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EXECUTIVE SUMMARY

Mission: Global Leadership Academy will empower the students of Gary with the most rigorous academic skills, cultural fluency and depth of character so they can choose from boundless opportunities and strengthen the community of Gary.

Vision: Global Leadership Academy (Global) will redefine expectations for what a high performing student, teaching staff and school can look like and achieve in Gary and Northwest Indiana.

When our students graduate from Global they will understand themselves as individuals and the assets and needs of their community at large. Each student will possess a unique set of passions and talents that they apply with the determination needed to achieve their specific goals. They will have learned the character and behavioral skills needed to successfully navigate diverse groups and settings throughout their lives. Moreover, our graduates will have the academic hard skills and knowledge necessary to access and actively choose any opportunity or life path. This combination of confidence in their identity, community and academic know-how will allow them to navigate the constantly changing economic conditions and realities of their future world and advocate for themselves and their communities for the duration of their lives.

Creating students of this caliber starts with our staff. When educators join Global they will be a model for our graduates: forever curious about the teaching profession and educational equity, dedicated to improving their practice, and highly demanding of themselves. Our teachers will reflect a diversity of backgrounds; including those who have personally experienced the triumphs and challenges of coming from this community alongside people from outside the community who have chosen to dedicate their professional careers to this region. These educators will come to Global from a variety of sources including a deep, integrated partnership with local universities. This partnership will grow to train teachers both from Global and from the wider local educational community. Once on our staff, teachers will receive highly personalized training and professional development that empowers them to be a confident leader in the classroom, school and community, regardless of their background or level of experience. We will develop replicable systems that value and sustain the educators in the building by creating a culture of collaboration, empowerment and distributive leadership that redefines the societal definition of a teacher leader.

When our school has accomplished its mission, Global will be known as an integral member of the community and exemplar for innovation. We will demonstrate success through our remarkable classes of alumni, comprehensive curriculum and exceptional educational staff that was hired and developed through our sustainable talent pipeline. Together, we will have created an institution that redefines the role of a school in Gary, Indiana.

Educational Need and Target Population: Gary exudes a robust history derived from community pride that has spanned generations. However, there remains a strong need for a high quality educational opportunity for students and families in Gary. The Gary Community School District is the only school district in the state of Indiana to be labeled "high risk." Of the sixteen community schools, thirteen of them received a D or an F for the 2012-2013 school year. Recent news continues to rattle parents and students within the Gary community. On June 3, 2014 the Gary Community School Corporation announced that six schools would close, including three elementary schools, two middle schools, a center for academically disabled students and Lew Wallace STEM Academy High School.

Many of the charter options for Gary families are producing similar results as the community public schools. In the spring of 2013, three charter schools authorized by Ball State University did not receive charter renewal or decided to withdraw their applications. On March 2nd, 2015, Charter School of the Dunes, serving 624 students in grades K-12, made the decision to eliminate the high school grades effective immediately for the 2015-2016 school year. On March 12th, 2015, the Indiana State Board of Education voted to close the Dunbar Pulaski Middle School serving over 700 students. There are currently no charter schools authorized by the Indiana Charter School Board in Gary.

There are a handful of schools that meet the urgent educational needs of the community; however, they only serve a limited subset of students in Gary. Thea Bowman, historically the highest performing charter school in the city, does not provide transportation for students. Benjamin Banneker Achievement Center has earned an A letter grade for the past two years, yet only serves K-6 students on the northeast side of the city. Currently, there is only one early childhood educational option for Gary parents and children who want to ensure their academic trajectory begins at an early age.

Additional data points paint a gloomy picture of the opportunities to which the children of Gary are exposed. According to city-data.com, Gary residents earn less than half the median income of the average Indiana family resulting in 42% of residents living below the poverty line and an unemployment rate over 20%. Gary Works, U.S. Steel's largest manufacturing plant, employed 40,000 people in the 1970s and now employs less than 4,000. This economic reality is not providing the children of Gary access to the world around them.

Given these challenges, the need for a strong educational option for the children of Gary is clear. Global will be that option for the children and families of Gary that continue to be underserved. In order to achieve our mission at Global, we will focus on four key priorities:

- **Priority 1: Provide the best educational opportunity for students in Gary and be amongst the best schools in the state.**
- **Priority 2: Strengthen our students' post-secondary readiness as indicated by rigorous academic results.**
- **Priority 3: Prepare our students for boundless opportunities as indicated by participation in Global summer experiences, high school graduation rates, college acceptance rates and college graduation rates.**
- **Priority 4: Provide access to a Level 4 Pre K program for the children of Gary.**

Community Engagement: At Global, we firmly believe that success as a school is not possible without active engagement from and active partnership with our community. We also believe that for our school to succeed it needs to be made up of staff from Gary, as well as from outside of Gary. The composition of our Founding Team and Board reflect our belief in the importance of bringing people from inside and outside of Gary to work toward a common goal. Together we plan to leverage our years of experience in the community and in education in several ways. Global will gain community support by meeting with local businesses, residents, local university staff members, church officials and civic organization leaders to gain further insight as to what they feel our children need in terms of educational opportunities, skills and experiences. Global will secure several partnerships with community organizations to support our students' social emotional development and leverage those partnerships to enhance our students' summer experiences.

It is essential that our students know, love, and better understand their own community. Starting in Pre K, Global students will listen to community speakers and work directly with community partners

throughout the school year. As our Intermediate and College Bound Learners get older, they will actively work in their community with organizations like the NWI Food Bank, the Sojourner Truth House and Habitat for Humanity to become positive change agents in their community. Global will always be an anchor in the community and our alumni will forever feel connected to Gary.

Educational Plan and School Design: Global's education plan and school design are based on research and analysis of the unique needs of Gary schools, as well as the educational experience of our board and founding team. Below is an overview of the five pillars of our school design structure:

1. **Focus on Human Capital:** The cornerstone of our education plan is that high quality teaching is the most important factor for student achievement[i]. Global will make the recruitment, development and retention of high quality educators its first priority. Through innovative partnerships to recruit and train new teachers, we will better prepare teachers for their classrooms at Global which will lead to longer and higher quality tenures. We will provide individualized support for all teachers and leaders in their professional growth and development. Global will foster a culture where teachers and leaders are deeply committed to the school, and the school is equally committed to them.

2. **Standards Based Curriculum With Individualized Student Supports:** Along with providing an early start for our students with a Level 4 Pre K program, we believe Global's rigorous curriculum and assessments aligned with Indiana Academic Standards, ACT's College Readiness Standards and Advanced Placement standards will best position our students for high academic achievement in high school and beyond.   Our standards based curriculum will provide a scope and sequence of learning activities that are vertically and horizontally aligned across grade levels and content areas to ensure a consistent and scaffolded learning trajectory for all Global students. We will use diagnostic, continual and summative assessments to continually revise our class wide curriculum, while leveraging technology platforms to provide individualized instruction to each and every student at Global. Through our innovative daily flex time, quarterly reinforcement weeks and mandatory summer school, Global teachers will continually use data to provide the targeted instruction students need throughout the school year.

3. **Culturally Responsive Learning Environment:** A culturally responsive learning environment engages all students by providing a climate where instruction, curriculum and systems are designed to respond to and value the culture, identity and experiences of every student and staff member. Research on culturally responsive teaching has found that students are both more engaged in learning, and learn more effectively when the knowledge and skills taught are presented within the context of their experiences and cultural frames of reference[ii]. At Global, teachers will use instruction as a means to integrate cultural content relevant to our students into the classroom by ensuring a diversity of voices and narratives are present, particularly from those that mirror the students we serve. Through our advisory model, intentional planning and school wide celebrations, students will deeply investigate their identity and the history of Gary, while engaging with a staff that reflects both their identity and that of others. Global will use a variety of methods and venues including the classroom, Global summer experiences, robust extracurriculuars, school wide assemblies and field trips to enhance student learning. Creating this culturally responsive learning environment starts with the staff. All Global staff will engage in summer and continual professional development on their own identity development, culturally responsive pedagogy and instructional planning support.

4. **Commitment to School Culture and Character Development:** Global will create a school culture that transcends the school day and school year. Rooted in our five pillars: purpose, team, joy, grit, and power we will create a community where individuals are empowered by their unique strengths while developing the traits that lead to lasting success. There will be an intentional advisory curriculum focused on character and social emotional learning used in conjunction with consistent reflection on how all stakeholders are contributing to a strong school culture. Students will leave Global with these pillars deeply ingrained because they have had explicit instruction and strong modeling of these traits.

