning and enjoyment of STEM subjects. When it comes to the types of activities you can do, the opportunities are endless. If you are willing to serve as a STEAM Ambassador, please return via email an attached brief letter indicating your interest in helping and how you would like to help.

Activities you can do:

- **CAREERS TALKS AND CAREER FAIRS**
  STEM careers and advice sessions to help student learn more about STEM professionals.
- **CPD FOR EDUCATORS**
  Develop and run professional development activities for classroom teachers.
- **EMPLOYABILITY SKILLS**
  Help students learn 21st Century skills such as communication, collaboration, creativity and critical-thinking skills needed to be successful in the STEM workplace.
- **EVENTS AND EXHIBITIONS**
  Support an exhibition, event or enrichment days.
- **ADVICE**
  Provide support to classroom teachers, coaches, and heads of school with the implementation of the STEAM instructional model.
- **JUDGE A COMPETITION**
  Judge a STEM-related competition or engineering design challenge.
- **MENTORING**
  Provide mentoring for students or support with STEM projects and activities.
- **PRACTICAL WORK/SUPPORT CLASSROOM TEACHERS & STUDENTS**
  Hands-on practical work to engage students with STEM activities in the classroom.
- **PRESENTATIONS**
  Deliver a lecture or assembly around STEM careers.
- **RESOURCES**
  Support educators by developing resources and activities.
- **SPEED NETWORKING**
  Networking opportunities or question and answer sessions.
- **VISIT A WORKPLACE**
  Host a visit to a workplace to inspire young people with STEM.

Please feel free to share this volunteer opportunity with other engineers in your workplace.

Sincerely,

Yvonne Bullock, Ph.D.
CEO/Founder/Head of School
Indy STEAM Academy
Educating Children Matters, Inc.
Board of Directors
Email: ymbullock@outlook.com
Website: www.indysteamacademy.org
Cell: 317-797-5936

"Preparing Today's Students for Tomorrow's Careers!"

Letter of Support

Dawn M. Jones
South Bend Community School Corporation
215 S. Martin Luther King Jr. Blvd.
South Bend, Indiana 46601

August 16, 2018

Amy Osborne
Assistant Director of Applications and External Relations
Indiana Charter School Board
143 West Market Street, Suite 300
Indianapolis, Indiana 46204

Dear Ms. Osborne,

It is with great pleasure to provide this letter of support for Dr. Yvonne Bullock who is tirelessly working to provide a high-quality educational choice for underprivileged families who desire their children to receive an elevated education in the STEAM (Science, Technology, Engineering, Arts, Mathematics) curriculum.

Dr. Bullock served the South Bend Community School Corporation as Executive Director of Curriculum and Instruction. As a fifth term (18 years) member of the Board of Trustees of the SBCSC and grant writer myself, I encountered her expertise in grant writing and budgeting first hand. During her first two weeks in the district, she was able to resolve problems with our Title I/II funds which saved the corporation $500,000 as well as pull in another $500,000 in funds to offer a summer school program. I witnessed firsthand Dr. Bullock's knowledge, skills, and tenacity as she hit the ground running by creating Reading and Math quarterly benchmark assessments for grades K-12, and creating opportunities for teachers to obtain professional development while simultaneously offering them personalized support in the classroom to enhance student achievement.

I have known Dr. Bullock for seven years. She is extremely focused, professional as well as knowledgeable about all aspects of school operations. Her leadership style is to lead by example and to offer encouragement along the way. I enjoyed our working relationship as I worked with her on several projects like selecting a new student information management system for the district, stabilizing two high schools and one middle school to prevent state takeover, and supporting a community-wide symposium to address the needs of At-Risk Students.

I am elated that Dr. Bullock is planning this public charter school and encourage you to authorize Indy Steam Academy. Many students will benefit from the opportunity to attend this academy.

Sincerely,

Dawn M. Jones

Dawn M. Jones
Secretary, South Bend Community School Corporation, Board of Trustees

Dear Indiana Charter School Board,

My name is Torian Stinnette and I am a research scientist at Eli Lilly and Company. I have been engaged in research for nearly 20 years starting with two years in Academia, and now, nearly 18 years in the pharmaceutical/biotechnology industry. I received my Bachelor of Science degree from the University of North Carolina at Chapel (with a minor in Chemistry) and a Master of Science degree in Developmental Biology and Teratology from Thomas Jefferson University in Philadelphia, PA. I began my journey in science and medicine in high school, which included active involvement in HOSA (Health Occupations Students of America). I was excited to gain acceptance to UNC-Chapel Hill as an African American young woman from a disadvantaged background and a school system that ranked second to last in the country. Obtaining my degree at UNC-Chapel Hill was one of the hardest times in my life, as I worked three jobs to put myself through school. My GPA was not high enough to be competitive for medical school, so I decided to apply to graduate school to gain some additional academic experience in absence of having a full work load. Unfortunately, that was not exactly the outcome. My loans did not come through in the amount that I needed, so I had to work a full-time job. The only job that was available was in a research lab. I hated labs in college, but it was all I had to gain some financial assistance to continue in the program. Surprisingly, working in the research lab was one of the most enlightening and eye-opening experiences I've had in my life. It was as if the textbooks that I had studied in undergrad and now graduate school was coming to life right before my eyes. I was engaged. My thought process was transformed. I learned how to think critically and to apply knowledge in a way that manifested into a workable project, presentations, and publications. I was a scientist and was good at it! Here I am 20 years later.

This letter is to provide my support for Dr. Bullocks initiative for the Indy STEAM Academy that would offer opportunities to students who are like myself back in the day. I often wonder if I attended a school that had increased rigor or a school that was focused/centered on strengthening our academic growth in science and math, if I would be a M.D., Ph.D. today - doing even more to help those who are suffering from chronic illnesses, such as neuropathic pain, cancer, neurodegenerative diseases, etc. To go even further, what if that spark that was lit in me in graduate school started in my early childhood years - 1st and 2nd grade? The opportunities are endless for young minds at that age whose learning can be like a "sponge sitting in water" - soaking up knowledge at all angles. With programs such as Indy STEAM Academy, we can begin to embark on efforts to train and engage our future generations in STEAM careers, moving that needle on our ranking to be one of the highest in STEAM fields when considering the global statistics. Dr. Bullock's plan and organization for the Academy allows for exponential growth by starting small and allowing students to grow with the school. I personally plan to play an active role in the Academy to help mentor, train, and guide students to being successful in their academic pursuits, which will lead to success in their career endeavors. I understand what it is like to grow up in a family where no one went to college. I know what it is like to have no one to help you seek out opportunities to make you more competitive for scholarships and colleges. Dr. Bullock's Academy will offer all of these things. I do not know the success of the current Charter Schools, but there can NEVER be too many schools that concentrates and fosters an environment that encourages interests and sparks enthusiasm in STEAM areas.

I cannot stress enough the need for minorities and woman in the STEAM fields. Considering my current situation at Eli Lilly, I am one of three African Americans in our department and the only African American female scientist. In LRL (Lilly Research Labs), the number of African Americans and Hispanics is in the single digits. The statistics of minority and woman in other departments, such as finance, business, HR, and clinical is much higher. This is just one example of why we need to provide more opportunities to expose minorities and woman to STEAM fields - we need to at least have a representation that is close to what we see in the national population. The Indy STEAM Academy will be another step in that direction, but Dr. Bullock is targeting them early in their academic careers - that is what will make her Academy and the opportunities she will provide stand out from the other charter schools.

If you desire to seek any additional comments from me regarding the Indy STEAM Academy, do not hesitate to reach out to me via email or phone. I did not send this email from my work email address because we have very strict rules about sending letters such as this using company email, as it may imply that I speak on behalf of Lilly. I do need to be sure that I mention that Lilly is very supportive of STEM efforts and encourage us as employees to get involved. But, I am not writing this letter as a representative of Lilly. I am writing this letter as an African American Research Scientist of 20 years, Adjunct Professor of Anatomy and Physiology for 15 years, and Owner of a Business who focus is to help girls become phenomenal leaders in our society. Thank you for taking the time to read my letter of support for the Indy STEAM Academy!

Warmest Regards,
Torian Williams Stinnette

Torian Williams Stinnette, M.S.
Email: torian0319@aol.com
Phone: 267-241-5304

Community Focus Group Meetings

Indy STEAM Academy
Community Focus Groups

The Indianapolis STEAM Academy would like to become authorized to operate a charter school on the Northeast side of Indianapolis. If approved, we will open July 29, 2020 with approximately 300 students grades K-5, ultimately growing to serve students in grades K-8 over the next five years.

Please help us create the school by telling us what is important to you. We will consider all responses from families and community members in planning the school.

Instructions:
Participants will select a focus group to share ideas and concerns.
The facilitator will capture ideas and concerns of the group on chart paper (45 minutes)
Participants will reconvene as a group to share ideas and concerns (45 minutes).
Participants may share their contact information on the sign-in sheet, if they would like to receive a copy of the group discussions.

Focus Groups and Topics for Discussion:

Group 1: Instruction STEAM Model, School Year, and Hours

Group 2: Before and After School Care, Extra-Curricular Activities, and Transportation

Group 3: Discipline Policy, Rewards, and Consequences

Group 4: Teacher and School Leader Qualities

Group 5: Parent and Community Engagement Activities

Thank you for your time and participation in this focus group!

Indy STEAM Academy "Preparing Today's Children for Tomorrow's Jobs"

Meetings with Community Leaders and Organizations

The CEO/Founder/Head of School has met with the following community leaders and organizations:

Date	Representatives/Organizations
8/24/2017	Michael Howe, CAFÉ
9/12/2017	Jamie VandeWilde IPS Office of Education and Innovation
9/12/2017	LaPlaza
9/21/2017	Illinois Facilities Financing (IFF)
10/05/2017	Mayor Hogsett
11/2/2017	Enroll Indy
11/28/2017	Learning Ladder Ministry
11/30/2017	IDOE Roadshow
11/12/2017	Head Start Café
11/2017	Marcie Brown-Carter Indiana Charter School Resource Network
11/2017	Joshua Graham Cushman & Wakefield
1/02/2018	School Zone
1/15/2018	Nick Leroy, Bright Minds
1/16/2018	Patsy Fleming KinderCare
1/19/2018	Day Early Learning Eastern Star
1/20/2018	Anna Marie Burrell -Schmidt Associates
2/2018	Jeff Lozer Marian Center for Schools and Community Success
2/2018	Joe Feeser BD Managed Services
2/2018	Mark Hazelgrove, Teach for America
6/26/2018	Indiana Charter School Resource Network Marcie Brown Carter Heather Willey, Barnes & Thornburg Cole Dietrich – IDOE LeeAnn Kwiatkowski, Senior Advisor to Governor Holcomb
7/21/2018	Indiana Black Expo: Congressman Andre Carson and Marc House II Mayor Hogsett and Devon Davis Dwayne Wright, Duke Energy 100 Black Men Lisa Shoemaker, Indianapolis Recorder Sargent Larry Aiken, Indianapolis Metropolitan Police Department Indiana Black Alumni Association Virginia Booth Warmack, Purdue University Marva Hunt, IUPUI Kelley School of Business Ivy Tech Community College, Advanced Automation/Robotics Technology Program Catherine Merriweather, Cummins Manufacturing
8/9/2018	Representative John Bartlett
8/2018	Stephanie Whiteside Cummins Behavioral Systems
8/23/2018	Dean Britt and Dr. Linden Hill, College of Education, Marian University

Meetings with Community Leaders and Organizations (Continued)

11/7/2018	Day Early Learning Kindergarten Fair
01/5/2019	Participation in Strengthening Fiscal Management for Child Care Programs: Budget Planning
01/5/2019	Participation in Strengthening Fiscal Management for Child Care Programs: Financial Reports
01/8/2019	Meeting with Marla Segal - PreK Program Manager
01/9/2019	Participation in Orientation I – Starting a Childcare Business
01/10/2019	Meeting with Michelle Beer representative from Duke Energy to discuss Community Partnership opportunities
01/22/2019	Meeting with Chandra Orr – Community Partnership Manager, Alliance for Northeast Unification
02/6/2019	Participation in Orientation II – Orientation for Child Care Centers
02/6/2019	Meeting with Vickie Driver, President of Oxford Neighborhood Association and Alma Trawick, President of Keystone Millersville Neighborhood Association
02/13/2019	Meeting with Roderick Reid, President of the Alliance For Northeast Unification
03/01/2019	Meeting with Glenn Pierce, Turner-Agassi Charter School Facilities Fund
Other requests for meetings post application:	
March 2019	Kelly Herron, Executive Director, United Schools of Indianapolis
	Edreece Redmon, Interim CEO, Tindley Schools
	Kathleen Brownlee, Purpose Built Communities
	Gregory Garrett, Area 7 Mayor's Neighborhood Advocate
	Arlington Woods Neighborhood Association
	Amy Hartwell, One Voice, Martindale Brightwood
July 2019	Met with Dr. Kathleen Lee, Chancellor,Ivy Tech Community College
	Met with Dr. Sue Ellspermann, President, Ivy Tech Community College
September 2019	Met with Nancy Rogers, Eastern Star Church
	Made Introduction with Eric Miller, 16 Tech, Director of Business Development

Pictures are worth 1,000 words: Our Visit to Drew STEAM Charter School

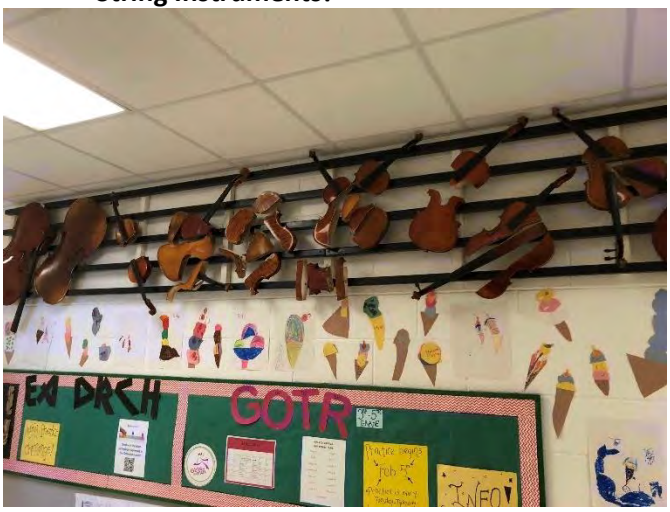
Kathleen Brownlee, Purpose Built Communities, Vice President

DREW STEAM Charter School – a Certified STEAM Recognition School with 15 years of Excellence!

Project Based Learning is not difficult to implement. Each grade level has an engineering challenge!

Scientific Inquiry and Experimentation

Integration of the Arts – Students Learn to Play String Instruments!



Recruitment Activities:

Our Board Directors, Tanya Mack and Torian Stinnette help tDr. Bullock with Recruitment Activities

Parents share their opinions about our school and complete letters of intent to enroll!

Students and Parents are Learning About STEAM!