5. **Family and Community Engagement:** Global will develop into community anchor rich with parental and community engagement. Research indicates that a partnership between community groups, families, and schools in support of student learning, produces educational outcomes that are more favorable for students[iii]. Moreover, we understand that the parent or guardian is a key lever in student success. Through a variety of volunteer opportunities, Global will leverage the diverse skills, passions and experiences of our parents for support in achieving our school wide mission and students' individual goals. Strategic community partnerships with organizations like the Boys and Girls Club of NWI, The Foodbank of NWI and Crown Counseling will ensure our students and families are provided with access to additional opportunities and the wrap around services necessary to be ready to absorb the high-quality learning opportunities available at Global.

These research-based principles will not only enable increased student achievement, but are a package that is not currently found anywhere else in the Gary educational landscape.

Vision for Growth: When fully built out, Global will serve pre-K through 12 with three distinct schools, each with their own school leadership team. The school for Early Learners will serve grades Pre K through 3. Pre K will not be added, however, until the fourth year to allow further time for clarity on Indiana's changing approach to Pre K. The school for Intermediate Learners will be defined as grades 4-7 and the school for College Bound Learners as grades 8-12. Each grade level will be 80 students; at capacity, the entire school will serve 1120 students (400 in Early Learners, 320 each in Intermediate and 400 in College Bound).

We know it is imperative to start the school on strong footing before growing to scale. Therefore, we begin with grades 4 and 8 in order to maximize the strengths of the founding team and leadership.

	PK	K	1	2	3	EL	4	5	6	7	IL	8	9	10	11	12	CB	Total
Y1						0	80				80	80					80	160
Y2		80				80	80	80			160	80	80				160	400
Y3		80	80			160	80	80	80		240	80	80	80			240	640
Y4	80	80	80	80		320	80	80	80	80	320	80	80	80	80		320	960
Y5	80	80	80	80	80	400	80	80	80	80	320	80	80	80	80	80	400	1120

Governance and Leadership: The Design and Founding Team (Christina Hart, Katie Kirley, Robert Hart, Hilary Lewis, and Julianne Boulware) are committed to making Global one of the strongest Pre K–12

charter schools in the country and to being a community resource within the public school landscape in our city. Global is managed under the direction of a Board of Directors. The Board's diverse backgrounds and expertise in school leadership, curriculum design, finance, accounting, law, nonprofit management, community development, personnel, governance, and operations ensure strong oversight and accountability.

Our Board provides strong fiscal oversight for the school, confirms regulatory compliance, and ensures that public funds are invested in accordance with our procedures and mission. Key responsibilities include appointing and reviewing the Executive Director, final approval of the budget, and dismissals and election of the board officers. Board members may serve on standing committees to monitor the achievement of the specific annual objectives and ensure regulatory compliance. The Executive Director and her team will work closely with and report to the Board as outlined in the Bylaws. The Executive Director is responsible for the day-to-day management of her executive team, School Directors, and student achievement. Should additional sites be developed, the Board of Directors will hire an Executive Director for each new regional site as described within Global's Bylaws.

SECTION I: EVIDENCE OF CAPACITY

Founding Group
Founding Group Membership:
1. Identify key members of the Founding Group for the proposed school […] who play an important ongoing role in the school's development or operations.
All successful schools resemble one another in two fundamental ways: They exude a commitment to their communities and students, and they are led by highly skilled and determined individuals. Global was founded by educators who are driven to create a truly high performing school in and for the students of Gary. Our team has created a Founding Board and Design Team that ensure the school is governed by highly capable and effective leaders. Our board members have achieved a high level of professional success across a variety of disciplines including educational leadership, finance, accounting, strategic planning, operations, law, facility management, fundraising, nonprofit administration, community development, curriculum design, and instructional design and coaching.

Equally as important, our team includes members with deep professional and personal connections to Gary and Northwest Indiana. Our team possesses a diversity of race, gender, age and economic backgrounds, important in providing a variety of perspectives and fresh outlooks. Below is a description of each member of the Founding Board and Design Team.

Christina Hart (*Lead Founder; Proposed Executive Director and Ex-Officio Board Member)***,** began her career in education as a science teacher in Washington D.C. where she helped establish KIPP DC: Key Academy, one of the nation's premier charter schools. Having been recognized with the Teacher of the Year award in her first year with the school and receiving the Kinder Award for Excellence in Teaching by the KIPP National Board of Directors in her third year, Christina has demonstrated a capacity to model excellent teaching. Her ability to create dynamic lessons, manage the classroom, and consistently outperform school district and state standards led to increased leadership positions where she gained expertise in curriculum development, instruction and assessment. In her role as the Director of KIPP to College in Chicago, she placed 100% of students into competitive private, public and charter college preparatory high schools, shaping her vision for what excellent schools look like and the preparation that students need to be successful there.

Within eight years of beginning her teaching career, Christina became principal for Lighthouse Academies in Gary. During this time she led the network through tremendous change and established her capacity for performance management and school leadership. She oversaw the school's growth from its third to tenth year of existence, managing students from 3rd to 12th grade. Christina led the founding of the first high school in the network and ensured that all of its graduates were accepted to a four-year college and that the charter was successfully renewed. Moreover, she increased student achievement on state End of Course Assessments from 37% to 61% passing in English and 33% to 72% passing in Algebra I.

Her ability to manage financial, facility, and school operations was challenged when she was called upon to consolidate a campus of 225 students with two other campuses to serve over 700 students from four different communities in a Northwest Indiana regional high school with five months of notice. Subsequently, she created a cohesive staff culture for over 50 staff members and established an 8 person leadership team to ensure highly effective operational, instructional, and behavioral support; managed a $6.9M budget from multiple funding sources; and secured over $2M for facility improvement to accommodate all the new students. Christina has developed an expertise in the operational management and governance of charter schools that is critical to making Global a success. Christina received her B.S. in Electrical Engineering from the University of Illinois, Urbana-Champaign, and her Masters of Teaching from The American University in Washington D.C.

Katie Kirley *(Lead Founder, Design Team; Proposed School Director)* currently serves as the Director of National School Leadership for Teach for America. In this role she designs and runs programs for aspiring and current principals that inspire people in the power of school leadership, develop their leadership capacity, match them to leadership roles and implement programs focused on retaining principals. She has demonstrated the capacity for strategic planning while designing and leading the national *Schools to Learn from Program* where she has reviewed, evaluated and facilitated learning experiences for alumni school leaders at the highest performing schools in the country. This program has provided Katie the opportunity to facilitate high level adult professional development experiences while learning best practices to shape her own vision of leading a transformational school in Gary.

Prior to working for Teach for America, Katie worked at Lighthouse College Prep Academy in Gary as an Assistant Principal. In this role, she designed and implemented an instructional coaching framework for over fifty teachers rooted in the Danielson Framework and Daniel Pink's elements of motivation. This instructional coaching framework resulted in an English 10 ECA pass rate increasing from 44% to 76% and Algebra 1 ECA pass rate increasing from 45% to 66% in just one semester. Katie led weekly professional development for teachers on instructional pedagogy, instructional planning and data analysis. She demonstrated high levels of adult management by recruiting, hiring, managing and developing a team of four Directors of Teacher Leadership that ensured highly effective instructional support for all teachers. Through her leadership and facilitation of Instructional Team Meetings, Power Walks and intensive coaching and professional development, the school was able to achieve quantitative academic gains. Additionally, Katie has demonstrated that she provides the key strength of curriculum development to the Design Team. Her experience designing 8th-12th grade College Readiness Standards curriculum blueprints and ACT/CRS aligned interim assessments across all grade levels and content areas resulted in 14 out of 17 content areas exceeding 1.5 years of growth from the Diagnostic to Quarter 4 interim.

Before becoming the Assistant Principal, Katie served as a founding Director of Instruction and Math Teacher at Gary Lighthouse Charter School. As a teacher, Katie led all math classes to over 2 years of growth on the NWEA assessment, earning the Lighthouse Academies Teaching Award for Highest Gains in Mathematics three years in a row. Additionally, Katie's students pass rate on the ISTEP math assessment

increased from 50% to 87% in her first year of teaching and up to 95% by her second year of teaching, significantly outperforming the district and state average. In addition to her teaching responsibilities, Katie founded and coached the first ever girls' basketball team at Lighthouse. Katie continues to live in Northwest Indiana and coach multiple girls' basketball teams in Gary, as the founder of the AAU Lady Spartans girls' basketball organization. She received her B.S. in Psychology and Women's Studies from Loyola University, Chicago and her Masters of Educational Leadership with a concentration in School Building Leadership from Columbia University in New York.

Hilary Lewis (*Board Chair*), serves as the Vice President for Alumni School Leadership for Teach For America. In this role, she cultivates school leaders that run some of the highest performing schools in the nation due to her guidance and expertise in performance management and school leadership. Hilary has successfully designed and administered regional and national programs that support over 900 principals, 2,100 mid-level school leaders, and over 400 individuals in their emerging leader programs. Hilary is a key asset due to her expertise in supporting school leaders and the relationships she manages with key players in the educational reform movement including Building Excellent Schools, The New Teacher Project, and the Kern Family Foundation, among others.

Hilary also possesses insights to curriculum, instruction, assessments and school administration that are critical for the board. After beginning her teaching career in New Orleans, she became an instructional and school leader for four years in Gary. Hilary is deeply committed to the community of Gary and ensuring that the families of her former students have the opportunity to get an excellent education from committed educators. Hilary graduated Magna Cum Laude with a B.A. in International Relations from American University in Washington D.C. and received her Master's in Education, Elementary and Middle School Administration from Concordia University.

Rose Joiner (*Board Member,* Secretary*) is the Club Director for the Boys and Girls Club of Gary (John Will Anderson). In her role as Club Director, Rose has gained a depth of experience in the management of facilities, overseeing a club that received a $1.3 million renovation in 2000 and an additional $4 million for renovations for the Tolleston Capital Campaign (a former Gary Public School). Rose oversees and manages the daily operations, manages fundraising and development campaigns, oversees grant implementation and yearly capital outlay plans, among other responsibilities.

Equally as impressive as Rose's experience with community center operations is her parent and community engagement. Her successful tenure over the past 14 years has made the Boys and Girls club a staple of the community. Rose possesses knowledge of the community and how to garner support for educational initiatives that can only be gained by a lifetime of living and working in Gary. Rose's unique blend of operational facility experience and community engagement is a critical contribution to the Board of Directors.

Katherine Pohlkamp (Board Member, Treasurer) is a Certified Public Accountant with Plante Moran PLLP in Chicago, Illinois. Katherine has delivered high quality client service in a variety of industries including construction, commercial real estate, manufacturing, distributing, service, and nonprofit. Katherine's specific experience auditing and providing service to charter and private schools will be a tremendous asset to the board. Her understanding of and experience with Charter School Compliance testing will ensure that our financial controls are strong and appropriately administered.

Katherine has demonstrated an ability to test the existence and valuation of Pledge and Grant receivables, disclosure of investments, and ensure net assets are properly classified as unrestricted, board designated,

temporarily restricted and permanently restricted and that contributions and releases are accounted for correctly and in accordance with donor intent. Katherine was awarded her B.S. in Accounting and received Cum Laude honors from Winona State University in Winona, MN.

David Fischer (Board Member), is a consultant for Bain & Company where he works within the private equity group to complete diligence on acquisition targets. His work includes financial modeling, primary research and data analysis to determine attractiveness of opportunities. David has a deep capacity for strategic planning and financial and operational management as evidenced in part through his experience designing and implemented a streamlined operating model for a $10B gold company, including operational strategy, organizational structure, and work prioritization. David is deeply passionate about education and has used his professional experience to create a framework for compensation at a major public school district, including variable compensation methods to retain high quality educators and place the district's best teachers into the highest-need schools.

Prior to his work with Bain & Company, David was the Science Department Chair and Physics Teacher at Noble Street College Prep in Chicago. David provides exceptional business and financial planning capabilities in his work with one of the leading firms in the nation and also provides the organizational and instructional capacity to organize a school that operates at the highest level. David graduated with distinction from the University of Colorado, Boulder with a B.A. in Philosophy. He later received his M.A. in Education from Dominican University and his M.B.A from the Kellogg School of Management at Northwestern University where he received Beta Gamma Sigma Honors and 1st Place in the Regional Venture Capital Investment Competition and Kellogg Business Design Competition.

Julianne Boulware (*Board Member, Vice Chair)* is a Manager of Education Leadership for Teach For America - Chicago. Julianne utilizes the skills that she developed as a special education teacher in a high needs school to support other TFA alumni in increasing their impact in the classroom. Julianne provides the board with strong capacity as it is concerned with curriculum, and parent and community engagement. As a native of Gary, Julianne is deeply committed to ensuring there are excellent educational opportunities for the families she has known as neighbors.

Julianne conducted research on the TFA alumni teachers in Chicago and Northwest Indiana and used the results to design programming that promotes community support, culturally responsive teaching and teacher development. Julianne is incredibly passionate about increasing the capacity of urban teachers to arrive at transformative outcomes for students. Her experience of building community support in Northwest Indiana and developing excellent urban teachers make her an invaluable part of the Global team. Julianne received her B.A. in Psychology from Purdue University, West Lafayette with the Highest Distinction and her Masters of Special Education from George Mason University.

Dan Hausman (Board Member) is an attorney at Cascino Vaughan Law Offices, Ltd. where he concentrates on plaintiff litigation. Prior to his current position, Dan worked as a staff attorney for the AIDS Legal Council of Chicago where he designed and executed a Powell Fellowship project that was housed in the Chicago Medical Legal-Partnership for Children. In this role, he focused on eliminating barriers to health, education, and economic prosperity for low-income Chicago citizens by preparing cases and developing legal strategy for use in state and federal administrative hearings and state court. Dan provides meaningful legal expertise to the Global team, having spent significant time litigating issues at the heart of the legal and regulatory concerns for public schools.

While at AIDS Legal Council of Chicago, Dan provided legal advice concerning issues such as education, public benefits, and guardianship. He negotiated with adverse parties to craft solutions, monitored compliance with state agency remedies, and informed policy initiatives and litigation strategy. Dan's unique expertise in regulatory law and experience with monitoring compliance ensures that our policies will be compliant with State and Federal Regulations. In addition to his considerable legal skill, Dan brings a passion for the work of ensuring equitable access to quality education as a former teacher. Dan graduated from James Madison University in Virginia with a B.S. in Social Sciences and a Masters in the Art of Teaching before receiving his J.D. from the University of Virginia School of Law.

Quiana Davis (Board Member) is an outreach specialist for Anthem Blue Cross Blue Shield. Quiana employs the nonprofit management skills she has developed over her career to acquire and retain members while engaging the community to enroll in programs that lead to better community health outcomes. Prior to working with BCBS Quiana served as a Director for Indiana Black Expo, Inc. where she was responsible for managing her program's 1.2M budget, operations, and community outreach. Quiana is a Gary resident who has committed herself to establishing data based programs based upon evident community need. In addition to her nonprofit management experience, Quiana provides the Global team with board experience having served on several nonprofit boards in Northwest Indiana including the United Way, the Salvation Army and multiple charter schools. She graduated from Indiana University Purdue University Indianapolis with a focus on nonprofit management.

Michael Hines (Board Member) is a Ph.D. candidate at Loyola University Chicago where he previously was awarded honors from the School of Education for his M.A. thesis "Ornamental to Society and Glorious to Our Race: Freedom's Journal and African American Education in Antebellum New York". Michael gives the team an educational policy and post-secondary perspective that is invaluable. Prior to entering academia, Michael taught High School English in Prince George's County Public Schools in Virginia and Middle School humanities for Friendship Public Charter Schools in Washington D.C. Michael also has designed curriculum plans for charter networks and Education Pioneers. His unique perspective on educational policy and design are valued greatly by our team. Michael received his undergraduate degree from Washington University in St. Louis, MO.

Odis Richardson (Board Member) currently serves as the Gary Community School Boards appointee to the Gary Public Library Board of Trustees. Mr. Richardson is a retired teacher and Golden Apple Award recipient and has been an educator for over thirty years with experience teaching in Gary Community School Corporation. Mr. Richardson is a great asset to the team not only because the experience he has gained as a career educator, but because he has deep professional and civic associations within the community. Mr. Richardson was the first African American to graduate from The University of Tampa, Florida with a degree in Health Education and Psychology.

Erica Thompson (Board Member) is a Program Manager for LINK Unlimited Scholars where she designs, manages, and implements programming for freshman and sophomore students that assist with college persistence and meet organizational goals. She has experience in nonprofit management and counsels over 150 students to ensure they get to and through college. Her experiences will help shape a program that provides access to boundless opportunities for our students. Prior to her current position, Erica demonstrated success as a language arts teacher and team leader in middle schools in Nashville, TN and Alexandria, VA. Erica received both her B.A. in English Literature and M.A. in Teaching from Washington University in St. Louis, MO and was certified in Nonprofit Management from Northwestern University.