Students make slime using a variety of solutions!

Students build marshmallow

Towers using toothpicks!

Spring Recruitment Fair 2019

There were a variety of stations at this Recruitment event:

Students build bird's nest to secure Marshmallow Peeps – Happy Easter

Students make colorful slime

Students learn to code using the Braille Alphabet.

Early Learners color then Dye Easter Eggs

Students build Jelly Bean Structures using toothpicks!

Parents and students are excited about STEAM!

Students build Jelly Bean Towers using toothpicks.

Indy STEAM Academy

Attachment #11

Governance Documents

Letter of Determination 501 (c)(3)
Page 1 of 2

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: JUN 01 2018

EDUCATING CHILDREN MATTERS INC
DBA INDIANAPOLIS INDY STEAM
ACADEMY
C/O HOWARD L STEVENSON
612 E MARKET ST
INDIANAPOLIS, IN 46202

Employer Identification Number:
82-3816879
DLN:
17053004309028
Contact Person:
HARRY J DAMRON ID# 31499
Contact Telephone Number:
(877) 829-5500

Accounting Period Ending:
June 30
Public Charity Status:
170(b)(1)(A)(ii)
Form 990/990-EZ/990-N Required:
Yes
Effective Date of Exemption:
December 29, 2017
Contribution Deductibility:
Yes
Addendum Applies:
No

Dear Applicant:

We're pleased to tell you we determined you're exempt from federal income tax under Internal Revenue Code (IRC) Section 501(c)(3). Donors can deduct contributions they make to you under IRC Section 170. You're also qualified to receive tax deductible bequests, devises, transfers or gifts under Section 2055, 2106, or 2522. This letter could help resolve questions on your exempt status. Please keep it for your records.

Organizations exempt under IRC Section 501(c)(3) are further classified as either public charities or private foundations. We determined you're a public charity under the IRC Section listed at the top of this letter.

You're not subject to the specific publishing requirements of Revenue Procedure 75-50, 1975-2 C.B., page 587, as long as you operate under a contract with the local government. If your method of operation changes to the extent that your charter is not approved, terminated, cancelled or not renewed, you should notify us. You'll also be required to comply with Revenue Procedure 75-50.

If we indicated at the top of this letter that you're required to file Form 990/990-EZ/990-N, our records show you're required to file an annual information return (Form 990 or Form 990-EZ) or electronic notice (Form 990-N, the e-Postcard). If you don't file a required return or notice for three consecutive years, your exempt status will be automatically revoked.

If we indicated at the top of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

Letter 947

EDUCATING CHILDREN MATTERS INC

For important information about your responsibilities as a tax-exempt organization, go to www.irs.gov/charities. Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

We sent a copy of this letter to your representative as indicated in your power of attorney.

Sincerely,

Stephen a. Martin

Director, Exempt Organizations
Rulings and Agreements

State of Indiana
Office of the Secretary of State

Certificate of Assumed Business Name
of
EDUCATING CHILDREN MATTERS, INC.

I, CONNIE LAWSON, Secretary of State, hereby certify that a Certificate of Assumed Business Name of the above Domestic Nonprofit Corporation has been presented to me at my office, accompanied by the fees prescribed by law and that the documentation presented conforms to law as prescribed by the provisions of the Indiana Nonprofit Corporation Act of 1991.

Following said transaction, the above named entity will transact business under the assumed business name(s) of:

INDIANAPOLIS (INDY) STEAM ACADEMY

NOW, THEREFORE, with this document I certify that said transaction will become effective **Thursday, August 17, 2017.**

In Witness Whereof, I have caused to be affixed my signature and the seal of the State of Indiana, at the City of Indianapolis, **August 17, 2017.**

Connie Lawson

CONNIE LAWSON
SECRETARY OF STATE

2015050700873 / 7679558

To ensure the certificate's validity, go to https://bsd.sos.in.gov/PublicBusinessSearch

APPROVED AND FILED
CONNIE LAWSON
INDIANA SECRETARY OF STATE
08/17/2017 10:46 AM

CERTIFICATE OF ASSUMED BUSINESS NAME

NAME AND PRINCIPAL OFFICE ADDRESS

BUSINESS ID	2015050700873
BUSINESS TYPE	Domestic Nonprofit Corporation
BUSINESS NAME	EDUCATING CHILDREN MATTERS, INC.
PRINCIPAL OFFICE ADDRESS	12041 CHOLLA RD, FISHERS, IN, 46037, USA

EFFECTIVE DATE

EFFECTIVE DATE	08/17/2017

ASSUMED NAME AND ADDRESS

Indianapolis (Indy) STEAM Academy	12041 Cholla Road, Fishers, IN, 46037, USA

SIGNATURE

IN WITNESS WHEREOF, THE UNDERSIGNED HEREBY VERIFIES, SUBJECT TO THE PENALTIES OF PERJURY, THAT THE STATEMENTS CONTAINED HEREIN ARE TRUE, THIS DAY **August 17, 2017**

SIGNATURE	Yvonne Bullock
TITLE	CEO

Business ID : 2015050700873
Filing No. : 7679558

**ARTICLES OF INCORPORATION
FOR EDUCATING CHILDREN MATTERS, INC., A NONPROFIT
CORPORATION**

The undersigned incorporator or incorporators, desiring to form a corporation (hereinafter referred to as the "Corporation.") pursuant to the provisions of the Indiana Nonprofit Corporation Act of 1991 (hereinafter referred to as the "Act"), execute the following Articles of Incorporation:

ARTICLE I
Name and Principal Office

The name of the Corporation is Educating Children Matters, Inc. The principal office of the Corporation shall be 12041 Cholla Road, Fishers, Indiana 46037.

ARTICLE II
Purpose

This Corporation is organized for the basic purpose to do all things reasonable and proper in the operation of a nonprofit charter school within the state of Indiana and to deal generally therein. This corporation is organized exclusively for educational purposes within the meaning of IRC Section 501(c) (3) of the Internal Revenue Code.

Notwithstanding any other provision of these Articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from Federal Income tax under Section 501(c)(3) of the Internal Revenue Code of 1986 (or corresponding provision of any future United States Internal Revenue Law), or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law).

ARTICLE III
Registered Agent and Registered Office

The name of the registered agent is Yvonne Bullock, Ph.D. and is located at 12041 Cholla Road, Fishers, Indiana 46037.

ARTICLE IV
Members

This Corporation shall have no members.

1

ARTICLE V
Limitations on Corporate Earnings and Activities

5.1 Earnings. No part of the net earnings of the Corporation shall inure to the benefit of or be distributable to its incorporator, directors, officers or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purpose set forth in Article II.

5.2 Limitations on Activities. No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislations, except as may be permitted to Section 501 (c) (3) organizations by the Code and the Corporation shall not participate in or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provision of these Articles of Incorporation, the Corporation shall not conduct or carry on any other activities not permitted to be conducted or carried on (i) by an organization exempt from federal income tax under Section 501 (c)(3) of the Code, or (ii) by an organization, contributions to which are deductible under Section 170 (c) (2) of the Code.

5.3 Notwithstanding any other provision of these articles, 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 this corporation.

ARTICLE VI
Incorporators

The name of the incorporators is are Yvonne Bullock, Ph.D. and William G. Bullock III.

ARTICLE VII
Dissolution

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, as amended or supplemented, or shall be distributed to the federal government or to a state or local government for a public purpose. Any such assets not so disposed of shall be disposed of by the District Court of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

In witness whereof, the undersigned incorporators of said Corporation execute this document, and verify subject to penalties of perjury that the facts contained are true

this 27th day of March, 2015.

Yvonne Bullock
Signature

Yvonne Bullock
Printed Name

Signature

William G. Bullock III
Printed Name

This instrument was prepared by Gerald B. Coleman, Attorney-at-Law, of COLEMAN STEVENSON, LLP, 9101 Wesleyan Road, Suite 100 Indianapolis, Indiana 46268.

ByLaws

BYLAWS OF THE BOARD OF DIRECTORS - INDIANAPOLIS STEAM ACADEMY

(PAGE 1 of 8)

ARTICLE I: OFFICES

The principal office of the Academy in the State of Indiana shall be located in Indianapolis, County of Marion. The Academy shall have and continuously maintain in the State of Indiana a registered office, and a registered agent whose office is identical with such registered office, as required by the relevant state Nonprofit School Act.

ARTICLE I: BOARD OF DIRECTORS

Section 1. General Powers.

The affairs of the Academy shall be managed by its Board of Directors. Directors need not be residents of the State of Indiana.

Section 1A. Duties of the Board of Directors.

The Board shall be charged with the management of the affairs of the Academy, and shall pursue such policies and principles as shall be in accordance with the law, the provisions of the Articles of the Academy, these By-Laws, and any written charter entered into by the Board. The Board shall be considered as having the powers of a Board of Directors and shall be deemed to be acting as the Board of Directors for all purposes of the Nonprofit School Law. By way of elucidation, and not in limitation, the Board shall be responsible to carry out the following duties and obligations:

a. The Board shall uphold the school's mission and vision and ensure effective organizational planning on the part of the school through an annual strategic planning and review process that will review and update the school's short-term, mid-term, and long-range goals, and evaluate the effectiveness of the implementation of the school's mission and plans;
b. The Board shall either directly or through a personnel committee provide for the annual appraisal of the performance of the school's principal/head of school;
c. The Board shall do its best to ensure the financial stability of the Academy through regular monthly review of financial statements and reports, an annual independent audit, and direct oversight of major financial commitments and decisions;
d. The Board shall take an active role, either directly or through a Board committee, in resolving grievances and conflicts which may arise within the school community involving, students, parents, staff, administration, and Board members.
e. To the extent permitted by law, the Board may, by general resolution, delegate to officers of the Academy or to committees of the Board such powers within the Board's authority, as it deems necessary or appropriate to carry out its duties and obligations.

Section 2. Number, Election, Tenure and Qualifications.

a. The number of Directors shall be between five (5) and nine (9) members. They shall be selected in accordance with the provisions of paragraph b. There is no limit to the number of terms a Director may serve. Terms of service are voluntary, but must complete one full school year of service to remain as a Director.

b. Directors need not be residents of the State of Indiana.
c. No Director shall as a private person engage in any business transaction with the Academy or be employed in any capacity by the Academy.

Section 3. Annual Meeting.
An annual meeting of the Board of Directors shall be held during the month of July in each year, beginning with the year the Academy opens of before for the purpose of electing officers and handling any business transactions for the opening of school.

Section 4. Regular Meetings.
The Board of Directors may provide by resolution the time and place, within the State of Indiana, for the holding of additional regular meetings of the Board. The preferred location for regular meetings shall be the school's location. There shall be a notice posted in a public place, at least a 24-hour prior to the meeting.

Section 5. Special Meetings.
Special meetings of the Board of Directors may be called by or at the request of the President or any two Directors. The person or persons authorized to call special meetings of the Board may fix any place, within the State of Indiana, as the place for holding any special meeting of the Board called by them. The preferred location for regular meetings shall be the school's location.

Section 6. Notice.
Notice of any special meeting of the Board of Directors shall be given at least twenty four hours previously thereto by written notice delivered personally or sent by mail, email or telegram to each Director at his address as shown by the records of the Academy, and by posting a public notice twenty four hours prior to the meeting. If mailed, such notice shall be deemed to be delivered when deposited in the United States mail in a sealed envelope so addressed, with postage thereon prepaid. Any Director may waive notice of any meeting. The attendance of a Director at any meeting shall constitute a waiver of notice of such meeting, except where a Director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened. Neither the business to be transacted at, nor the purpose of, any regular or special meeting of the Board need be specified in the notice or waiver of notice of such meeting, unless specifically required by law or by these by-laws.

Section 7. Quorum.
A majority of the Board of Directors either attending or participating in the meeting telephonically shall constitute a quorum for the transaction of business at any meeting of the Board.

Section 8. Manner of Acting.
The act of a majority of the Directors present at a duly called and attended meeting or participating in the meeting telephonically at which a quorum is present shall be the act of the Board of Directors, unless the act of a greater number is required by law or by these by-laws.

Section 9. Vacancies.
Any vacancy occurring in the Board of Directors and any directorship to be filled by reason of an increase in the number of directors may be filled by the affirmative vote of a majority of the remaining directors, though less than a quorum of the Board of Directors. A Director selected to fill a vacancy shall at least one full year to remain as a Director.

Section 10. Compensation.
Directors shall receive a stipend of $250.00 per year for their service and reimbursement for mileage and other Board related expenses. A Director may not receive reimbursement for cell phone or internet use.

Section 11. Informal Action by Directors.
Any action required by law to be taken at a meeting of directors, or any action which may be taken at a meeting of directors, may be taken without a meeting if a consent is verbal or in writing, setting forth the action so taken, shall be signed and approved by all of the Directors.

Section 12. Removal of a Director.
Any Director may be removed as a Director of the Academy by the vote of two-thirds of all duly elected Directors for violating these By-Laws, neglect of duty of office, or behavior injurious to the Academy. No such action shall be taken until the Director has been advised of specific charges, given a reasonable time to prepare a response, and afforded a full hearing before the entire Board of Directors.

ARTICLE II: OFFICERS
Section 1. Officers.
The officers of the Academy shall be a President, one Vice President, a Secretary, and a Treasurer and such other officers as may be elected in accordance with the provisions of this Article. The Board of Directors may elect or appoint such other officers, including one or more Assistant Secretaries and one or more Assistant Treasurers, as it shall deem desirable, such officers to have the authority and perform the duties prescribed, from time to time, by the Board of directors. Any two or more offices may be held by the same person, except the offices of President and Secretary.

Section 2. Election and Term of Office.
The officers of the Academy shall be elected annually by the Board of Directors at the regular annual meeting of the Board of Directors. If the election of officers shall not be held at such meeting, such election shall be held as soon thereafter as conveniently may be. New offices may be created and filled at any meeting of the Board of Directors. Each officer shall hold office at least one school year term.

Section 3. Removal.
Any officer appointed by the Board of Directors may be removed by the Board of Directors whenever in its judgment the best interests of the Academy would be served thereby, but such removal shall be without prejudice to the contract rights, if any, of the officer so removed.

Section 4. Vacancies.
A vacancy in any office because of death, resignation, removal, disqualification or otherwise, may be filled by the Board of Directors for the unexpired portion of the term.

Section 5. President.
The President shall be the principal executive officer of the Academy and shall in general supervise and control all of the business and affairs of the Academy. The President shall preside at all meetings of the members and of the Board of Directors. The President may sign, with the Secretary or any other proper officer of the Academy authorized by the Board of Directors, any deeds, mortgages, bonds, contracts, or other instruments which the Board of Directors has authorized to be executed, except in cases where the signing and execution thereof shall be expressly delegated by the Board of Directors or by these by-laws or by statute to some other officer or agent of the Academy; and in general he shall perform all duties incident to the office of President and such other duties as may be prescribed by the Board of Directors from time to time.