Robert Hart (Design Team) is an attorney and currently serves as Counsel and Director of Operations for Traid NFP, a nonprofit organization that provides technological hardware and educational software to secondary schools and universities throughout West Africa. Robert provides the founding Design Team with the practical legal and business development skills he has honed throughout his career. As an attorney for the City of Chicago's Department of Business Affairs and Consumer Protection, he prosecuted fraud and advised businesses on ensuring compliance with administrative laws.

Robert has demonstrated his expertise for operational management and regulatory compliance by leading citywide consumer protection investigations. Additionally he has managed operations and advised charter schools in their founding year and has served as a Consultant to numerous small businesses while working at Loyola University School of Law Business Law Clinic and the Peace Corps.
Robert received his B.A. in Economics and Philosophy from the University of Illinois, Urbana - Champaign and his Juris Doctorate from Loyola University School of Law, with a distinction in Tax Law.

2. Identify any organizations, agencies, or consultants that are partners in planning and establishing the school, along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to the school's development
- *The John Will Anderson Boys and Girls Club of Gary:* Boys & Girls Clubs of Gary is an after school and summer youth development organization that provides positive educational, leadership, and character building programs for youth ages 6 - 18. Global and the Boys & Girls Club will work to establish on-site after school programs and actively engage the community.
- *Indiana University Northwest, Urban Teaching Education Program:* UTEP is committed to the development of "star" urban teachers as supported by the research on effective teaching in urban schools. The program ensures that pre-service teachers are exposed to best practices in urban teaching, through the collaborative mentorship of school-based and university-based faculty members. Global is working with UTEP to develop a sustainable talent pipeline of teachers to serve the students of Gary.
- *The New Teacher Project:* TNTP helps create and inform evaluations that set clear performance standards and identify teachers' strengths and weaknesses. It is also a resource for Teacher's Assistants that can draw on students in its fellowship program, which are subsequently paid by the New Teacher Project.
- *Illinois Facilities Fund***:** IFF is an organization that assists in creating plans for affordable, flexible loans and real estate consulting to create opportunities for low-income communities in Gary. IFF helps review and ascertain feasibility of proposed facility loans.
- *Teach For America***:** TFA provides access to new teachers, a substantial alumni network and considerable teacher training assistance. We plan to leverage their substantial network to help us in the larger goal of achieving educational equality for all students in Northwest Indiana.

3. Explain the circumstances and motivations that brought the Founding Group together to propose this school.
Our founding group was formed by individuals who have deep personal and professional ties to Gary, and are deeply motivated to create a truly high performing example that redefines expectations of what a school can achieve in Gary. These individuals understand that the highest performing charter schools share a similar origin story: the schools were created by educators who lived and worked in the community and desperately wanted to provide a better alternative for the students they taught.

Our story begins seven years ago when founders Christina Hart and Katie Kirley started working together in Gary schools. Years later, they remain committed to this community by building a Founding Team that

possesses the unique capacities, experiences and passions to create a transformational school in Gary. Our group wants to do this work in Gary because Gary is the community we are committed to calling home. We know the families of prospective students by name and call them teammates and neighbors. While our group comes from diverse backgrounds and places throughout the United States, we have made the same decision: we will make creating this school in Gary our life's work.

As stated earlier, the need for high quality educational options is clear and worrying. Unfortunately, the poor educational outcomes detailed in the executive summary are not reserved for a few community schools. Many of the charter options for Gary families are producing similarly inadequate results and are at risk of closing. While there have been pockets of marginal success, a proof point of sustained success exhibited by exceeding state standards over a period of years remains an urgent need.

Global aspires to fill this need for an excellent school and redefine what schools can achieve in Gary. Our leadership team has experienced the institutional and systems challenges that impede long-term, sustained success and have still achieved results. National studies, such as the 2013 CREDO report, find that long term performance is highly correlated with the quality of a school in its first two years. This study affirms what has been learned in the founding team's personal experiences of managing schools in various stages of transformation: a strong successful culture must be established early. This is why it is imperative that Global offers a new educational opportunity that proves transformational results are sustainable by starting small and growing strategically. We are motivated to be different than the current charter offerings by building on our success and implementing the needed improvements through both the design and execution of our model.

As the educational opportunities for the students of Gary continue to dwindle, it exacerbates the negative feedback loop where families vote with their feet, enrollment declines, and even fewer educational options are left for the children who live in Gary. It is time to break this cycle. Global Leadership Academy will provide an excellent alternative and example that works with Gary Community Schools. ICSB can take the first step in this process by authorizing a school in Northwest Indiana.

School Leader and Leadership Team:
1. Identify the Principal/Head of School candidate and explain why this individual is well-qualified to lead the school in achieving its mission. [...]Also provide, as Attachment 2, the qualifications and resume for this individual. If no candidate is yet identified, explain your timeline, criteria, and process for recruiting and hiring the school leader.
See section 1-1 for professional descriptions of the academic and organizational leadership records for Executive Director, Christina Hart and School Director, Katie Kirley. Their record of leadership demonstrates that they are particularly well suited to fill the positions that are described in Attachment 2. The exemplary fulfillment of these positions serves as a foundation for ensuring that our mission is accomplished.

2. Who will work on a full-time or nearly full-time basis immediately after approval to lead development of the school? How will this person be compensated?
Our Founder and Executive Director, Christina Hart, will be working nearly full-time. The School Director will be working Part-Time immediately after authorization and begin working nearly full-time no later than 6 months prior to doors opening. A Director of Operations will begin working nearly full-time as soon as is practical and no later than 6 months prior to school opening. Salaries for positions in Year Zero will be below market rates and average of $45,000 for full time employment.

3. Describe the responsibilities and qualifications of the school's administrative/management team (beyond the school leader). If known, identify the individuals who will fill these positions and provide, as Attachment 3, the qualifications and resumes for these individuals. If these positions are not yet filled, explain your timeline, criteria, and process for recruitment and hiring.

These positions have not been filled. We will use our extensive network of teacher training organizations to identify and recruit the highest caliber candidates. We will use a rigorous, multi-tiered selection process that consists of an online application, phone interview, in-person interviews and sample lessons/tasks.

Governance
Legal Status and Governing Documents: Please see attachments 4 and 5.

Governing Board:
1. Governance Structure and Composition. Describe the governance structure of the proposed school. Describe the current and desired size and composition of the governing board. In addition, list the name of each current board member within the proposal narrative. In Attachment 6, provide a completed and signed Board Member Information Sheet for each current board member for the governing entity/charter holder.

Global is governed by a Board of Directors. The Board is held accountable for the performance of the school and the corporate entity as a whole. Our Board is currently composed of 10 voting members:
Hilary Lewis; Rose Joiner; Katherine Pohlkamp; Julianne Boulware; David Fischer; Dan Hausman; Quiana Davis; Michael Hines; Odis Richardson; Erica Thompson; and Christina Hart (non-voting). Board membership shall never fall below 5 people and may increase to 15 people in accordance with the Bylaws.

Global's Founding Board is comprised of individuals who have achieved a high level of professional success across a variety of critical areas including law, finance, accounting, facility management, operations, strategic planning and design, governance, fundraising, educational leadership, instructional coaching, and curriculum and instruction design. Our Board members reflect our values and ensure that we have the variety of talents and insights needed to effectively govern the school. Currently 70% of Board Members have a background as educators; 50% of the board members reside within Northwest Indiana; and 60% are persons of color. These percentages are not fixed in perpetuity, however, we value maintaining a composition that is reflective of the community we serve.

The governance structure through which the board exercises its oversight is explained in greater detail in the answer to Question 3 below. The Executive Director is responsible for the day-to-day management of Global. She reports to the Board at each meeting and works closely with the Board as outlined in the Bylaws. The Board may form standing committees to monitor the achievement of the specific annual objectives and ensure regulatory compliance. Key responsibilities include appointing and reviewing the Executive Director, final approval of the budget, and dismissals and election of the board officers.

2. Pre-Existing Nonprofit Organization. If this application is being submitted by an existing nonprofit organization...and to comply with Indiana's Public Access Laws, including the Open Door Law.
Not Applicable.

3. Governing Entity's Responsibilities. Explain how the proposed governance structure and composition will help ensure that there will be active and effective oversight of the charter school.
In accordance with Global's Bylaws, all business of the corporation is managed by the Board of Directors. The Board of Directors will be accountable to ICSB and all community stakeholders. The Board is ultimately responsible to the parents who are promised high level experiences and achievement for their students;

the students who are shaped by the school's culture and instruction; teachers who expect a supportive and consistent school culture; and the ICSB who authorizes the school to function as a public charter school.

This chart describes the structure of roles and responsibilities for the Board and the Executive Director in critical areas. This chart will be reviewed on an annual basis and updated if necessary.

RESPONSIBILITY	BOARD OF DIRECTORS	EXECUTIVE DIRECTOR
Legal	• Exercises fiduciary role to ensure that the organization is properly managed. The Board should have a mechanism to validate information from the Executive Director. • Maintains legal status; ensures the proper paperwork is submitted to governmental agencies as required. • Reviews financial and business dealings and exercises proper judgment in self-dealing transactions -- avoidance of conflicts of interest.	• Provides information to the Board to demonstrate that the organization is well managed. • Compiles information for annual filing requirements. • Signals to the board if the organization may be out of compliance with regard to legal or financial matters.
Finance and Accounting	• Approves annual budget. • Reviews periodic financial reports (balance sheet, income statement, changes in financial position). • Ensures that proper internal controls are in place. • Ensures annual audit happens.	• Prepares annual budget with input from staff and Board's finance committee. • Oversees preparation of periodic financial reports. • Implements proper financial controls. • Facilitates annual audit.
Planning	• Establishes mission and program direction for the organization and approves goals and objectives designed to achieve those ends. • Reviews strategic plan and progress. • Assesses program evaluation plan. Assesses compliance/progress in achieving educational and other outcomes agreed to.	• Participates in establishing mission and program direction for the organization. Contributes to vision of the organization; and assists the board in maintaining focus and momentum for the organization. • Develops specific program goals and objectives based on the mission and strategic plan. • Develops reports or oversees staff development of reports to demonstrate program and service progress.
Policy	• Adopts written board level policies. • Responsible for reviewing policies periodically.	• Identifies need for new policies. • Responsible for implementation of policies and for assisting the board in analyzing policy options.

Personnel	• Sets and reviews personnel policies. • Hires Executive Director and evaluates the Executive Director's performance.	• Implements personnel policies. • Recommends changes in personnel policies to the Board. • Hires all personnel and evaluates performance of staff members (or delegates to appropriate supervisor).
Resource Development	• Adopts a fund development plan and defines board and staff roles in implementation. • Reviews and approves all major grant proposals.	• Develops a fund development plan and submit to the board for adoption which may include preparation of grant and other funding applications, fundraising events, and business ventures to support mission.
Board Accountability	• Establishes and communicates clear expectations of Board directorship. • Assures effective participation of Board directors.	• Facilitates training and information exchange for members in preparation for selection of Board directors. • Facilitates effective communication among Board directors.
Decision-making	• Defines and communicates the role of Board, Executive Director in making decisions. • Assures appropriate involvement of Board directors in organization decision making.	• Makes action decisions within parameters set by the Board, collaborates both with the other staff and Board in some decisions.
Community Relations	• Promotes the organization to members, the state and national charter school community and the general public, including serving as an emissary of the organization to the broader community. • Promotes cooperative action with other organizations including activities and occasions when the organization should take part in coalitions, shared programs, joint action, etc.	• Interprets the mission of the organization to the community through direct involvement, public relations programs, including personal contact, descriptive program literature, and work with the media; works closely with the board for an effective division of labor.
Contracts and Grants	• Approves and monitors those contracts under the purview of the Board.	• Administers contracts approved by the Board. • Approves and monitors all other contracts. • Notifies board of any compliance issues.

4. Procedures. How many times has the current board met to date? What will be the planned frequency and focus of meetings? Identify any standing subcommittees the board expects to have. Describe how the school and governing board will comply with Indiana's Public Access Laws.

The Board has met two times and will meet regularly to review and act on its responsibilities. The Board anticipates meeting bi-monthly in the inaugural year, quarterly in the following year, and holding additional meetings as required. The meetings will cover academic performance of the school, performance of the Executive Director, the financial health of the school, among other topics. As long as quorum exists as defined by the Bylaws, measures voted on by the Board of Directors may be passed with a simple majority of present members. Subcommittees are created on an as-needed basis. The Board of Directors meetings will be headed by a Board Chair.

5. Ethics and Conflicts of Interest. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Provide, as Attachment 7, the board's Code of Ethics policy and Conflict of Interest policy. Both documents should be included in the attachment.

Global's conflict of interest policy is designed to protect its interests when contemplating entering into a transaction or arrangement that might benefit the private interest of an officer, director, employee of Global, or their family members. This policy supplements any state laws governing conflicts of interest applicable to nonprofit and charitable corporations. Any Interested Person, as defined in the Bylaws, has a duty to disclose any actual or possible conflict of interest and material facts to the directors and members of committees considering the proposed transaction or arrangement. Please see as attachment 7 the detailed Boards Code of Ethics and Conflict of Interest policy.

6. Advisory Bodies. Describe any advisory bodies or councils to be formed, including the roles and duties of that body. Describe the planned composition of the advisory body and the reporting structure as it relates to the governing board and school leadership.

The Board has the power to appoint committees to conduct business not otherwise delegated in accordance with the Bylaws. Any advisory board position will be assumed voluntarily and will not be compensated. There are currently no advisory bodies or councils.

Global envisions creating a Parental Engagement Committee that is comprised of a representative body of school leaders, parents, and students charged with making connections between the school and community, and helping Global staff execute school and extracurricular operations. This committee would create reports to be reviewed by the Board. Additionally, Global envisions creating an auxiliary junior board to facilitate development efforts and cultivate future board leadership.

7. Grievance Process. Explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure or practice at the school. Describe the types of corporate or school documents that will be available to parents free of charge and how those will be made available.

In the event that a student's legal entitlement is taken away or abridged, full due process will be afforded. For grievances that fall short of the threshold of the loss of an entitlement, the parent or student is encouraged to seek a resolution with the School Director. Parents may discuss concerns with teachers or administrators. If these concerns are not resolved, parents may make a written request to speak with the Governing board, which has authority to resolve all concerns in a way that is consistent with the Bylaws. Global will make all required school documents available to parents free of charge.

Additionally, notice of the board meeting schedule will be given to all parents and posted on the website. Meetings will be held in accordance with Indiana's "Open Door Law" and any grievance may be brought forward at that time.

<p align="center">SECTION II: SCHOOL DESIGN</p>

<u>Education Plan</u>
Curriculum and Instructional Design:
1. Provide a framework for the proposed instructional design that reflects the needs of the school's target population and will ensure all students meet or exceed the Indiana Academic Standards adopted by the Indiana State Board of Education in April 2014.
Our framework for instructional design is rooted in the needs of our school's target population in Gary, as measured by the data points below. From this data, Global's founding team identified four key academic priorities.

Academic Priority	Evidence of Community Need	Global Metrics of Success
Priority 1: Provide the best educational opportunity for students in Gary and be amongst the best schools in the state.	*2012-2013 Gary Community School Corporation state assessment data:* • 65% IREAD pass rate, 91% state pass rate • 46% ISTEP pass rate, 74% state pass rate • 40% English 10 ECA pass rate, 76% state average pass rate • 36% Algebra 1 ECA pass rate, 70% state average pass rate	*2016-2017 Global state assessment goal:* • *75%* ISTEP pass rate • 75% Algebra 1 ECA pass rate *2017-2018 Global state assessment goal:* • Exceed all Indiana state assessment pass rate benchmarks as measured by ISTEP and ECAs
Priority 2: Strengthen our students' post-secondary readiness as indicated by rigorous academic results.	*2012-2013 Gary Community School Corporation college ready data:* • 82% of graduates did not take the ACT • 18% of graduates took the ACT and averaged a score of 17 • 2 out of 297 graduates passed an AP exam; 1 out of 297 had received three college credits	*Global college ready goal:* • 100% of juniors will take the ACT with an average college ready score of 21 • 100% of students will take at least one AP course and the corresponding exam prior to graduation • 50% of graduates will have passed at least one AP exam prior to graduation
Priority 3:Prepare our students for boundless opportunities as indicated by participation in Global summer experiences, high	*2012-2013 Gary Community School Corporation graduation data:*	*2019-2020 Global graduation goal:* • 100% graduation rate by earning a Core 40 diploma

school graduation rates, college acceptance rates and college graduation rates.	• 69.9% graduation rate with only 66% of those graduates earning a Core 40 diploma	• 100% participation in a high level Global summer experience • 75% of students accepted into Tier 1 colleges • 100% college acceptance rate
Priority 4: Provide access to a Level 4 Pre K program for the children of Gary.	*2014-2015 Gary Community Corporation Pre K enrollment data:* • Mary Bethune Early Childhood: 518 students • 5 out of 72 preschool options are rated Level 4 according to Paths to Quality	*2019-2020 Global Academy goal:* • Enroll 80 students in Pre K • Open a Level 4 pre-K option increasing programs by 20%