Section 6. Vice President.
In the absence of the President or in event of his/her inability or refusal to act, the Vice President (or in the event there be more than one Vice President, the Vice President shall perform the duties of the President, and when so acting, shall have all the powers of and be subject to all the restrictions upon the President. The Vice President shall perform such other duties as from time to time may be assigned to him by the President or by the Board of Directors.

Section 7. Treasurer.
If required by the Board of Directors, the Treasurer shall give a bond for the faithful discharge of his duties in such sum and with such surety or sureties as the Board of Directors shall determine. The Treasurer shall have charge and custody of and be responsible for all funds and securities of the Academy; receive and give receipts for moneys due and payable to the

Academy from any source whatsoever, and deposit all such moneys in the name of the BY-the Academy in such banks, trust companies or other depositaries as shall be selected in accordance with the provisions in Article VII of these by-laws; and in general perform all the duties incident to the office of Treasurer and such other duties as from time to time may be assigned by the President or by the Board of Directors.

Section 8. Secretary.
The Secretary shall keep the minutes of the meetings of the members and of the Board of Directors in one or more books provided for that purpose; see that all notices are duly given in accordance with the provisions of these by-laws or as required by law; be custodian of the corporate records and of the seal of the Academy and see that the seal of the Academy is affixed to all documents, the execution of which on behalf of the Academy under its seal is duly authorized in accordance with the provisions of these by-laws; keep a register of the post-office address of each member which shall be furnished to the Secretary by such member; and in general perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned to him by the President or by the Board of Directors.

Section 9. Assistant Treasurers and Assistant Secretaries.
If required by the Board of Directors, the Assistant Treasurers shall give bonds for the faithful discharge of their duties in such sums and with such sureties as the Board of Directors shall determine. The Assistant Treasurers and Assistant Secretaries, in general, shall perform such duties as shall be assigned to them by the Treasurer or the Secretary or by the President or the Board of Directors.

ARTICLE III

COMMITTEES
Section 1. Committees of Directors.
The Board of Directors, by resolution adopted by a majority of the Directors in office, may designate and appoint one or more committees, each of which shall consist of two or more Directors, which committees, to the extent provided in said resolution, shall have and exercise the authority of the Board of Directors in the management of the Academy, except that no such committee shall have the full authority of the Board of Directors.

Section 2. Nominating Committee.
There shall be a Nominating Committee which shall be appointed and operate as follows:

a. **Chairman**. The President of the Board of Directors shall appoint a Chairman of the Nominating Committee, who must be a Director who has served at least one year term as a Director. Upon the expiration of the Chairman's term or upon a vacancy in the position, the President shall appoint a successor.

b. **Members**. The Chairman shall appoint two additional members to the Committee. In order to stagger the terms of the committee members, one of the appointed members shall serve an initial two year term, and the other shall serve an initial one year term. Upon the expiration of the initial terms and of any succeeding terms, subsequent members shall be appointed to serve up to a three year term. Upon any vacancy in either of the members' positions, the Chairman shall appoint a new member to fill the unexpired term.

c. **Duties**. The Nominating Committee shall be charged with reviewing all applications and interviewing all applicants for member on the Board of Directors. Any person nominated or wishing to be considered for a position on the Board shall submit an application together with all supplemental information to the Board of Directors. Applications and supplemental information shall be submitted no less than 30 days prior to the date on which the vacancy is to be filled except in cases where through death, resignation or otherwise a vacancy on the Board must be filled more quickly, in which case the Nominating Committee, acting unanimously, may prescribe a different submission schedule. No person may be placed in nomination for a position on the Board without having first been screened by the Nominating Committee in accordance with the procedures set forth in this paragraph c.

Section 3. Other Committees.

Other committees not having and exercising the authority of the Board of Directors in the management of the Academy may be appointed in such manner as may be designated by a resolution adopted by a majority of the Directors present at a meeting at which a quorum is present. Except as otherwise provided in such resolution, all such committees shall include at least one Board member and the President of the Academy shall appoint the members thereof or accept volunteers. Any member thereof may be removed by the person or persons authorized to appoint such member whenever in their judgment the best interests of the Academy shall be served by such removal.

Section 4. Term of Office.

Each member of a committee shall continue as such until the next annual meeting of the Board of the Academy and until his successor is appointed, unless the committee shall be sooner terminated, or unless such member be removed from such committee, or unless such member shall cease to qualify as a member thereof.

Section 5. Chairman.

One member of each committee shall be appointed chairman by the person or persons authorized to appoint the members thereof.

Section 6. Vacancies.
Vacancies in the membership of any committee may be filled by appointments made in the same manner as provided in the case of the original appointments.

Section 7. Quorum.
Unless otherwise provided in the resolution of the Board of Directors designating a committee, a majority of the whole committee shall constitute a quorum and the act of a majority of the members present at a duly called meeting or participating in the duly called meeting telephonically at which a quorum is present shall be the act of the committee.

Section 8. Rules.
Each committee may adopt rules for its own government not inconsistent with these by-laws or with rules adopted by the Board of Directors.

ARTICLE IV

CONTRACTS, CHECKS, DEPOSITS AND FUNDS

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

Section 2. Checks, Drafts, etc.
All checks, drafts or orders for the payment of money, notes or other evidences of indebtedness issued in the name of the Academy, shall be signed by such officer or officers, agent or agents of the Academy and in such manner as shall from time to time be determined by resolution of the Board of Directors. In the absence of such determination by the Board of Directors, such instruments shall be signed by the Treasurer or Assistant Treasurer and countersigned by the President or a Vice President of the Academy. Any amounts in excess of $[10,000] shall first require an affirmative vote of a majority of the Directors present at a meeting at which a quorum is present.

Section 3. Deposits.
All funds of the Academy shall be deposited from time to time to the credit of the Academy in such banks, trust companies or other depositaries as the Board of Directors may select.

Section 4. Gifts.
The Board of Directors may accept on behalf of the Academy any contribution, gift, bequest or devise for the general purposes or for any special purpose of the Academy.

ARTICLE V
BOOKS AND RECORDS
The Academy shall keep correct and complete books and records of account and shall also keep minutes of the proceedings of its Board of Directors and committees having any of the authority of the Board of Directors.

ARTICLE VI
FISCAL YEAR
The fiscal year of the Academy shall begin on the first day of July and end on the last day of June in each year.

ARTICLE VII
WAIVER OF NOTICE
Whenever any notice is required to be given under the provisions of the state's Non-Profit School Act or under the provisions of the articles of the Academy or the by-laws of the Academy, a waiver thereof in writing signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be deemed equivalent to the giving of such notice.

ARTICLE VIII
AMENDMENTS TO BY-LAWS
These by-laws may be altered, amended or repealed and new by-laws may be adopted by a two-third (2/3) vote of all the Directors then serving on the Board at any regular meeting properly called or at any special meeting properly called, if at least two days' written notice is given of intention to alter, amend or repeal or to adopt new by-laws at such meeting.

ARTICLE IX
DISPOSITION OF CHARTER SCHOOL ASSETS UPON DISSOLUTION
Pursuant to IC § 20-24-3-3 upon dissolution of the Indianapolis (Indy) STEAM Academy, the Board of Directors and CEO/Founder shall take the following actions regarding the disposition of the school's assets and funds (1) identify all remaining assets, except funds specified in subdivision; (2) funds/assets shall be used for nonprofit educational purposes; and (3) remaining fund received from the [Indiana Department of Education] shall be returned to the department not more than thirty (30) days after dissolution.

Adopted this 24th day of August 2017 **Amended this 14th day of November 2017**

Board President/Chair of Policy Committee — Date: 9-7-17

Board Secretary — Date: 9/10/17

INDIANAPOLIS (INDY) STEAM ACADEMY
GOVERNING BOARD
CODE OF ETHICS

The Indianapolis (Indy) STEAM Academy Governing Board of Directors desire to operate in the most ethical and conscientious manner possible and to that end the board adopts this Code of Ethics and each member of the board agrees that he or she will:

Domain I: Governance Structure

1. Recognize that the authority of the board rests only with the board as a whole and not with individual members and act accordingly.
2. Support the delegation of authority for the day-to-day administration of the charter school to the school leader and act accordingly.
3. Honor the chain of command and refer problems or complaints consistent with the chain of command.
4. Recognize that the school leader should be present at all meetings of the board except when his or her contract, salary or performance is under consideration.
5. Not undermine the authority of the school leader or school administration.
6. Use reasonable efforts to keep the school leader informed of concerns or specific recommendations that any member of the board may bring to the board.

Domain II: Strategic Planning

1. Reflect through actions that his or her first and foremost concern is for educational welfare of children attending the charter school.
2. Participate in all planning activities to develop the vision and goals of the board.
3. Work with the board and the school leader to ensure prudent and accountable uses of the resources of the charter school.
4. Render all decisions based on available facts and his or her independent judgment and refuse to surrender his or her judgment to individuals or special interest groups.
5. Uphold and enforce all applicable laws, all rules and guidelines of the State Board of Education and the board.

Domain III: Board and Community Relations

1. Seek regular and systemic communications among the board and students, staff, and the community.
2. Communicate to the board and the school leader expressions of public reaction to board policies and charter school programs.

Domain IV: Policy Development

1. Work with other board members to establish effective policies for the charter school.
2. Make decisions on policy matters only after full discussion at publicly held board meetings.
3. Periodically review and evaluate the effectiveness of policies on charter school programs and performance.

Domain V: Board Meetings

1. Attend and participate in regularly scheduled and called board meetings.
2. Be informed and prepared to discuss issues to be considered on the board agenda.
3. Work with other board members in a spirit of harmony and cooperation in spite of differences of opinion that may arise during the discussion and resolution of issues at board meetings.
4. Vote for a closed executive session of the board only when applicable law or board policy requires consideration of a matter in executive session.
5. Maintain the confidentiality of all discussions and other matters pertaining to the board and the charter school, during executive session of the board.
6. Make decisions in accordance with the interests of the charter school as a whole and not any particular agreement thereof.
7. Express opinions before votes are cast, but after the board vote, abide by and support all majority decisions of the board.

Domain VI: Personnel

1. Consider the employment of personnel only after receiving and considering the recommendation of the school leader.
2. Support the employment of people best qualified to serve as employees of the charter school and insist on regular and impartial evaluations of charter school staff.
3. Comply with all applicable laws, rules, regulation, and all board policies regarding employment of family members.

Domain VII: Financial Governance

1. Refrain from using the position of board member for personal or partisan gain or to benefit any person or entity over the interest of the charter school.

Conduct as a Board Member

1. Devote sufficient time, thought and study to the performance of the duties and responsibilities of a member of the board.
2. Become informed about current educational issues by individual study and through participation in programs providing needed education and training.
3. Communicate in a respectful professional manner with and about fellow board members.
4. Take no private action that will compromise the board or charter school administration.
5. Participate in all required training programs developed for board members by the board or the State Board of Education.
6. In the annual report, submitted to the Department, disclose the status of board member compliance with the Code of Ethics.

This policy was adopted by the Indianapolis STEAM Academy Board of Directors on November 14, 2017.

Indianapolis (Indy) STEAM Academy
Board of Directors
Conflict of Interest Policy

Article I: Purpose

The purpose of this Board Conflict of Interest Policy is to protect the Indianapolis STEAM Academy's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Academy or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations. This policy is also intended to identify "independent" directors.

Article II: Definitions

1. Interested Person

Any director, principal officer, or member of a committee with Board of Directors 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 family:

- **a.** An ownership or investment interest, in any entity with which the Indianapolis STEAM Academy has a transaction or arrangement,
- **b.** A compensation arrangement with the Indianapolis STEAM Academy or with any entity or individual with which the Indianapolis STEAM Academy has a transaction or arrangement, or
- **c.** A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Indianapolis STEAM Academy is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial. A financial interest is not necessarily a conflict of interest. A person who has a financial interest may have a conflict of interest only if the Board or Policy Committee decides that a conflict of interest exists, in accordance with this policy.

Article III: Conflict of Interest Procedures

1. Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of a financial interest and be given the opportunity to disclose all material facts to the Board of Directors and members of Policy Committee - Board of Directors delegated powers to consider the proposed transaction or arrangement.

2. Recusal of Self

Any director may recuse himself or herself at any time from involvement in any decision or discussion in which the director believes he or she has or may have a conflict of interest, without going through the process for determining whether a conflict of interest exists.

3. Determining Whether a Conflict of Interest Exists

A financial interest is not necessarily a conflict of interest. A person who has a financial interest may have a conflict of interest only if the appropriate Board of Directors or Policy Committee decides that a conflict of interest exists. After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the Board of Directors or Policy Committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or Policy Committee members shall decide if a conflict of interest exists.

Notwithstanding anything herein, a conflict of interest shall not exist and no review or action by any Board of Directors or Policy Committee shall be necessary for one or more grants in an aggregate amount of Five Thousand Dollars ($5,000) or less in any single calendar year, from the

Indianapolis STEAM Academy to an organization that is tax exempt under Section 501(c)(3) of the Internal Revenue Code, where a financial interest as described herein exists.

4. Procedures for Addressing a Conflict of Interest

- **a.** An interested person may make a presentation at the Board of Directors or Policy Committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
- **b.** The Chairperson of the Board of Directors or Policy Committee shall, if appropriate, appoint a disinterested person or Policy Committee to investigate alternatives to the proposed transaction or arrangement.
- **c.** After exercising due diligence, the Board of Directors or Policy Committee shall determine whether the Indianapolis STEAM Academy can obtain with reasonable efforts a more advantageous transaction or arrangement 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 possible under circumstances not producing a conflict of interest, the Board of Directors or Policy Committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Indianapolis STEAM Academy's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

5. Violations of the Conflicts of Interest Policy

a. If the Board of Directors or Policy Committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the Board of Directors or Policy Committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV: Records of Proceedings

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

a. 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 of Director's or Policy Committee's decision as to whether a conflict of interest in fact existed.

b. 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 with the proceedings.

Article V: Compensation

a. A voting member of the Board of Directors who receives compensation, directly or indirectly, from the Indianapolis STEAM Academy for services is precluded from voting on matters pertaining to that member's compensation.

b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Indianapolis STEAM Academy for services is precluded from voting on matters pertaining to that member's compensation.

c. A voting member of the Board of Directors or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Indianapolis STEAM Academy, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI : Annual Statements

1. Each director, principal officer and member of a committee with Board of Directors delegated powers shall annually sign a statement which affirms such person:
   a. Has received a copy of the conflicts of interest policy,
   b. Has read and understands the policy,
   c. Has agreed to comply with the policy, and
   d. Understands the Indianapolis STEAM Academy is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.
2. Each voting member of the Board shall annually sign a statement which declares whether such person is an independent director.
3. If at any time during the year, the information in the annual statement changes materially, the director shall disclose such changes and revise the annual disclosure form.
4. The Policy Committee shall regularly and consistently monitor and enforce compliance with this policy by reviewing annual statements and taking such other actions as are necessary for effective oversight.