The highly developed and effective educators of Global will utilize standards based curriculum coupled with strong pedagogy to result in deeply rigorous instruction for all grade levels and content areas. All of our curriculum will be created using Indiana Academic Standards, the College Board's College Readiness Standards and Advanced Placement Standards (when applicable). Prior to opening our doors, our leadership team will create vertically aligned curriculum maps with enduring understandings, essential questions, standards, resources and aligned assessments for core content areas. Upon opening, teachers will receive these curriculum maps and assessments, along with additional supplemental curriculum resource to support in planning and preparation for each course. All curriculums will include a blend of cooperative learning, inquiry and problem solving, direct instruction of key points, and technology for individualized and targeted instruction. We recognize that curriculum must evolve to align with standards, yet we know our core instructional vision for all content areas will provide our students the instruction to meet our ambitious academic priorities.

English Language Arts Curriculum: The goal of English Language Arts instruction at Global is to create lifelong readers who are able to deeply comprehend a variety of fiction and non-fiction texts in order to thoughtfully and critically respond to that text orally and in writing. All students will take a reading and writing class at Global that will include consistent components in our PK-12 model.

Rooted in evidence and our successful experience in delivering literacy instruction, our teachers will engage students in:
- *Readers Workshop with Guided Reading*: Students will begin literacy sessions with group reading activities that build their oral language skills and encourage enjoyment of literature and language. The workshop model will encourage student interaction with grade level text, increase their reading comprehension and vocabulary, and allow for robust student conversations with their peers about the content of the text and grappling of ideas.
- *Writers Workshop*: Students will respond to texts through writing which will result in an increased understanding of the text, mastery of writing skills and provide opportunities for creative expression.
- *Phonics, Word and Grammar Study*: To read successfully—to read independently and construct meaning from text—beginning readers need to be able to identify words automatically and have

an effective strategy for decoding unknown words. Global's English Language Arts instruction will be sequenced to ensure students learn the relationship between letters and sounds, and to use that knowledge to blend the sounds in order to read words, and to segregate the sounds in order to write words. As our students grow older, they will be taught grammar to ensure they have a language to speak about language.

- *Independent Reading:* All students will know their Lexile score and have the opportunity to self-select high interest texts in their classroom's leveled libraries. Each day, students will spend time independently reading while using active reading strategies.

Math Curriculum: The goal of math instruction at Global is for students to deeply understand foundational math knowledge, and gain strong number sense so that they can be successful problem solvers for higher-order math courses and in everyday life.

Rooted in evidence and our successful experience in delivering math instruction, our teachers will engage students in:

- *Math Workshop with Problem Solving*: We believe that students should grapple with challenging and real life problems both collaboratively and independently. The math workshop model will allow this to occur.
- *Writing in Math:* Students must be able to develop their analytical and critical thinking skills through writing, model drawing and other written forms within constructed response items and beyond. Lessons will include exercises where students must articulate their processes, make note of errors in others' work and model their answers through various drawings and explanations.
- *Skill Development:* All math classes will include exercises and lessons designed to build students' proficiency with number sense, operations, and computation to build a high level of math proficiency to be applied to higher order problems and courses.

Science Curriculum: The goal of science instruction at Global is to create graduates who think through problems using scientific methods and are forever curious about the world around them.   Students will engage with curriculum that provides a balance of scientific reasoning, inquiry, analysis of data in various forms and content knowledge in order to create the scientific thinkers that are prepared for higher order science classes and curious about the world. Science students at Global will be able to comprehend articles about science and determine theories to questions by analyzing data, charts, graphs and informational text.

Social Studies Curriculum: The goal of social studies instruction at Global is to create engaged community members who understand theirs and others' history in order to make informed decisions in our culturally diverse society that lead to a long lasting impact. Students will engage with a curriculum that includes a variety of text and primary and secondary sources in order to understand multiple historical narratives, the chronology of history and world geography. Social studies students at Global will be able to analyze text and sources to determine cause and effect of historical events through well written and constructed arguments.

Foreign Language Curriculum: In order to be successful in an increasingly global society, our students must have exceptional educational experiences, including the opportunity to develop awareness of other cultures and people and to become proficient in English and other languages. Global will leverage The American Council on the Teaching of Foreign Languages (ACTFL) national standards for our foreign language curriculum rooted in the 5 C goals: Communication, Cultures, Connections, Comparisons, and Communities.

Art, Music and Physical Education Curriculum: All Global students will be proficient creators, performers, critics, listeners, and observers of the arts and music. Students who attain academic standards in the fine arts will be able to use the arts to think and learn independently, know themselves and the world around them, and communicate in the art forms studied. The ultimate goal of our Physical Education curriculum is for Global graduates to participate in health enhancing and wellness activities throughout their entire lifetime. Global sees sport and physical activity as an opportunity to promote personal growth, practice our school core values and work towards common goals with peers of diverse backgrounds and skillsets. Global students will engage in a quarterly wellness test to ensure mastery of their gross motor skills and track growth towards fitness goals.

2. Specify instructional strategies that your school will implement to support the education plan and why they are well-suited for your targeted student population. Describe the methods and systems that teachers will use to provide differentiated instruction to meet the needs of all students.
Our teachers will employ a host of engaging instructional methods in order to equip students with rigorous academic skills, cultural fluency and depth of character. Our professional development model will equip teachers with a tool belt of techniques and instructional methods from which they pull to meet our academic priorities and school mission. We believe that the best teachers are fluent in a variety of techniques and can choose and differentiate to meet the needs of students, the moment, the class or the individual student. We know that true transformational academic success occurs when students are getting the instruction and resources aligned with their needs, both academically and socially. In order to ensure that occurs for all Global students, it will require strong instructional mindsets, pedagogy and systems throughout all classrooms and our entire school.

High Expectations, High Will and High Skill Teachers: Our greatest instructional strategy is our people. More than any other variable in education--more than curriculum or supplies-- teachers matter. Effective teachers who are continually learning and setting high expectations are the key to student academic achievement and success. At Global we believe that students will rise to meet the high expectations set by our team of educators. Through our strong professional development structures, all of our teachers will utilize strategies in the classroom rooted in the mindset that all students can and will learn including, but not limited to, *Teach Like A Champion*[iv] questioning strategies (No Opt Out, Stretch It, Format Matters), individual and collective academic goal setting and progress monitoring.

Safe, Engaging and Joyful Learning Environments: At Global we believe students flourish in safe, engaging and joyful learning environments. For students to focus on academics and their personal growth, there must be clear, effective and efficient classroom and school wide systems in place to keep the students safe, engaged and joyful. Students will be able to take risks in classrooms, feel supported by their peers in collaborative groups and feel valued for who they are. Every lesson will be tightly planned with every second maximized for student learning through time saving procedures such as entry routine, exit routine and routines for collecting and distributing materials. Teacher's instructional plans, behavior expectations and procedures will empower students to do the majority of the critical thinking to master academic content while building their confidence and self-efficacy.

Diagnostic, Continual and Summative Assessments for Data Driven Decisions: At the beginning of each year, all students will take an assessment to determine their strengths and weaknesses in various content areas. Score reports will enable students, teachers and leaders to identify whole class and individual trends to revise curriculum, create strategic groups and set ambitious, yet feasible goals. Students will continually be assessed to celebrate growth and identify areas of additional development. We will use

this assessment data to provide immediate, individualized supports for any students struggling with a subject or skill to ensure that no one is left behind, and all standards are mastered by all students. Our assessment systems are informed by Paul Bambrick-Santoyo's *Driven by Data*[v], which outlines an approach to data analysis and action planning.

Culturally Responsive Learning Environment: Global will create an environment where students and staff feel valued in their own identity and honor the identities and diversity of others. For too long concepts of identity, equity and culturally responsive curriculum have been the missing ingredients in schools, in a way that does not allow educators to unlock the full potential of students to graduate from college and pursue boundless opportunities. Global students will gain confidence and pride in themselves and their community as they prepare to be agents of social change within and outside of the community of Gary by learning from staff with a shared identity and background. In order to create this environment, Global staff will engage in professional development around issues of their own identity development, culturally responsive teaching pedagogy and intentional curriculum planning to honor and celebrate the identities of the entire school community and others. Global students will also engage with staff from a variety of backgrounds in preparation to successfully interact with the diverse world around them.