Article VII: Periodic Reviews

To ensure the Indianapolis STEAM Academy operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

a. Whether compensation arrangements and benefits are reasonable, based on competent survey information (if reasonably available), and the result of arm's length bargaining.
b. Whether partnerships, joint ventures, and arrangements with management organizations conform to the Indianapolis STEAM Academy's written policies, are properly recorded, reflect reasonable investments or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Article VIII
Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, the Indianapolis STEAM Academy may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the Board of Directors of its responsibility for ensuring periodic reviews are conducted.

This Conflict of Interest Policy was adopted by the Indianapolis STEAM Academy Board of Directors on November 14, 2017.

Indy STEAM Academy

Attachment #12

Statement of Assurances

(Exhibit E)

Exhibit E

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 Indiana Code ("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 receiving federal Charter School Program Grant funds 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 *Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act of 2015*, 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 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.

ICSB Charter School Application: New School Operators

☒ 9. Recipients will at all times maintain all necessary and appropriate insurance coverage.

☒ 10. Recipients will indemnify and hold harmless the ICSB, 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, fiscal management, or legal and operational 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.

Yvonne Bullock
Name

Yvonne Bullock
Signature

CEO/Founder
Title

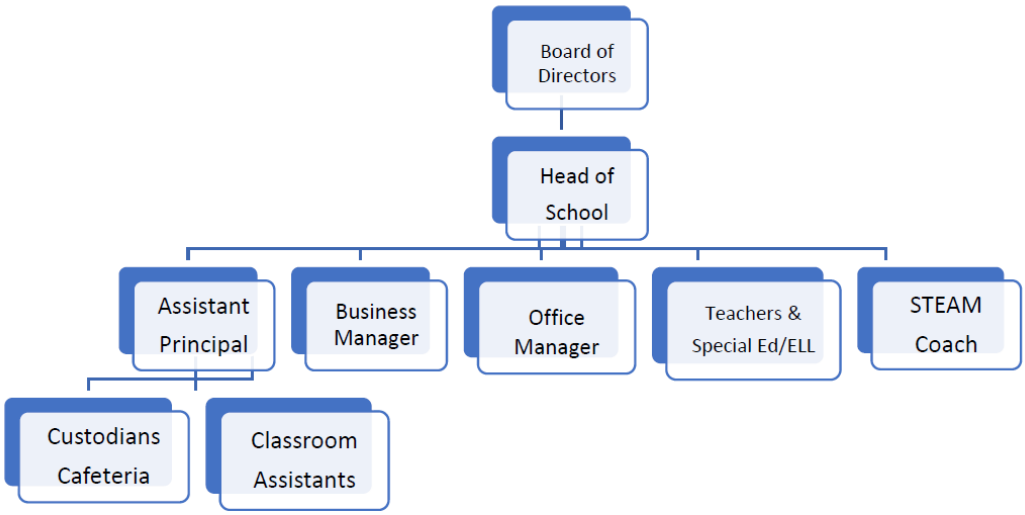
September 30, 2019
Date

Indy STEAM Academy

Attachment #13

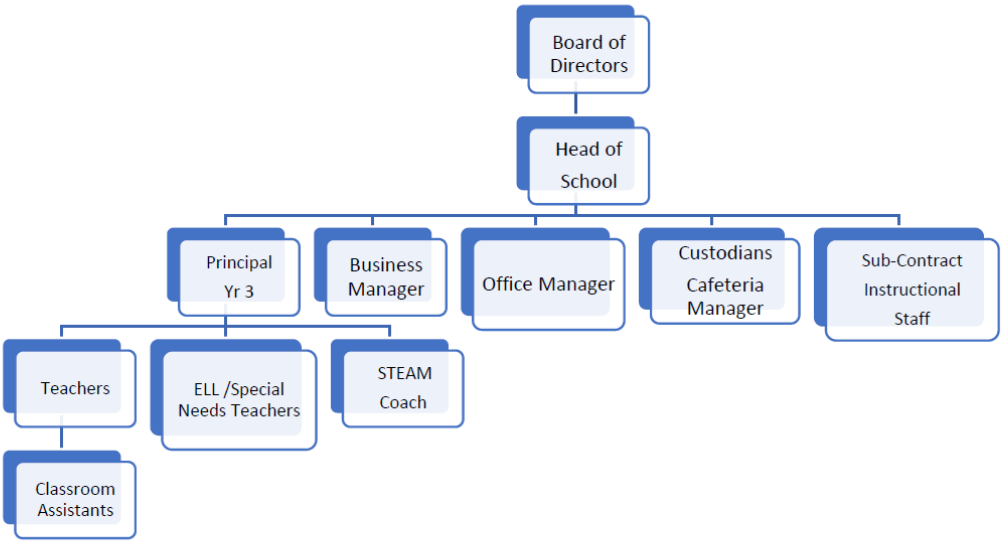
Organizational Charts

Indianapolis (Indy) STEAM Academy
School Level Organizational Chart
(Years 1-2)



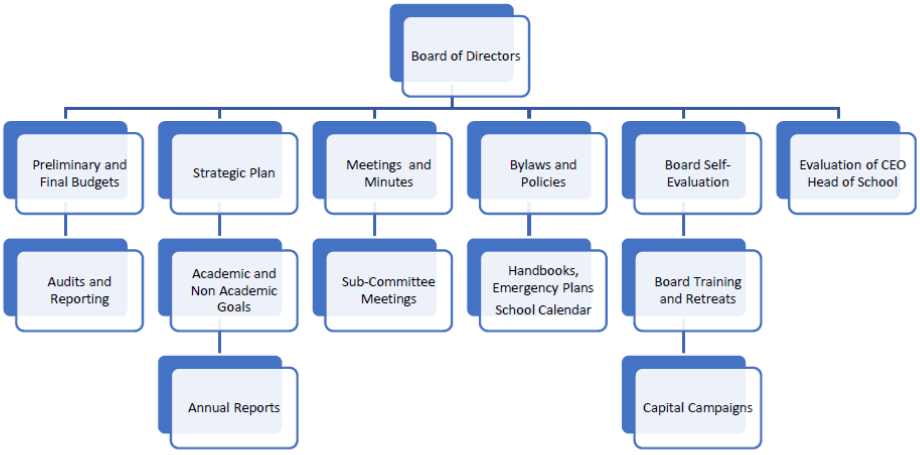
Note: Due to limited enrollment Year 1 (150) students and Year 2 (200) students, the academy will hire an assistant principal.

Indianapolis (Indy) STEAM Academy
School Level Organizational Chart
(Years 3 to Full Capacity)



Note: A full-time principal will be hired until Year 3 contingent upon enrollment.

Indianapolis (Indy) STEAM Academy
Organizational Chart
Governing Board of Director



Indy STEAM Academy

Attachment #14

Start-Up Plan

Attachment #14: Start-Up Plan *P=Primary Responsibility S= Secondary Responsibility*

The Pre-Opening Tasks identified below will support Indy STEAM Academy with preparing for the opening of school. The First Day of School for students is scheduled for July 29, 2020. We plan to open with 300 students Grades K-5.

Pre-Opening Tasks	SCL HEAD	BOARD	ASST. PRIN	BUSN MGR	COACH	SP-SM 2019	FALL 2019	JAN 2020	FEB 2020	MAR 2020	APR 2020	MAY 2020	JUNE 2020	JULY 2020
Authorizer Requirements														
Start-up conference w/ board chair and Head of School	P	S				X								
Update of Pre-Opening Checklist phone conference	P	S											X	
Indiana Charter School Board Pre-Opening Site Visit Provide copies of the final inspection reports from: (1) Indiana State Department of Health; (2) Office of the State Fire Marshall; (3) Department of Public Works; and (4) Building Inspector. Evacuation plans are in each classroom and school signage are posted.	P	S	S	S										X
Student Recruitment and Enrollment														
Redo recruitment brochures -current dates for opening Duplicate Letter of Intent to Enroll forms Translate all registration forms to Spanish Create recruitment video and slideshow.	P		S			X	X							
Student Registration and Enrollment Period Opens	P						X							
Conduct Parent Roundups and Informationals	P	S	S			X	X	X	X	X	X	X		
Participate in Head Start Recruitment Fair	P	S	S			X								
Meet with Director of Day Early Learning to schedule recruitment times at locations.	P		S			X								

Sunday church visits to speak with congregations, distribute materials and enroll interested parents.	P	S	S			X	X	X	X	X	X	X	X	
Saturday community canvassing and recruitment at local stores, business, apartment complexes.	P	S	S			X	X	X	X	X	X	X	X	
Weekday recruitment at Early childhood centers.	P		S			X	X	X	X	X	X	X	X	
Meet with apartment complex property managers to schedule meetings with families and distribute flyers.	P		S			X	X	X	X	X	X	X		
Recruitment at neighborhood associations and public libraries in targeted community until a facility is secure.	P	S	S			X	X	X	X	X	X	X	X	
Send Direct Mailers and Social Media Blitz	P		S			X		X		X				
Conduct Round 1 Enrollment Fair (Enroll Indy)	P		S				X							
Conduct Round 2 Enrollment Fair (Enroll Indy)	P		S						X					
Conduct Round 3 Enrollment Fair (Enroll Indy)	P		S								X			
Follow up, confirm enrollment and registration applications.	P		S				X	X	X	X	X	X	X	X
Conduct enrollment lottery if all seats are filled before second round recruitment.	P	S	S							X				
Student Enrollment and Registration Period Closes check registration paperwork for all students.	P	S	S									X		
Conduct Parent Orientations and distribute information.	P		S							X	X	X	X	X
Deadline to receive student records from sending schools. Check to ensure that IEP's have been sent.	P		S										X	
Send Welcome Packet to Parents of Students who have complete the enrollment process.	P		S										X	
Staff Recruitment and Enrollment														
Update teacher recruitment materials and folders.	P	S				X								
Post job descriptions and vacancy announcements on school website. Send to Teachers-Teachers.com, job banks, local newspapers and broadcast on Radio.	P					X	X	X	X	X	X	X		
Contact Career and College Placement Centers, send job vacancies for posting.	P						X	X	X					

Contact college and universities to schedule times to visit. Recruit on college campuses.	P	S					X	X	X	X	X			
Meet with Teach for America and Marian University regarding partnership agreements for teachers.	P					X								
Teacher Recruitment Fairs: Teach For America	P	S							X					
Conduct School Recruitment Fairs at the public library in neighboring communities.	P					X	X	X	X	X	X	X		
Participate in Regional College Teacher Recruitment Fair	P		S							X				
Conduct Interviews for Pre-Opening staff (Business Manager, Office Manager, Parent and Community Engagement Specialist, Coaches, and Tech Specialist	P	S					X							
Conduct Round #1 Interviews (Interview Team)	P	S	S						X					
Conduct Round #2 Interviews (Interview Team)	P	S	S							X				
Conduct Round #3 Interviews (Interview Team)	P	S	S								X			
Hire Round #1 Candidates	P	S	S							X				
Hire Round #2 Candidates	P	S	S								X			
Hire Round #3 Candidates	P	S	S									X		
Complete Background Checks and Child Protection Checks for all potential new hires.	P		S						X	X	X			
Last day for candidates to accept offers -make calls to non-respondents.	P	S										X		
Facilities Acquisition														
Contact Real Estate Broker, schedule time to visit proposed location target community.	P	S				X								
Facilities Committee recommendation for location	P	S					X							
Submit Letter of Intent	S	P					X							
Contact Architect-develop schematics and scope of work.	P	S					X							
Request Certification (Recertification of an existing structure) from an engineer or architect that the building complies as an "E" occupancy under the rules of the Fire Prevention and Building Safety Commission.	P	S					X							
Select general contractor using (RFP) process	S	P		S			X							

Negotiate and finalize Lease Agreement, address should be clearly identified.	S	P		S			X							
Check building specifications and any equipment needs	P	S				X								
Secure property insurance, obtain Certificate of Occupancy or Statement of Substantial Completion and certificates of Inspection and permits: Zoning, land use, and building use permits band/or zone certification, State construction design release Documentation from Indiana Department of Homeland Security, Documentation from the county or Indiana State Department of Health, Documentation from State Fire Marshall or Local Building Inspector, Documentation from Public Works, Documentation from the local Fire Department Inspection of Fire Extinguishers.	P	S		S								X		
Complete State Health Department inspections/licenses	P	S		S								X		
Contact Department of Public Works to request installation of school zone/ and speed limit signs.	P	S		S								X		
Move in day for furniture and staff.	P	S	S	S									X	
Financial														
Submit Academy Deduction Policy to State Board of Accounts/IDOE.	S			P			X							
Business manager set up QuickBooks and payroll.	S			P			X							
Submit documents to Charter Schools Capital for prequalification loan.	P	S		S		X								
Submit application for bridge loan and facilities loan to cover re-outfitting.	P	S		S			X							
Identify more information about Common School Fund, Building Hope, Charter Growth Fund, Indiana Finance Authority.	P	S		S			X							
Grants														
Meet with Cole Dietrich regarding CSP Grant Funds.	P					X								
Complete E-Rate grant application.	P					X								

Complete Assessment grant.	P										X			
Check on status of Walton Foundation grant application.	P					X								
Complete PLTW, STEM, and Homeland Security grants.	P										X			
Search databases for additional funding sources.	P					X	X							
Management & Operations														
Secure School Code and STN, Bidder's Number (ok), EIN (ok), DUN (ok), 501 c 3 (ok).	P			S		X								
Business Manager completes Independent Accountant's Report per Section 6.4 of the Charter Agreement.				P									X	
Complete Parent & Student Handbook, include discipline policy, uniform policy, technology use policy, parent rights, Parent/ Student Compact, FERPA, School health /records procedures, complaint procedures, right to attend Board meetings.	P		S				X							
School Uniforms and crest have been finalized.						X								
Activate Certificates of Insurance for all coverages.	P	S		S			X							
Prepare written procedures for accommodations of handicapped persons in compliance with ADA.	P	S		S				X						
Provide contact information to IDOE for all state reporting requirements to include Corporation Test Coordinator (CTC) for the Office of Student Assessment.	P						X							
Develop class lists by teacher and student. Finalize Contact Wait List, contact parents if seats are available.	P		S									X		
Develop plan for times and locations for student drop-off and pick-up before, during, and after school.	P		S									X		
Complete opening day preparation -materials & logistics.	P		S										X	
Ensure all reporting to IDOE Charter School Specialist and Director of the Office of School Finance for PSCP grant reporting, per-pupil-funding, state financial reporting (Form 9). Provide written assurance that updated school administration contact information has been provided to IDOE for all other state reporting requirements.	P												X	

Curriculum & Instruction														
Develop curriculum maps and pacing guides. Align curriculum with assessments.	S		S		P			X	X	X	X	X	X	
Obtain supporting documents and resources to support curriculum and instruction.	P		S		S			X	X	X	X	X	X	
Review all basal and textbook programs used to support the curriculum. Contact textbook reps.	P		S		S		X	X	X					
Assessments & Evaluation														
Apply for IDOE assessment grant	P										X			
Get quote for NWEA MAP Assessments	P							X						
Participate in ILEARN workshops. Align curriculum with assessments.	S		P							X				
Procurement														
Instructional Supplies & Materials														
The head of school has already developed a complete itemized list of instructional supplies and materials with costs. Once enrollment is solidified in March 2020, order materials	P	S	S	S							X			
Equipment and Furniture														
The head of school has already developed a complete itemized list of furniture and equipment with costs. Cost proposals for technology have been received. Once enrollment is solidified in March 2020, order materials	P	S	S	S							X			
Non-Instructional Supplies & Materials														
The head of school has already developed a complete itemized list of non-instructional supplies with costs. Order supplies and materials for pro-opening operations. Order non-instructional materials for start of school.	P	S		S			X				X			
Ensure the delivery of all orders. All equipment has been properly tagged with property codes, complete inventory	P		S	S									X	

of all textbooks, kits, furniture and equipment. Ensure the installation of all smartboards.														
Human Resources & Onboarding														
Complete interview packet, questions, and rubrics	P	S	S			X								
Create Teacher and Employee Handbooks	P	S	S				X							
Update Staffing Plan (Personnel Spreadsheet) that identifies names, position/title, license numbers, special education or ELL designations, and background checks, signed contracts, grade assignment, room number.	P	S	S									X		
Prepare for onboarding of staff	P	S	S										X	X
Professional Development														
Contact Consultants for professional development to secure dates for workshops in July.	P		S				X							
Identify company/secure locations for team building professional development workshop in July	P	S	S				X							
Prepare agenda, materials, and resources for workshops.	P		S		S							X	X	
Provide Staff Onboarding and Professional Development Training (10 days 8:00 AM – 4:00 PM)	P		S		S									X
Governance														
Board Development														
Complete background checks for Board of Directors, send results to ICSB	P					X								
Formally install all board officers. Transition from founding board to governing board.	S	P				X								
Submit fees and contact Board on Track. Plan retreat	S	P						X						
Establish goals for Head of School. Establish norms for communication.		P						X						
Review Board Job Descriptions, Nomination committee prepares to find additional board members.	S	P					X							
Board Spring Retreat 2020	S	P										X		

Meetings														
Review Pre-Opening Start-up Plan. Develop Board Calendar and confirm meeting dates.	S	P				X	X							
Subcommittees														
Subcommittee chairs confirm committee members, send communication regarding subcommittee meetings	S	P					X							
Policies														
Review ByLaws, Conflict of Interest, Code of Ethics, and Charter School Laws. Create a Board Handbook	S	P				X	X							
Review Non-Bidding Facility Proposal							X							
Legal														
Approve Real-Estate Agent of Record	S	P				X								
Approve Letter of Intent,	S	P					X							
Continue to develop and approve policies	S	P						X	X					
Prepare employment contracts										X	X	X		
Technology														
School Website														
Update website: board members, starting date, and location of school, check link for Letter of Intent to Enroll	P					X	X							
Put job descriptions and employment application packet on website	P					X	X							
Put Board meeting dates and minutes on website.	P	S				X	X							
Create donation page on website. Request technology on Teachers Go Fund Me page	P	S					X							
Infrastructure														
Check internet access, file server room, phone, alarm and intercom system, and surveillance cameras	P						X							
Set-up Power School Student Management System	P						X							

Purchased and Contracted Services														
Submit Bids for services	P	S		S				X	X					
Contact all service providers, get quotes and/or estimates for service. Some quotes have been provided.	P	S		S			X							
Contact all consultants, confirm professional development dates.	P			S			X	X						
Parent Engagement														
Organize Parent Advisory Council, conduct parent advisory meetings.	P	S	S				X	X	X	X	X	X	X	X
Send out monthly newsletters via email and website	P		S			X	X	X	X	X	X	X	X	X
Conduct focus groups to identify programs and services to support students and their families.	P	S	S			X	X							
Assist parents with required health services and screenings, including immunization records. Parents may participate in annual back-to-school health fair provided by Marion County Health Department.	P		S							X	X	X	X	X
Back to School Staff and Parent Picnic, held in July	P		S											X
Community Engagement														
Initial meeting with school volunteers for assistance with recruitment and fundraising campaigns.	P		S			X	X							
Meet with all community partners. Complete and sign partnership and service agreements.	P	S				X	X							
Develop Community Advisory Council. Hold meetings.	P	S	S			X	X	X			X			X
Participate in community events for additional exposure.	P	S	S			X	X	X	X	X	X	X	X	X
Attend council meetings and neighborhood association meetings.	P		S			X	X	X	X	X	X	X		
Conduct School Tours for community and parents	P		S										X	X
Food Services														
License to serve food from the Health Department.	P	S			S							X		
Identify food service provides - follow bid process	P	S		S			X							

Hire cafeteria manager, start one month before school	P	S	S								X			
Order supplies and equipment for cafeteria	S		S	P						X				
Transportation														
Identify transportation providers, follow bid process	P			S			X							
Get cost proposals for fieldtrips and excursions	P		S	S			X							
Safety and Security														
Develop Security and Safety Plan – meet with local first responders. Develop a schedule for drills	P	S	S	S			X	X						
Conduct Threat Analysis, request handheld metal detectors	P	S	S	S			X	X						
Fundraising														
Fundraising campaigns. Seek monetary donations and in-kind contributions. (Goal $50,000)	S	P	S				X		X		X		X	
Begin social media fundraising campaign	P	S	S			X	X	X	X	X	X	X	X	X
STEAM AHEAD Raffle	S	P	S							X				
School Launch														
Ribbon Cutting Ceremony	P	S	S											X
First Day of School for Teachers is July 27, 2020	P	S	P		S									X
First Parent/Teacher Conference is July 28, 2020 ABC Plans are developed with parents, students, and teachers.	P	S	P											X
First Day of School for Students is July 29, 2020	P	S	P		S									X

Indy STEAM Academy

Attachment #15

Insurance Coverage

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Insurance Estimate: Indianapolis STEAM Academy

Prepared on: February 12, 2019
By: Chad Miller

To Whom It May Concern:

We appreciate the opportunity to provide the outlined insurance estimate for Indianapolis (Indy) STEAM 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 Indy STEAM Academy's exposure: Hanover Insurance, Liberty Mutual, Markel, Selective, and Travelers Insurance. We also have access to secondary markets in the event Indy STEAM Academy 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 Indy STEAM 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 $3,000,000 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 $3,000,000 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 (2020-2021 Academic Year) – New School with Leased Space

Property and Casualty Insurance Coverage	Annual Premium
Liability	
Directors and Officers Liability, Educators Legal Liability, and Employment Practices Liability	$4,780
Workers Compensation/Employer's Liability	$5,460
Commercial General Liability (including "Abuse" or "Molestation")	$2,435
Automobile Liability	$1,035
Employee Dishonesty Liability	$1,255
Cyber Liability	$840
Umbrella Liability	$3,050
Liability Cost	**$18,855**
Property	
Business Auto	$2,005
Business Personal Property & Business Income and Extra expense	$1,125
Property Cost	**$3,130**
Total Cost	**$21,985**
Optional Coverages	
Law Enforcement Professional	$1,760
Foreign Travel Liability	$1,245

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

- 200 Students
- 25 Staff Members
- One commercial auto (likely 16-passenger van)
- Business Personal Property is estimated at $325,000

Medical Insurance Coverage	Monthly Premium
Medical (***Individual***: $3,000 deductible / $6,000 out of pocket max | ***Family***: $6,000 / $12,000)	
Employee Only	$534
Employee and Child(ren)	$842
Employee and Spouse	$994
Family	$1,197

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***Important note**: Insurance market conditions can change quickly, which makes it difficult to project insurance costs for the fall of 2020. 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 J. Miller

Chad Miller
Partner
e: chad@millerinsurancegrp.com
c: (317) 869-9180

Indy STEAM Academy

Attachment #16

Budget and Staffing Workbook

Enrollment Projections

School Enrollment Projections

(must align with Charter Application Enrollment Plan)

School Name: Indianapolis (Indy) STEAM Academy
Planned Opening Year: 2020

Enrollment	Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten	50	50	50	50	50
Grade 1	50	50	50	50	50
Grade 2	50	50	50	50	50
Grade 3		50	50	50	50
Grade 4			50	50	50
Grade 5				50	50
Grade 6					50
Grade 7					
Grade 8					
Grade 9					
Grade 10					
Grade 11					
Grade 12					
Adult					
Total Adult Enrollment:	0	0	0	0	0
Total K-12 Enrollment:	150	200	250	300	350
Special Education #	15	20	25	30	35
English Learners #	15	20	25	30	35
FRL #	105	140	175	210	245
K-12 Distribution	$ 1,076,330.25	$ 1,449,961.50	$ 1,812,451.88	$ 2,174,942.25	$ 2,537,432.63
Adult Distribution	$ -	$ -	$ -	$ -	$ -
Total Distribution	$ 1,076,330.25	$ 1,449,961.50	$ 1,812,451.88	$ 2,174,942.25	$ 2,537,432.63

The above calculations are estimates based on projected enrollment. The actual distribution to the school will be based on an ADM count of eligible pupils enrolled in the school on two count dates (in September and February).

The Basic Grant amount for K-12 charter schools is $5,548 in FY2020 and $5,703 in FY2021. Students in Full Day Kindergarten should be treated as 1 student, students in 1/2 day kindergarten should be treated as 0.5 student. Indiana's Complexity Grant (Complexity Index * Complexity Amount) provides additional funding to school corporations serving proportionally more students from low-income families. It is based on the percentage of a school corporation's students receiving SNAP, TANF, or foster care services. The above calculation is an estimate based on the complexity index for the school corporation in which the proposed charter school will be located. The school's actual Complexity Grant amount will likely differ. The K-12 Distribution is calculated by multiplying Total Enrollment by the Complexity Grant + the Basic Grant.

The Adult Grant amount for adult high schools is $6,750. The Adult Distribution is calculated by multiplying Total Enrollment by the Adult Grant.

Staffing Plan

5-Year Projected Staffing Plan

School Name: Indianapolis (Indy) STEAM Academy
Planned Opening Year: 2020

- Complete all relevant Grey Shaded areas -> Name of Position, Number of Positions, Average Salary, Health Insurance, Retirement Contribution, and Other Benefits.
- Projected salary and benefits should align with Year 0 and 5-Year budgets.
- Please see footnotes below for additional information.

	Year 0			Year 1			Year 2		
	Number	Average Salary (1)	Total Expense	Number	Average Salary	Total Expense	Number	Average Salary	Total Expense
INSTRUCTIONAL STAFF									
Classroom Teachers		$ -	$ -	6.0	$ 45,000.00	$ 270,000.00	8.0	$ 45,900.00	$ 367,200.00
Fine Arts (Art, Music, Phys Ed.)		$ -	$ -	3.0	$ 45,000.00	$ 135,000.00	3.0	$ 45,900.00	$ 137,700.00
Special Education Resource Teacher		$ -	$ -	1.0	$ 45,000.00	$ 45,000.00	1.0	$ 45,900.00	$ 45,900.00
ELL Resource Teacher		$ -	$ -	1.0	$ 45,000.00	$ 45,000.00	1.0	$ 45,900.00	$ 45,900.00
Teacher Assistants		$ -	$ -	3.0	$ 25,000.00	$ 75,000.00	4.0	$ 25,500.00	$ 102,000.00
Substitute Teachers		$ -	$ -	1.0	$ 18,000.00	$ 18,000.00	1.0	$ 18,000.00	$ 18,000.00
		$ -	$ -		$ -	$ -		$ -	$ -
		$ -	$ -		$ -	$ -		$ -	$ -
		$ -	$ -		$ -	$ -		$ -	$ -
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		$ -	$ -		$ -	$ -		$ -	$ -
		$ -	$ -		$ -	$ -		$ -	$ -
		$ -	$ -		$ -	$ -		$ -	$ -
Total Instructional Staff:	0.0		$ -	15.0		$ 588,000.00	18.0		$ 716,700.00
ADMIN & SUPPORT									
CEO/Head of School	1.0	$ 47,500.00	$ 47,500.00	1.0	$ 95,000.00	$ 95,000.00	1.0	$ 97,850.00	$ 97,850.00
Principal		$ -	$ -		$ -	$ -		$ -	$ -
Business/Operations Manager	1.0	$ 12,498.00	$ 12,498.00	0.6	$ 50,000.00	$ 30,000.00	0.6	$ 51,000.00	$ 30,600.00
Office Manager		$ -	$ -	1.0	$ 35,000.00	$ 35,000.00	1.0	$ 35,700.00	$ 35,700.00
Building Maintenance		$ -	$ -	1.5	$ 30,000.00	$ 45,000.00	1.5	$ 30,600.00	$ 45,900.00
Cafeteria Manager		$ -	$ -	1.0	$ 25,000.00	$ 25,000.00	1.0	$ 25,500.00	$ 25,500.00
Nurse		$ -	$ -	1.0	$ 40,000.00	$ 40,000.00	1.0	$ 40,800.00	$ 40,800.00
Librarian/Technology		$ -	$ -	1.0	$ 45,000.00	$ 45,000.00	1.0	$ 45,900.00	$ 45,900.00
Instructional Coach		$ -	$ -	1.0	$ 55,000.00	$ 55,000.00	1.0	$ 56,100.00	$ 56,100.00
Assistant Principal		$ -	$ -	1.0	$ 65,000.00	$ 65,000.00	1.0	$ 66,950.00	$ 66,950.00
		$ -	$ -		$ -	$ -		$ -	$ -
		$ -	$ -		$ -	$ -		$ -	$ -
		$ -	$ -		$ -	$ -		$ -	$ -
		$ -	$ -		$ -	$ -		$ -	$ -
		$ -	$ -		$ -	$ -		$ -	$ -
Total Admin & Support Staff:	2.0		$ 59,998.00	9.1		$ 435,000.00	9.1		$ 445,300.00