Differentiated Blocks Every Day and Reinforcement Weeks Every Quarter: Global will use data to strategically group students into their daily flex time blocks and quarterly reinforcement weeks. Daily flex time will provide students the needed remediation and/or enrichment experiences for content areas. Global will provide a Reinforcement Week upon the conclusion of each quarter to ensure students are provided the additional learning time throughout the year to be on track for end of year benchmarks. These weeks will also provide enrichment opportunities for students to further apply their learning outside of the classroom. Global intends to leverage technology for individualized and targeted instruction for each scholar. Adaptive programs such as Achieve 3000, Accelerated Math, and Khan Academy will be used to ensure that all kids are receiving targeted instruction based on their academic needs. We believe our strategies of extended days, flex time blocks, summer school and reinforcement weeks will provide the remediation and enrichment necessary for all students.

3. As Attachment 8, provide a core curriculum scope and sequence by subject, for each grade level proposed, that demonstrates clear alignment with the Indiana Academic Standards. The scope and sequence[...] NOTE: Limit attachment to thirty (30) pages. Please see Attachment 8.

4. For Blended Learning Operators Only. Not applicable.

Pupil Performance Standards:
1. Provide, in Attachment 9, the school's exit standards for graduating students for each division of the school as applicable (elementary, middle and/or high school). Exit standards should clearly set forth what students in the last grade in each division will know and be able to do. NOTE: Limit attachment to fifteen (15) pages.
In April 2014, the Indiana State Board of Education approved the adoption of new standards for English Language Arts, Mathematics, Social Studies and Science. Through the rigorous creation, evaluation and validation of these new standards by various organizations, the state and Global is confident that if students successfully master standards they will be equipped with the skills to be promoted into the next grade/course, as measured by the Indiana I-READ, ISTEP and ECA assessments. The school for Early Learners will serve grades PK through 3, the school for Intermediate Learners will serve grades 4 through 7 and the school for College Bound Learners will serve grades 8 through 12. Therefore, in attachment 9,

the exit standards are provided for 3rd grade (measured through I-READ and ISTEP), and 7th grade (ELA/Math).

2. Explain the school's policies and standards for promoting students from one grade to the next. How and when will promotion and graduation criteria be communicated to parents and students?
Students at Global will be promoted to the next grade level if they demonstrate mastery of the skills outlined in Attachment 9. We believe that retention should not be messaged as a punishment, but rather an intervention for students that need additional academic support. If a student does not meet the standards, as measured by not passing the I-READ or ISTEP assessments, the school leader and the retention committee (teachers, parents, school leader) will evaluate the situation on a case by case basis, especially in our younger grades. If a student is retained, this will not simply be a grade repetition, but rather additional time to provide individualized instruction by leveraging technology and individualized learning plans. All parents, families and students will be provided the promotion policy during orientation and in our parent handbook. We believe in full transparency around student academic achievement and growth and progress towards promotion will be discussed at each quarterly parent teacher conference.

High School Graduation Requirements (High Schools Only):
1. Explain how the school will meet these requirements. Explain how students will earn credit hours, how grade point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed those required by the State of Indiana, explain any additional requirements.
To graduate from Global a student must fulfill the graduation requirements for the State of Indiana, as established by the Department of Education. Students will earn a Core 40 diploma by earning credits in the following requirements:

- English / Language Arts: 8 Credits
- Mathematics: 6 Credits
- Science: 6 Credits
- Social Studies: 6 Credits
- Directed Elective: 5 Credits
- Physical Education: 2 Credits
- Health and Wellness: 1 Credit
- General Electives: 6 Credits

Additionally, all Global students must meet the following graduation requirements aligned with our academic priorities:
- Take at least one AP course and the corresponding exam prior to graduation
- Take the ACT college readiness assessment
- Participate in a minimum of one high level Global summer experience

Students will earn credit hours by successfully demonstrating mastery over the Indiana Academic Standards established for each course. Teachers at Global will assess mastery through standards aligned assessments. Students will earn credits by demonstrating mastery in a particular course and earning a passing grade higher than a 69%. Students will earn 1 credit for each course passed during a semester. Students who transfer to Global will have an intake meeting where their transcript will be audited to determine the correct scheduling and course load. As Global continues to evolve, we will work to partner with a university to provide our students options to enroll in dual-credit programs, in addition to access to AP classes at Global.

Student grade point averages will be calculated using a traditional 4.0 scale. Global will weight the grades of our AP and Honors classes to acknowledge the effort and added course load requirements.

Global will offer a variety of electives that meet the strengths and interests of our diverse group of students while ensuring they are an approved high school course title by the Indiana DOE. Electives may include: Anatomy and Physiology, Beginning Chorus, Ceramics, Contemporary Literature, Economics, Grammar, Human Geography, Physical Education and Foreign Languages.

2. Explain how your graduation requirements will ensure student readiness for college or other postsecondary opportunities (trade school, military service, or entering the workforce).
In order to graduate successfully, students must also pass End of Course Assessments in English 10, Algebra 1 and Biology within the pre-determined testing windows in Indiana. In addition to the Indiana requirements, our students at Global will begin preparing for college readiness assessments and curriculum aligned to ACT's College Readiness Standards as early as 8th grade. From 8th-12th grade students will take diagnostic, interim and summative ACT assessments. All Global students will be required to take an official ACT assessment to ensure they can apply to various colleges and post-secondary opportunities. We believe that our classes at Global will prepare students with the critical thinking, character and cultural fluency to thrive in a diverse set of post-secondary opportunities including college, university, trade schools, military and/or entering the workforce.

3. Explain what systems and structures the school will implement for students at risk of dropping out of high school and/or not meeting the proposed graduation requirements.
Through Global's diagnostic, continual and summative assessments we will be able to know immediately when students are not on track to meeting the proposed graduation requirements. Global will leverage the built in quarterly Reinforcement Weeks throughout the school year to address credit needs and also provide enrichment experiences to invest students in staying in school. Global's Summer School program will provide high school students the opportunity to receive additional credits. All students will have transparent conversations about how to recover credits and ensure graduation in the proposed timeline.

School Calendar and Schedule:
1. Provide, in Attachment 10, the school's proposed calendar for the first year of operation, as well as the weekly schedule of classes. Provide an overview of academic and non-academic programs, as well as the total number of instructional days in an academic year […] in the day for core subjects such as language arts, mathematics, science, and social studies.
In order to both address the skill gaps and provide a competitive, well-rounded educational experience, Global will operate with a longer school year and day. According to Marcotte and Hansen[vi], an additional ten days of instruction is shown to be more impactful on student learning than retention or reducing class size. Ten additional instructional days of summer programming will result in a 190 day school year. In year one, there will be 185 days with five days of summer programming.

Global's school day will be from 8:00 AM to 3:30 PM every day, except for Wednesdays which will dismiss at 2:00 PM for staff professional development. This 7.5 hour academic day, compared to the Indiana minimum five hour day for grades 1-5 and six hour minimum for grades 6-12, will allow Global students to gain two days and one day each week, respectively.

School Culture:
1. Describe the culture of the proposed school and how this culture will promote a positive academic environment and reinforce student intellectual and social development.
Strong and intentional school culture is fundamentally imperative for the success of the school. The five pillars below are foundations in which we will root our students' academic achievement and character growth.

- *Purpose:* We all choose to be here and feel both inspired and challenged in our work. Our goals, both individually and collectively, are great which requires great effort, but offers great fulfillment.
- *Team:* Each of us contributes unique strengths to our community. As we understand ourselves and one another, we are able to maximize all our strengths towards a collective success.
- *Joy:* We love and respect all members of our community. We demonstrate this through a sense of urgency, gratitude, and fun in all that we do.
- *Grit:* Our growth never stops, so we never quit. We challenge ourselves which requires embracing the possibility of failure, and ultimately, believing in our ability to eventually succeed.
- *Power:* We seek to make the world a better place. We embrace the opportunities where our skills and talents allow us to lead, and honor those opportunities by acting ethically and justly.

We demonstrate a consistent school-wide culture in the values we hold, the language we use, and the rituals and celebrations that our families, students and teachers and staff engage in every day. Whether it is a budget decision, an interaction between staff members, a parent night or the student work on the walls, we will consistently reflect our pillars in all that we do. Focusing on our five pillars makes us better students, teachers, individuals, and community members.