	Year 3			Year 4			Year 5		
	Number	Average Salary	Total Expense	Number	Average Salary	Total Expense	Number	Average Salary	Total Expense
INSTRUCTIONAL STAFF									
Classroom Teachers	10.0	$ 46,818.00	$ 468,180.00	12.0	$ 47,754.00	$ 573,048.00	14.0	$ 48,709.00	$ 681,926.00
Fine Arts (Art, Music, Phys Ed.)	3.0	$ 46,818.00	$ 140,454.00	3.0	$ 47,754.00	$ 143,262.00	3.0	$ 48,709.00	$ 146,127.00
Special Education Resource Teacher	1.5	$ 46,818.00	$ 70,227.00	1.5	$ 47,754.00	$ 71,631.00	2.0	$ 48,709.00	$ 97,418.00
ELL Resource Teacher	1.0	$ 46,818.00	$ 46,818.00	1.0	$ 47,754.00	$ 47,754.00	1.0	$ 48,709.00	$ 48,709.00
Teacher Assistants	5.0	$ 26,010.00	$ 130,050.00	6.0	$ 26,530.00	$ 159,180.00	7.0	$ 27,060.00	$ 189,420.00
Substitute Teachers	1.0	$ 18,000.00	$ 18,000.00	1.5	$ 18,000.00	$ 27,000.00	2.0	$ 18,000.00	$ 36,000.00
		$ -	$ -		$ -	$ -		$ -	$ -
		$ -	$ -		$ -	$ -		$ -	$ -
		$ -	$ -		$ -	$ -		$ -	$ -
		$ -	$ -		$ -	$ -		$ -	$ -
		$ -	$ -		$ -	$ -		$ -	$ -
		$ -	$ -		$ -	$ -		$ -	$ -
		$ -	$ -		$ -	$ -		$ -	$ -
		$ -	$ -		$ -	$ -		$ -	$ -
		$ -	$ -		$ -	$ -		$ -	$ -
		$ -	$ -		$ -	$ -		$ -	$ -
Total Instructional Staff:	21.5		$ 873,729.00	25.0		$ 1,021,875.00	29.0		$ 1,199,600.00
ADMIN & SUPPORT									
CEO/Head of School	1.0	$ 100,786.00	$ 100,786.00	1.0	$ 103,809.00	$ 103,809.00	1.0	$ 106,923.00	$ 106,923.00
Principal	1.0	$ 80,000.00	$ 80,000.00	1.0	$ 82,400.00	$ 82,400.00	1.0	$ 84,872.00	$ 84,872.00
Business/Operations Manager	0.6	$ 52,020.00	$ 31,212.00	0.6	$ 53,060.00	$ 31,836.00	0.6	$ 54,122.00	$ 32,473.20
Office Manager	1.0	$ 36,414.00	$ 36,414.00	1.0	$ 37,142.00	$ 37,142.00	1.0	$ 37,885.00	$ 37,885.00
Building Maintenance	1.5	$ 31,212.00	$ 46,818.00	1.5	$ 31,836.00	$ 47,754.00	2.0	$ 32,472.00	$ 64,944.00
Cafeteria Manager	1.0	$ 26,010.00	$ 26,010.00	1.0	$ 26,530.00	$ 26,530.00	1.0	$ 27,060.00	$ 27,060.00
Nurse	1.0	$ 41,616.00	$ 41,616.00	1.0	$ 42,448.00	$ 42,448.00	1.0	$ 43,297.00	$ 43,297.00
Librarian/Technology	1.0	$ 46,818.00	$ 46,818.00	1.0	$ 47,754.00	$ 47,754.00	1.0	$ 48,709.00	$ 48,709.00
Instructional Coach	1.0	$ 62,944.00	$ 62,944.00	1.0	$ 64,202.00	$ 64,202.00	1.0	$ 65,486.00	$ 65,486.00
Assistant Principal		$ -	$ -		$ -	$ -		$ -	$ -
		$ -	$ -		$ -	$ -		$ -	$ -
		$ -	$ -		$ -	$ -		$ -	$ -
		$ -	$ -		$ -	$ -		$ -	$ -
		$ -	$ -		$ -	$ -		$ -	$ -
		$ -	$ -		$ -	$ -		$ -	$ -
Total Admin & Support Staff:	9.1		$ 472,618.00	9.1		$ 483,875.00	9.6		$ 511,649.20

BENEFITS	Year 0 Rate/Per Employee Expense	Year 0 Total Expense	Year 1 Rate/Per Employee Expense	Year 1 Total Expense	Year 2 Rate/Per Employee Expense	Year 2 Total Expense	Year 3 Rate/Per Employee Expense	Year 3 Total Expense	Year 4 Rate/Per Employee Expense	Year 4 Total Expense	Year 5 Rate/Per Employee Expense	Year 5 Total Expense
Health Insurance (2)	$ 3,204.00	$ 6,408.00	$ 4,000.00	$ 96,400.00	$ 4,500.00	$ 121,950.00	$ 4,500.00	$ 137,700.00	$ 5,000.00	$ 170,500.00	$ 5,000.00	$ 193,000.00
Retirement Contributions	$ 428.00	$ 856.00	$ 1,149.00	$ 27,690.90	$ 1,159.00	$ 31,408.90	$ 1,187.00	$ 36,322.20	$ 1,229.00	$ 41,908.90	$ 1,244.00	$ 48,018.40
Social Security (3)	6.2%	$ 3,719.88	6.2%	$ 63,426.00	6.2%	$ 72,044.00	6.2%	$ 83,473.51	6.2%	$ 93,356.50	6.2%	$ 106,097.45
Medicare	1.45%	$ 869.97	1.45%	$ 14,833.50	1.45%	$ 16,849.00	1.45%	$ 19,522.03	1.45%	$ 21,833.38	1.45%	$ 24,813.11
Unemployment	2.5%	$ 1,499.95	2.5%	$ 25,575.00	2.5%	$ 29,050.00	2.5%	$ 33,658.68	2.5%	$ 37,643.75	2.5%	$ 42,781.23
Other Compensation (3)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -

SUMMARY	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Total Staff	2.0	24.1	27.1	30.6	34.1	38.6
Total Salaries:	$ 59,998.00	$ 1,023,000.00	$ 1,162,000.00	$ 1,346,347.00	$ 1,505,750.00	$ 1,711,249.20
Total Benefits:	$ 13,353.80	$ 227,925.40	$ 271,301.90	$ 310,676.42	$ 365,242.53	$ 414,710.19
Total Salaries + Benefits:	$ 73,351.80	$ 1,250,925.40	$ 1,433,301.90	$ 1,657,023.42	$ 1,870,992.53	$ 2,125,959.39
Student/teacher ratio	N/A	10:1	11:1	12:1	12:1	12:1
Student/staff ratio	N/A	16:1	22:1	27:1	33:1	36:1

<u>The information provided below does not, and is not intended to, constitute legal advice. Schools should consult with an attorney/accountant for any questions about employment matters.</u>

(1) Amounts paid to "employees" regardless of whether they are full-time, part-time, or limited-time should be listed in the **Average Salary** column (lines 13-45) for each year. You should include all pay given to an employee for services performed, including salaries, vacation allowances, bonuses, stipends, commissions, and taxable fringe benefits. For more information, see https://www.irs.gov/publications/p15. Generally, a worker who performs services for you is your "employee" if you have the right to control what will be done and how it will be done. Do not include payments made to "independent contractors" (see (4) below).

(2) **Health Insurance** and **Retirement Contributions** should be calculated as a per employee expense and entered manually on lines 51 & 52 for each year.

(3) **Social Security, Medicare**, and **Unemployment** are "employment taxes" which must be collected by the employer for all wages paid individuals who are considered employees. The Worksheet calculates these amounts automatically based on the information entered in the Average Salary column for each year.

(4) All amounts paid to "independent contractors" should be listed in the **Other Compensation** line (line 56) and explained in the budget narrative. The general rule is that an individual is an independent contractor if you have the right to control or direct only the result of the work and not what will be done and how it will be done. There are many factors used by the IRS to determine whether an individual is an independent contractor. See, https://www.irs.gov/businesses/small-businesses-self-employed/independent-contractor-self-employed-or-employee. <u>Please note that the IRS has generally found that an individual rendering services as a substitute teacher is considered to be an employee and not an independent contractor.</u>

Budget and Cash Flow (Year 0)

School Name: Indianapolis [Indy] STEAM Academy
Planned Opening Year: 2020

	REVENUES	July	August	September	October	November	December	January	February	March	April	May	June	Year 0 Totals
	Federal Revenues - See Footnotes													
1	Public Charter School Program Grant	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 33,333.00	$ 33,333.00	$ 33,334.00	$ 100,000.00
2	Other Federal Revenue (please describe) (1)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	Total Federal Revenues:	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 33,333.00	$ 33,333.00	$ 33,334.00	$ 100,000.00
	Other Revenues													
3	Contributions and Donations from Private Sources	$ 1,000.00	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 1,000.00
4	Interest Income	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5	Other Revenue (please describe)	$ -	$ -	$ -	$ -	$ -	$ -	$ 15,000.00	$ 15,000.00	$ 15,000.00	$ -	$ -	$ -	$ 45,000.00
	Total Other Revenues:	$ 1,000.00	$ -	$ -	$ -	$ -	$ -	$ 15,000.00	$ 15,000.00	$ 15,000.00	$ -	$ -	$ -	$ 46,000.00
	TOTAL REVENUES:	$ 1,000.00	$ -	$ -	$ -	$ -	$ -	$ 15,000.00	$ 15,000.00	$ 15,000.00	$ 33,333.00	$ 33,333.00	$ 33,334.00	$ 146,000.00
	EXPENSES													
	Personnel Expenses													
6	Wages, Benefits and Payroll Taxes	$ -	$ -	$ -	$ -	$ -	$ -	$ 12,225.00	$ 12,225.00	$ 12,225.00	$ 12,226.00	$ 12,226.00	$ 12,226.80	$ 73,353.80
	Total Personnel Expenses:	$ -	$ -	$ -	$ -	$ -	$ -	$ 12,225.00	$ 12,225.00	$ 12,225.00	$ 12,226.00	$ 12,226.00	$ 12,226.80	$ 73,353.80
	Instructional Supplies and Resources - See Footnotes													
7	Textbooks	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
8	Library/Media Services (Other than Staff)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
9	Instructional Supplies	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
10	Technology Supporting Instruction (2)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
11	Student Assessment	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
12	Computers used for Instruction	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
13	Instructional Software	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
14	Enrichment Programs (3)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	Total Instructional Supplies and Resources:	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	Support Supplies and Resources													
16	Administrative Computers	$ -	$ -	$ -	$ -	$ -	$ -	$ 1,000.00	$ -	$ -	$ -	$ -	$ -	$ 1,000.00
17	Administrative Software	$ -	$ -	$ -	$ -	$ -	$ -	$ 300.00	$ -	$ -	$ -	$ -	$ -	$ 300.00
18	Administrative Technology Services	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
19	Administration Dues & Fees	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
20	Operational Supplies	$ -	$ -	$ -	$ -	$ -	$ -	$ 100.00	$ 100.00	$ 100.00	$ 100.00	$ 100.00	$ 100.00	$ 600.00
21	Professional Development	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
22	Other (please describe)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	Total Support Supplies and Resources:	$ -	$ -	$ -	$ -	$ -	$ -	$ 1,400.00	$ 100.00	$ 100.00	$ 100.00	$ 100.00	$ 100.00	$ 1,900.00
	Governing Board Expenses													
23	General Board Services	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
24	Legal Services	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
25	Board Supplies	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
26	Dues & Fees	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
27	Other (please describe)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	Total Board Expenses:	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	Purchased or Contracted Services													
28	Audit Services	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
29	Payroll Services	$ -	$ -	$ -	$ -	$ -	$ -	$ 165.00	$ 165.00	$ 165.00	$ 165.00	$ 165.00	$ 165.00	$ 990.00
30	Financial Accounting	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
31	Other Fiscal Services	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
32	Printing, Publishing, Duplicating Services	$ -	$ -	$ -	$ -	$ -	$ -	$ 100.00	$ 100.00	$ 100.00	$ 100.00	$ 100.00	$ 500.00	$ 1,000.00
33	Other Professional/Technical Services	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
34	Telecommunication Services	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
35	Insurance	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
36	Travel	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
37	Postage	$ -	$ -	$ -	$ -	$ -	$ -	$ 50.00	$ 50.00	$ 50.00	$ 100.00	$ 100.00	$ 100.00	$ 450.00

	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
38	Special Education Administration	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
39	Student Information Services	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 2,500.00	$ 2,500.00
40	Food Services	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
41	Contracted Transportation Services	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
42	Other Transportation Services (please describe)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
43	Promotion Expenses	$ -	$ -	$ -	$ -	$ -	$ -	$ 500.00	$ 500.00	$ 500.00	$ 500.00	$ 500.00	$ 1,000.00	$ 3,500.00
44	Other (please describe)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	Total Professional Purchased or Contracted Services:	$ -	$ -	$ -	$ -	$ -	$ -	$ 815.00	$ 815.00	$ 815.00	$ 865.00	$ 865.00	$ 4,265.00	$ 8,440.00
	Facilities Expenses													
45	Rent of Buildings, Facilities, and Equipment	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
46	Purchase of Furniture & Equipment	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
47	Electric/Gas	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 2,187.00	$ 2,187.00
48	Water & Sewage	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 1,093.00	$ 1,093.00
49	Repair and Maintenance Services (not provided by school personnel)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
50	Custodial Services (not provided by school personnel)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
51	Waste Disposal	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 300.00	$ 300.00
52	Debt Service for Facilities (Principal & Interest)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
53	Debt Service for Equipment (Principal & Interest)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
54	Other (please describe)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	Total Facilities Expenses:	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 3,580.00	$ 3,580.00
	Other Expenses													
55	Indiana Charter School Board Administrative Fee	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
56	CMO/EMO Fee	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
57	Bank Fees	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
58	Depreciation Expense	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
59	Escrow	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	Total Other Expenses:	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	TOTAL EXPENSES:	$ -	$ -	$ -	$ -	$ -	$ -	$ 14,440.00	$ 13,140.00	$ 13,140.00	$ 13,191.00	$ 13,191.00	$ 20,171.80	$ 87,273.80
	SURPLUS / (DEFICIT):	$ 1,000.00	$ -	$ -	$ -	$ -	$ -	$ 560.00	$ 1,860.00	$ 1,860.00	$ 20,142.00	$ 20,142.00	$ 13,162.20	$ 58,726.20

Projected New School Annual Operating Budget -- YEARS 1 - 5 (Fiscal Year July 1-June 30)

School Name: Indianapolis (Indy) STEAM Academy
Planned Opening Year: 2020

Special Instructions for Schools Contracting with a Management Company:
Please include a note in the assumptions column and budget narrative if any of of the listed amounts include additional service, consulting, facility, or licensing fees paid to a management company or affiliate of a management company that are not included in Line 97 (CMO/EMO fee). For example, you should note any additional fees for instructional or support supplies and resources; license fees for materials, software, or educational programming; or fees related to the management, sale, or lease of real estate. Please also state whether your facility is leased or purchased from a management company or affiliate of a management company.

	REVENUES	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Assumptions
	State Revenues - See Footnotes							
1	State Tuition Support - From Tab 2		$ 1,076,330.25	$ 1,449,961.50	$ 1,812,451.88	$ 2,174,942.25	$ 2,537,432.63	
2	State Matching Funds for School Lunch Program		$ -	$ -	$ -	$ -	$ -	
3	Professional Development Grant		$ 2,500.00	$ 2,500.00	$ 2,500.00	$ 2,500.00	$ 2,500.00	Project Lead the Way (PLTW) Training for Coaches and Teachers
4	Technology Grants		$ -	$ -	$ -	$ -	$ -	
5								
6	Gifted and Talented Program		$ -	$ -	$ -	$ -	$ -	
7	Textbook Reimbursement		$ 12,150.00	$ 16,200.00	$ 20,250.00	$ 24,300.00	$ 28,350.00	$61.00 x students enrolled. See Enrollment Projections each
8	Summer School		$ 37,500.00	$ 50,000.00	$ 62,500.00	$ 75,000.00	$ 87,500.00	$500 x number of students participating each year. Year 1=75, Year 2=100, Year 3=125, Year 4=150, Year 5=175
9	Charter and Innovation Network School Grant (1)		$ 112,500.00	$ -	$ -	$ -	$ -	FY2020 appropriations is $750.00 x the number of students
10								
12	Formative Assessment Grant		$ 2,025.00	$ 2,700.00	$ 3,375.00	$ 4,050.00	$ 4,750.00	$13.50 x number of students enrolled each year. See
13	Performance Based Awards		$ -	$ -	$ -	$ -	$ -	
14	Other State Revenue (please describe)		$ 3,750.00	$ 5,000.00	$ 6,250.00	$ 7,500.00	$ 8,750.00	Title III State Funding for ELL Students (n=ELL students x $250.00) - See EL Enrollment Projections
15	Special Education Grant		$ 34,500.00	$ 46,000.00	$ 57,500.00	$ 69,000.00	$ 80,500.00	Special Education Funding (n=special education students x $2,300 per qualifying student mild to moderate disability) - See
16	Special Education Preschool		$ -	$ -	$ -	$ -	$ -	
	Total State Revenues:		$ 1,281,255.25	$ 1,572,361.50	$ 1,964,826.88	$ 2,357,292.25	$ 2,749,782.63	
	Federal Revenues - See Footnotes							
17	Public Charter School Program Grant (2)	$ 100,000.00	$ 300,000.00	$ 300,000.00	$ 200,000.00	$ -	$ -	
18	Charter Facilities Assistance Program Grant		$ -	$ -	$ -	$ -	$ -	
19	IDEA- Part B Grant (Special Education)		$ 7,785.00	$ 10,380.00	$ 12,975.00	$ 15,570.00	$ 18,165.00	$519.40 per qualifying student. See Special Education
20	Title I		$ 58,275.00	$ 77,700.00	$ 97,125.00	$ 116,550.00	$ 135,975.00	$555 x number of FRL count students each year. See FRL
21	Title II		$ 9,345.00	$ 12,460.00	$ 15,575.00	$ 18,690.00	$ 21,805.00	$89.00 x number of FRL count students. See FRL Enrollment
22	Federal Lunch Program		$ 77,896.81	$ 103,862.40	$ 129,828.00	$ 155,793.60	$ 181,826.40	The number of FRL students x $3.41 x number of days of
23	Federal Breakfast Reimbursement		$ 69,847.50	$ 93,166.00	$ 116,457.50	$ 139,749.00	$ 163,040.50	This budget line combines the totals for both breakfast
24	Other Federal Revenue (please describe) (3)	$ -	$ 26,850.00	$ 35,000.00	$ 43,150.00	$ 51,300.00	$ 59,450.00	This budget line includes Title III ($100 x number of EL students
	Total Federal Revenues:	$ 100,000.00	$ 549,999.31	$ 632,568.40	$ 615,110.50	$ 497,652.60	$ 580,261.90	
	Other Revenues							
25	Contributions and Donations from Private Sources	$ 1,000.00	$ 25,000.00	$ 25,000.00	$ 25,000.00	$ 25,000.00	$ 25,000.00	Donations, fundraisers, Private funding sources
26	Student and Adult Fees		$ 3,750.00	$ 5,000.00	$ 6,250.00	$ 7,500.00	$ 8,750.00	Science and Engineering Lab Fee $25.00 per student
27	Other Fees		$ 18,000.00	$ 21,600.00	$ 25,200.00	$ 28,800.00	$ 32,400.00	Extra-curricular materials fee 10.00 week x 36 weeks x # students
28	Interest Income	$ -	$ -	$ -	$ -	$ -	$ -	
29	Other Revenue (please describe)	$ 45,000.00	$ 150,000.00	$ -	$ -	$ -	$ -	Charter Schools Capital funds - see prequalification letter
	Total Other Revenues:	$ 46,000.00	$ 196,750.00	$ 51,600.00	$ 56,450.00	$ 61,300.00	$ 66,150.00	
	TOTAL REVENUES:	$ 146,000.00	$ 2,028,004.56	$ 2,256,529.90	$ 2,636,387.38	$ 2,916,244.85	$ 3,396,194.53	
	EXPENSES							
	Administrative Staff - See Footnotes							
30	Executive Administration: Office of Superintendent (4)		$ 95,000.00	$ 97,850.00	$ 100,786.00	$ 103,809.00	$ 106,923.00	
31	School Administration: Office of the Principal (5)		$ 65,000.00	$ 66,950.00	$ 80,000.00	$ 82,400.00	$ 84,872.00	
32	Other School Administration (please describe) (6)		$ -	$ -	$ -	$ -	$ -	
33	Business Manager/Director of Finance		$ 30,000.00	$ 30,600.00	$ 31,212.00	$ 31,836.00	$ 32,473.20	
	Total Administrative Staff:		$ 190,000.00	$ 195,400.00	$ 211,998.00	$ 218,045.00	$ 224,268.20	
	Instructional Staff - See Footnotes							
34	Teachers - Regular (7)		$ 450,000.00	$ 550,800.00	$ 655,452.00	$ 764,064.00	$ 876,762.00	
35	Teachers - Special Education		$ 45,000.00	$ 45,900.00	$ 70,227.00	$ 71,631.00	$ 97,418.00	
36	Substitutes, Assistants, Paraprofessionals, Aides		$ 93,000.00	$ 120,000.00	$ 148,050.00	$ 186,180.00	$ 225,420.00	
37	Summer School Staff		$ -	$ -	$ -	$ -	$ -	
	Total Instructional Staff:		$ 588,000.00	$ 716,700.00	$ 873,729.00	$ 1,021,875.00	$ 1,199,600.00	
	Non-Instructional/Support Staff - See Footnotes							
38	Social Workers, Guidence Counselors, Therapists (8)		$ -	$ -	$ -	$ -	$ -	
39	Other Support Staff (please describe) (9)		$ 60,000.00	$ 61,200.00	$ 62,424.00	$ 63,672.00	$ 64,945.00	
40	Nurse Services		$ 40,000.00	$ 40,800.00	$ 41,616.00	$ 42,448.00	$ 43,297.00	
41	Instructional Support Staff (10)		$ 55,000.00	$ 56,100.00	$ 62,944.00	$ 64,202.00	$ 65,486.00	
42	Librarian		$ 45,000.00	$ 45,900.00	$ 46,818.00	$ 47,754.00	$ 48,709.00	
43	Technology Support		$ -	$ -	$ -	$ -	$ -	
44	Maintenance of Buildings, Grounds, Equipment		$ 45,000.00	$ 45,900.00	$ 46,818.00	$ 47,754.00	$ 64,944.00	
45	Security		$ -	$ -	$ -	$ -	$ -	
46	Athletic Coaches		$ -	$ -	$ -	$ -	$ -	
	Total Non-Instructional/Support Staff:		$ 245,000.00	$ 249,900.00	$ 260,620.00	$ 265,830.00	$ 287,381.00	
	Subtotal Wages and Salaries:		$ 1,023,000.00	$ 1,162,000.00	$ 1,346,347.00	$ 1,505,750.00	$ 1,711,249.20	
	Payroll Taxes and Benefits - From Tab 3							
47	Social Security/Medicare/Unemployment		$ 103,834.50	$ 117,943.00	$ 136,654.22	$ 152,833.63	$ 173,691.79	
48	Health Insurance		$ 96,400.00	$ 121,950.00	$ 137,700.00	$ 170,500.00	$ 193,000.00	
49	Retirement Contributions		$ 27,690.90	$ 31,408.90	$ 36,322.20	$ 41,908.90	$ 48,018.40	
50	Other Compensation		$ -	$ -	$ -	$ -	$ -	
	Total Payroll Taxes and Benefits:	$ 73,353.80	$ 227,925.40	$ 271,301.90	$ 310,676.42	$ 365,242.53	$ 414,710.19	
	Total Personnel Expenses:	$ 73,353.80	$ 1,250,925.40	$ 1,433,301.90	$ 1,657,023.42	$ 1,870,992.53	$ 2,125,959.39	
	Instructional Supplies and Resources - See Footnotes							
51	Textbooks	$ -	$ 34,500.00	$ 11,500.00	$ 11,500.00	$ 11,500.00	$ 11,500.00	Textbooks $150.00 x nuber of students enrolled Y1; Yrs 2-5 =
52	Library/Media Services (Other than Staff)	$ -	$ 2,000.00	$ 2,000.00	$ 2,000.00	$ 2,000.00	$ 2,000.00	# of books x $40.00 each year to build library
53	Instructional Supplies	$ -	$ 10,000.00	$ 12,000.00	$ 14,000.00	$ 16,000.00	$ 18,000.00	$1,000 per classroom including Art, Music, Physical Education,
54	Technology Supporting Instruction (11)	$ -	$ 15,000.00	$ 5,000.00	$ 5,000.00	$ 5,000.00	$ 5,000.00	Projectors and Whiteboards
55	Student Assessment	$ -	$ 11,250.00	$ 15,000.00	$ 18,750.00	$ 22,500.00	$ 26,250.00	75.00 per student for IREAD K-2, IREAD 3, ILEARN, NWEA, WIDA
56	Computers used for Instruction	$ -	$ 35,000.00	$ 12,000.00	$ 12,000.00	$ 12,000.00	$ 12,000.00	Chromebooks at 200.00 per student (30,000) + 25 for lab (5,000)
57	Instructional Software	$ -	$ 15,000.00	$ 20,000.00	$ 25,000.00	$ 30,000.00	$ 35,000.00	$100.00 per student x enrollment
58	Enrichment Programs (12)	$ -	$ 8,000.00	$ 10,000.00	$ 12,000.00	$ 14,000.00	$ 16,000.00	Materials for success time, and afterschool extra-curricular
	Total Instructional Supplies and Resources:	$ -	$ 130,750.00	$ 87,500.00	$ 100,250.00	$ 113,000.00	$ 125,750.00	100.00 per student

Indy STEAM Academy

Attachment #17

Budget Narrative

Budget Narrative

Indy STEAM was awarded the Charter Schools Program grant in the amount of $900,000 in March 2018 for a three-year period. At the time of the award, Indy STEAM Academy was not authorized. It was our understanding that we would have 18 months to expend the first round of funds, which would give us time to get authorized. We were not able to be authorized by June 2018, so the Indiana Department of Education (IDOE) withdrew our funds. The IDOE indicated that once we are authorized that we would be able to reapply for these funds. We hope that we are able to get authorized and reapply for these funds to help use with our initial start-up costs.

Budget Narrative: Revenues Year One

State Revenues: The projected **Year One** budget anticipates the enrollment of 150 students grades K-2 with the Basic Grant revenue of approximately **$5,548** per-pupil with complexity for a total of **$1,076,330.25** (State Tuition Support). The academy anticipates receiving the Charter Innovative Network grant which is provided for new charter schools in the amount of $112,500. Other state revenues include professional development grant through Project Lead the Way $2,500, Textbook reimbursements $12,150, Summer School for 75 students $37,500, Formative Assessment Grant ($13.50 per student) totaling $2,025, Special Education grant (10%)15 students x $2,300 per student totaling $34,500; and other state revenue (line 14) for English Language Learners $3,750.
The total State revenues for Year One are $1,281,255,25.

Federal Revenues: The academy hopes to be authorized to be able to apply for the Public Charter School Program Grand (PCSP) to cover pre-opening cost $100.000 initial start-up costs $300,000 to cover the cost of the STEAM Coach salary, professional development for teachers before the start of the school year, science kits, engineering curriculum modules and materials, and computers for students with a charging station. Other federal revenues include IDEA Part B Special Education (10%) 15 students $7,785; Title I based on 70% (105) free and reduced lunch students x $555 for a total of $58,275; Title II based on 70% (105) free and reduced lunch students x $89.00 for a total of $9,345; federal lunch reimbursement $77,896.81 and breakfast $69,847.50 based on the free, reduced and paid percentage of students; and other federal revenues (line 24) which includes Title III English Language Learners (10%) 15 students x $160.00 per student for a total of $2,415; Title IV Safe and Drug Free funds at a rate of $131.00 per student for a total of $19,650; ERATE reimbursements which is 80% of our telephone and internet costs.
The total Federal Revenues for Year One are $549,999.31.

Other Revenues: The Academy received a donation from Walmart in the amount of $1,000 to support materials for our afterschool STEAM extra-curricular activities. The academy has set goal to raise additional funds through donations, fundraisers and private sources in the amount of fundraising and requesting donations and writing grants to request funds from private sources in the amount of $25,000. The academy plans to assess a fee of $25.00 per student for the lab coat and design challenge badges $3,750. The academy anticipates approximately 75 students participating in the extra-curricular activities which will cost $10.00 per week x 36 weeks for a total of $18,000 to offset the cost of materials. The academy has a prequalification letter from Charter School Capitals in the amount of $325,000; however; the academy has only budgeted (Line 29) to use $150,000 of these funds, (see repayment with interest in Line 95 -Debt Services). **The total for Other Revenues is $196,750.00**
Total Revenues including State, Federal and Other are $2,013,004.56. This is a very modest, but adequate budget and we plan to operate within our means until we can secure additional grant funding sources.

Budget Narrative: Expenditures Year One

Staffing expenditures include salaries for (1) Head of School $95,000.00; (1) Assistant Principal $65,000; (1) Part-time (.6 FTE/ 3 days per week) Business Manager $30,000; (1) Office Manager $35,000.00; (1) Instructional Coach $55,000.00; (6) Classroom Teachers $45,000; (4) Fine Arts teachers including librarian $45,000.00; (1) Special Education Teacher $45,000, (1) ELL Resource Teacher $45,000; (3) Teacher Assistants $25,000 each (1) School Nurse $40,000; (1.5) custodians $30,000.00/$15,000 and (1) cafeteria worker $25,000. The total cost for administrative salaries is $190,000. The total cost for Instructional Staff is $588,000. The total cost for Non-instructional and Support staff is $245,000. The total cost of salaries and wages is $1,023,000. The total cost for Payroll Taxes and Benefits (28%) is $227,925.40. **The total for Personnel Expenses is $1,250,925.40**

After School, Extra-Curricular, and Summer School Staffing Costs (see Budget Worksheet Staffing Plan Tab)
The **After School Tutoring** program will be 3 days per week x $30.00 per hour x 34 weeks = $3060 per teacher. Year One, we plan to have 3 teachers for a total of $9,180.00. **Extra-curricular activities** will be 4 days per week (2 days per activity) Staff will be paid 2 days x $30.00 per hour x 34 weeks =$2,040 per staff. Year One, we plan to have 6 extra-curricular activities for a total of $12,240.00. The Summer School program will be 15 days x 5 hours (includes one hour for planning) x $30.00 per hour = $2,250 per teacher. Year One, we plan to have 3 teachers for a total of $6,750. Teacher assistants working summer school will be paid 15 days x 4 hours x $20.00 per hour = $1,200. Year One, we will have 3 assistants for a total of $3,600.

Instructional Supplies and Resources expenditures include textbooks and consumable workbooks $34,500 library books $2,000; assessment materials $11,250; classroom supplies $10,000; instructional software $15,000; enrichment materials $8,000 and student computers used for instruction $35,000.

Science/Engineering Materials and Equipment: *Note some kits may be used more than once to save cost.

Year	ISTEM/Science Experiment Kits	Project Lead the Way	Engineering is Elementary
Year 1 **$27,954**	Initial Teacher Implementation Cost 6 teachers x $1,450 = **$8,700** *Kdg: 3 kits per year* $11 x 50 students = $550 x3 = **$1,650** *Grade 1: 4 kits per year* $18 x 50 students = $900 x4 = **$3,600** *Grade 2: 4 kits per year* $17 x 50 students = $850 x4 =**$3,400** **Total $17,350**	Launch (K-2) Kdg Modules (4) Modules Grade One (4) Modules Grade Two (4) Modules **Total $4,100**	EIE K-2 6 Units/Modules w/equipment **Total = $6504**
Year 2 **$23,425***	New Teachers Implementation Cost 2 teachers x $1,450 = **$2,900** Kdg**=$1,650** Grade 1 = **$3,600** Grade 2 = **$3,400** *Grade 3: 4 kits per year* $17 x 50 students = $850 x4 =**$3,400** **Total $12,050**	Launch (Grade 3) 4 Modules **Total $2,639**	EIE Grade 3 4 Units/ Modules w/equipment = **$4,336** K-2 Replacement Equipment **$1,500** **Total $5836**
Year 3 **$27,431***	New Teachers Implementation Cost 2 teachers x $1,450 = **$2,900** *Grades K-3 = **$12,050** Grade 4: 4 kits per year $17 x 50 students = $850 x4 =**$3,400** **Total $18,350**	Launch (Grade 4) 4 Modules **Total $3,160**	EIE Grade 4 4 Units/Modules w/equipment **=$5421** Gr. 3 Replacement Materials **$500** **Total = $5,921**
Year 4 **$35,342***	New Teachers Implementation Cost 2 teachers x $1,450 = **$2,900** *Grades K-4 Kits = **$15,450** Grade 5: 4 kits per year $17 x 50 students = $850 x4 =**$3,400** **Total $21,750**	Launch (Grade 5) 4 Modules **Total $8,171**	EIE Grade 5 4 Units/Modules w/equipment **Total = $5,421**
Year 5 **$43,939***	New Teachers Implementation Cost 2 teachers x $1,450 = **$2,900** *Grades K-5 Kits **$** $17 x 50 students = $850 x4 =**$3,400** **Total $25,150**	Gateway (Grade 6) 3 Modules **Total $12,368**	Grade 6 4 Units/Modules w/equipment **=5,421** Grds. 4-5 Replacement Equipment $1,000 **Total $6,421**

Support Supplies and Resources include computers for administrative staff $1,000, software $300, operational supplies for the office, cafeteria, and maintenance $8000, association dues and fees $1,000 and professional development for staff/teachers prior to the beginning of the school year $36,000
The total cost for support supplies and resources is $46,300

Technology expenditures include computers for students $35,000; technology supported instruction $15,000 and instructional software $15,000. **The total cost for technology is $65,000**

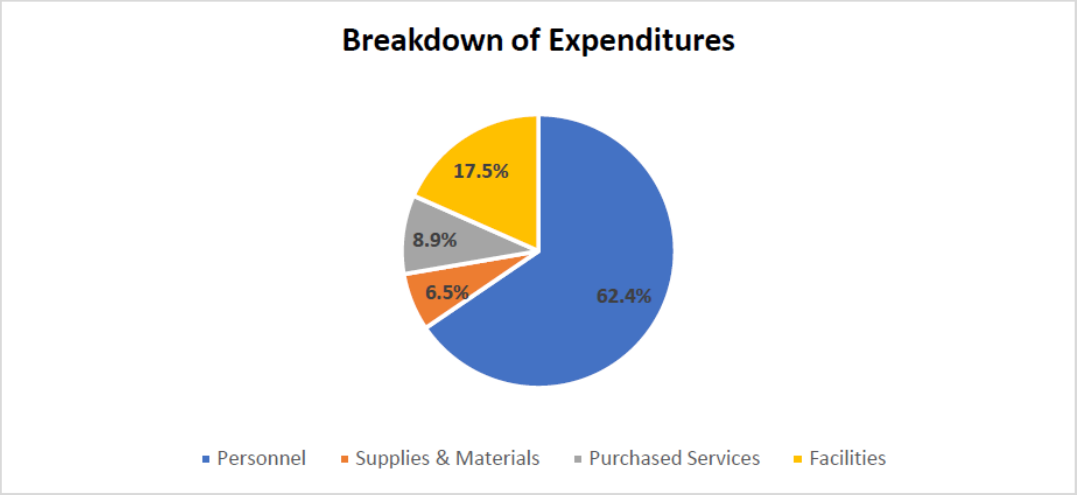
Purchased or Contract Services expenditures include audit fees $10,000, Payroll services using ADP $1,980, printing and copy machine lease $6,000, technical services for file server and technical troubleshooting $4,000 phon and internet service $6,000, insurance $18,000; travel $4,000, postage $500, student management system $15,500 food service $105,000, transportation for fieldtrips $6,000 and promotional expenses $1,500.
The approximate cost for contract services is $178,480.00

Facilities Expenses include the facility lease $160,000 ($7.00 per square foot); purchased furniture and equipment for classrooms and office $30,000; gas & electric $34,398 (1.50 per square foot); water and sewage $17,199 (.75 pe square foot); waste disposal $3,600, (repay loan $150,000 with 5 % interest over two years - debt service) $78,750; playground equipment, cafeteria tables, and maintenance equipment $27,000.
The total cost for Facility expenses is $350,947.00

Governing Board Expenses include Board on Track Membership fee $10,500, Board retreat/planning $1,500, supplies $500, legal services $10,000, and participation in Charter School conference 3,000 conferences. **The total cost for governing board expenses is $25,500.**

Other Expenditures include administrative fee for authorizer $20,805, bank fees $180.00. The academy will save $10,000 each remaining year up to $40,000 for dissolution.
The total cost for Other Expenditures is $20,985 for a total of $4,194.

Breakdown of Expenditures for Year One
The chart below clearly demonstrates that the major expense for the academy will be personnel salaries and benefit which are 62.5% of the budget expenditures. The second greatest cost factor is facilities which is 17.5% of the budget expenditures. Purchase services are 8.9% and supplies and materials are 6.5% of the budget expenditures. Indy STEAM Academy realizes the importance of meeting its enrollment targets to afford its operational costs.



The academy will seek funds from donations, foundations, and reapply for the Charter School Program grant. Included in the staffing plan is a wish list of start-up costs for staff prior to the opening of school using CSP grant funds. The budget for Year One has a very small surplus because we are strategically using funds to build our program. The first two years will be lean; however, starting year three, there will be larger surpluses to cover any additional needs. The academy anticipates more savings in Years 4-5 to demonstrate the Academy's ability to sustain itself after the CSP grant funds have been expended. Years 4-5 have some carryover to compensate for unexpected costs and cover shortfalls if the academy does not meet its minimum enrollment targets, or if there is a change in state and funding sources. All efforts will be made to ensure a stable enrollment by achieving 95% of our targeted enrollment and by retaining approximately 95% of our current students and staff each year. The Academy believes that the innovative instructional model will attract and retain students to achieve our enrollment goals.

Sufficient Funding to Open:

Indy STEAM Academy will have sufficient funds to open as budgeted. If we do not receive the CSP grant, the academy will reduce administrative costs, facility cost and equipment costs. We will be able to provide supplies, materials and technology to effectively implement our instruction model. We will accept $150,000 of the $325,000 from **Charter Schools Capital (see Attachment #10)** upon authorization to support opening costs until the academy can receive its first installment. As with any start-up, the first two years will be spent building our program. We will stay focused and on target to implement our model with fidelity. The Five-Year budget demonstrates our ability to sustain the program as we **remain conservative and spend only what is needed** in Years 3-5 to save for the future and unexpected expenses or challenges.

Enrollment Shortfall - Contingency Plan A: Reduce Staff and Expenditures

If enrollment targets are not met, the academy will still be able to operate with the appropriate ratio of staff (25:1) to accommodate the lower number of students enrolled. The Academy will reduce staff, instructional supplies and materials, support supplies and resources, and contracted services by 25%; however, the facility expenditures will remain the same since the academy will continue to operate with the existing lease and utility costs. The chart below identifies a Five-Year budget with a reduction of 50 students less than the proposed targeted enrollment each year. The chart demonstrates that the academy will be able to operate and maintain the integrity of programs and services with reduced student enrollment **revenues and expenditures based on 250 students** if this scenario were to occur.

Five Year Reduced Budget Summary

	Year 1	Year 2	Year 3	Year 4	Year 5
Reduced Enrollment	**100**	**150**	**200**	**250**	**300**
Basic State Aid	$717,553	$1,076,330	$1,449,961	$1,812,451	$2,174,942
Revenues	$1,516,998	$2,022,664	$2,259,409	$2,597,487	$2,935,564
Expenditures	$1,498,201	$1,997,602	$2,238,520	$2,488,960	$2,793,420
Surplus	**$18,797**	**$25,062**	**$20,889**	**$108,527**	**$142,144**

Contingency Plan B: Consider Late Enrollments

The Enroll Indy Annual Report 2018 suggest that approximately 14 to 44 parents in the targeted community waited late to register their children. Indy STEAM Academy will anticipate 10% late enrollment. This number will be combined with the wait list to cover the 25% "No Show" factor as identified in the Enroll Indy report.

	Year 1	Year 2	Year 3	Year 4	Year 5
Enrollment Target	150	200	250	300	350
Late Enrollment	15	20	25	30	35

Contingency Plan B: Maintain a Wait List (use in conjunction with Late Enrollment)

The academy will maintain a "Wait List" of at least 10% more students than the targeted enrollment each year. The chart below identifies the ideal number of students to have on our wait list to ensure that our targeted enrollment is

met. This wait list will provide a pipeline of additional students from which to draw to ensure that our enrollment targets are met, due to the number of anticipated "No Shows" based on data from Enroll Indy.

	Year 1	Year 2	Year 3	Year 4	Year 5
Enrollment Target	150	200	250	300	350
Wait List	37	50	62	75	87

Contingency Plan C: "Over Enroll"

The academy could "over enroll" the number of seats anticipated to ensure that the targets are met. The academy has considered that there could be "No Shows" at the beginning of the school year for a variety of reasons, so this overage would balance the number of students needed to ensure that our enrollment targets are met. If all students "Show," the Board of Directors would reserve the right to open additional classes to ensure stable enrollment.

	Year 1	Year 2	Year 3	Year 4	Year 5
Enrollment Target	150	200	250	300	350
Over Enrollment	175	225	275	325	375

Contingency Plan D: Last Resort - Use Contingency Funds to Cover Enrollment Shortfalls

Indy STEAM Academy could use contingency funds to cover enrollment shortfalls as identified in the chart below. The contingency funds are divided by the average cost to educate a student in the given year to determine the number of students that could be covered using these funds. However, the academy is committed to meeting its enrollment targets, so these funds can be used for other unanticipated emergencies.

	Year 3	Year 4	Year 5
Surplus	$154,517.89	$118,128.45	$232,833.44
Cost per student	$9,955	$9,311	$8,952
# of students covered by shortfall	15	12	26

Sufficient Funding

The Five-Year Budget Plan is aligned with the projected revenues and expenditures which will be in balance each year when enrollment projections are met. The ending cash balances and surplus funds over a five- year:

Enrollment Projections		Year 1	Year 2	Year 3	Year 4	Year 5
		150	**200**	**250**	**300**	**350**
Basic Grant		**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
+ Complexity		$	$2,338,238.00	$2,672,272.00	$3,006,306.00	$3,006,306.00
Cash Balances	**Year 0**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Revenues	-0-	$3,235,870.00	$3,392,706.00	$3,860,732.00	$4,365,000.00	$4,367,000.00
Expenditures	-0-	$3,197,006.15	$3,354,856.07	$3,751,044.57	$4,102,195.04	$4,162,175.04
Surplus	-0-	**$26,113.85**	**$37,849.94**	**$109,687.43**	**$262,804.97**	**$204,824.96**

Sufficient Funds

a) **Start-up Costs:** Indy STEAM Academy will begin recruitment and enrollment campaigns immediately after authorization May 2019 June 2020 to prepare for the first day of school (July 29, 2020). We no longer have the CSP grant award, but will reapply to get these funds back after authorization. The academy will also apply for other foundation and grant sources. The academy would like to hire back office staff (office manager, business manager, and parent engagement specialist) to assist with preparing to launch the academy. The academy would also like to subcontract with two coaches to develop curriculum maps and pacing guides that align our curriculum with the

Indiana Academic Standards. The academy would like to hire a technology specialist to assist with setting-up the student management system and installing technology in classrooms. The academy would like to provide professional development two weeks prior to the star of school to help teachers become acclimated with the culture and climate and familiarize themselves with the curriculum and instructional model. We will apply for the Homeland Security grant to conduct a building threat analysis and to share the cost of the school resource officer.
The Recruitment and Marketing team understands the sense of urgency to ensure that the academy is able to operate well above its minimum target enrollment and has planned a strong campaign to achieve these goals. The Academy will partner with Indiana Charter School Resource Network and Mind Trust Center for Innovation to identify service providers to meet the needs of the academy.

b) Special Education Costs:

Indy STEAM Academy will hire 1.5 Special Education Resource teachers to provide services for students with IEP's or who are suspected of or in the process of being identified with special needs. The academy will also contract .50 FTE Speech Therapist and School Psychologist to address the needs of students. The Academy will hire an additional Special Education Resource Teacher as our numbers of students receiving services increase.

c) Transportation Costs

Indy STEAM Academy will provide transportation for homeless students to comply with the federal McKinney-Vento Homeless Act, 42 USC 11431, and for students with disabilities whose IEPs require transportation in compliance with the Individuals with Disabilities Education Act and 511 IAC 7-43-1(u) through a private contracted bus service. We will provide middle school students (Grades 6-8) with free monthly IndyGo Bus passes and discounted or free passes for their parents or guardians.

d) Retirement Plan Contributions

The State of Indiana has a mandatory requirement to join the Teachers Retirement Fund. The budget factors an additional 28% on top of annual salaries to cover retirement and health insurance contributions. The Academy will contract with a service provider to assist with direct deposit, selecting health care providers, making contributions to retirement funds.

Indy STEAM Academy

Attachment #18

Existing Non-Profit Entity Financials

(Not Applicable)