2. Explain how you will implement this culture for students, teachers, administrators, and parents starting from the first day of school.
Every member of the Global community contributes to the creation and continuation of our culture. This begins with the teachers and entire staff as models of the school culture for students, parents and visitors. We ensure all staff members share core beliefs about student achievement by selecting teachers based on their skill in the classroom and how their purpose for teaching aligns with the school mission. Additionally, when we evaluate teacher performance we will use our culture's five pillars to inform our assessment of Danielson's Domain 4.

When recruiting students and families to Global we will be completely transparent about our beliefs and pillars so that families are selecting our school because its vision aligns with their own hopes and aspirations. Once students gain admission to our school, each student will attend an enrollment meeting with their parent(s). Students and parents will be walked through the commitment and daily expectations as a member of the school community. Students will have advisory time every day using a curriculum aligned to our pillars to build character. Communication between staff and parents will always be open to collaboration on how to best support students in their growth. Additionally, the school will serve as a meeting place for parents to collaborate and access school and community resources in their contribution to the school's success. Students and families will, minimally, receive weekly feedback on their growth towards embodying the essential components of our school culture.

3. Summarize, for illustrative purposes, a typical day from the perspective of a student in a grade level of your choice.
Jasmine is a 4th grader, and every day she enters the building with her backpack, greeted joyfully by the school director. She proceeds to breakfast in a calm cafeteria where music is playing at a low level where she eats breakfast while doing light academic work. After breakfast, Jasmine lines up with her advisory and goes with her teacher to their classroom. Jasmine gets out and organizes her materials for the day and receives a dress code check. Then she and the rest of the class engage in a mindfulness activity to center them on their purpose for the day.

Academic work then begins with 90 minutes of ELA followed by 90 minutes of math. She has a different teacher for each class, but many things are the same. Jasmine knows how to enter each class, turn in her homework, and begin work on her bell ringer. She enjoys her classes because the teachers make learning fun; she also feels challenged and is eager to raise her hand to proudly show what she knows.

After math, Jasmine and her class walk in a line to the cafeteria. Once through the line, Jasmine sits with some neighbor friends who are in a different advisory. They talk and laugh amongst the group until her teacher signals it is time to line up for advisory. They start by refocusing with a breathing activity. It is Thursday which means Jasmine gets her grade and behavior report for the week. She and her partner do a reflection exercise and set goals for next week before sharing their successes and challenges with the team.

The class then transitions in a quick and quiet line to social studies and then Spanish class. Each class is engaging and challenging in its own way, but follows the same structures as reading and math. After Spanish, Jasmine goes to her reading group where she builds her reading skills with students at a similar reading level. She then has a STEM class to build her problem solving skills since NWEA scores show her above grade level in math. At the end of STEM class, the entire class reviews homework for Friday, and makes sure that it is all in their backpacks. Jasmine and her fellow bus riders are dismissed to the front of the building, where a staff member wishes her a good afternoon and makes sure she is seated on the bus. She waves goodbye as the bus pulls off the lot.

4. Summarize, for illustrative purposes, a typical day from the perspective of a teacher of any subject or grade of your choice.
Mr. Kellogg would arrive each morning before the students, who begin to arrive at 8 AM.   Teachers are trusted with the responsibility of meeting their professional expectations each day, honoring that each teacher knows their commitments and work styles to be prepared for their students and/or duty when it begins. By 8:10 AM, Mr. Kellogg is in the cafeteria in order to escort his advisory to class. He begins advisory by enthusiastically greeting his class. He purposefully uses that time to check in with a student about a specific behavior plan, gives special attention to a student struggling with organization, and wishes an advisee a happy birthday. Once he has guided his fourth graders through their uniform check and mindfulness activity, he would urgently transition into teaching his lesson.

The 90 minute English Language Arts block would begin with a Do Now, and either a collection of or review of the previous night's homework. Mr. Kellogg would then tightly transition into the new material or lesson for the day. Each lesson would be purposefully planned out a week ahead with feedback from his Director of Teacher Development to ensure that each day and minute are used to move student achievement. The lessons are not only engaging, but would put the bulk of the mental work on the students. Both Mr. Kellogg and his teacher assistant would have clearly defined roles during the entire class period from leading the entire class to offering individual support to pulling small groups or monitoring differentiated activities. The class would end with an exit ticket to ensure that students mastered the lesson for the day. The teacher would transition his students and repeat the lesson with differentiation depending on the needs of the next class.

After the second class, Mr. Kellogg would have his lunch break, and then he would lead his advisory. Just as he has ELA lessons planned for the week, Mr. Kellogg has lesson plans for the week that are developed in collaboration with the rest of the 4th grade team. This ensures that not only the advisories, but the entire grade level is growing as a unit.

After advisory, Mr. Kellogg would have his prep period, which would be in conjunction with the 8th grade ELA teacher. Once a week, this time would be used to meet either individually or collaboratively with the subject team and DTD to share best practices or receive specific feedback on his development as a teacher. The rest of the week's time would be used purposefully to prepare materials for classes, review exit tickets to modify or differentiate plans, grade papers, and take care of administrative tasks. The teacher and his teacher assistant would use this formative data to determine groups and better inform each of their roles during classes. This is also a time where he may meet with parents or students about specific concerns. As a school, we want to purposefully make the work sustainable which means encouraging teachers to use their time productively during the school day.

Once the prep period was over, Mr. Kellogg would have one additional ELA class to teach. This would then be followed by 30 minutes of flex time where he would get to work with a targeted group of students who need similar supports in reading instruction. This would be a consistent group until the next interim assessment. The students would dismiss from this flex time and he would escort his students to the buses. When he returns to his classroom, he would straighten up for the day, and make sure his materials are prepared and set out for the next day. Once a week, school ends early to allow for staff professional development. Mr. Kellogg collaborates with fellow staff around content, grade level and school wide data-analysis, planning, and sharing of best practices. He prepares to leave by 4 P.M.

Supplemental Programming:
1. Will you offer summer school? If so, describe the program(s) to be offered. How many students are expected to attend summer school, and how will they be selected for participation? How many hours and weeks of summer school will you provide, and how will it be funded?
Research demonstrates the critical importance of extended learning time[vii]. Students typically experience learning loss when they do not engage in educational activities during the summer. At Global we are committed to ensuring that this summer loss does not occur. For the first year of operation, all students will engage in 5 days (25 hours) of Summer School to complete diagnostic assessments, understand the school culture and expectations of Global and begin developing their individual and collective identity. In year two and beyond, all Global students will participate in 10 days of summer school that align with their individual academic needs, skills and passions. We will leverage these days to ensure students that are behind grade level receive additional and individualized academic supports to successfully begin the school year. Students will also have the opportunity to engage in high level Global summer experiences including college classes, summer internships, field trips or summer camps aligned to particular interests.

2. Describe the extra- or co-curricular activities or programming the school will offer; how often they will occur; and how they will be funded.
Various researchers have noted a strong association between student involvement in extracurricular activities and improved attendance, behavior and academic performance[viii]. At Global, students will participate in internal (within the school) and external (outside the school and school community) extracurricular academic and social experiences to better focus on their personal growth, explore interests beyond the core content areas and have access to opportunities including sports, the arts, and enrichment clubs such as Yearbook, Student Council and Key Club. Due to our strong commitment to extracurricular activities, we have allocated general funds in our budget to ensure this can be executed. We know that meaningful relationships form between staff and students during extracurricular time, so we will encourage our staff to lead extracurricular activities if they desire. In order to ensure a strong work life balance for our staff, we will also partner with community organizations such as the Boys

and Girls Club of Northwest Indiana to provide additional and more regular extracurricular opportunities for our students.

3. Describe the school's programs or strategies to address student mental, emotional, and social development and health.

Studies[ix] reveal that students who participate in school-based programs focused on social and emotional learning (SEL) profit in multiple ways. Compared to students who do not experience SEL programming, they improve significantly with respect to attitudes about themselves, social and classroom behavior, achievement test scores and school grades, including an 11-percentile-point gain in academic achievement. Therefore, at Global our mission is to develop a curricular program and school wide structures that address the academic, social and emotional needs of all of our students.

All Global, students will be enrolled in an advisory with a curricular program rooted in identity development, culture building and social and emotional development. Advisories will use a SEL curriculum, such as RULER, for students to become aware of their own emotions and of others, make responsible decisions, and manage their own behaviors in isolation and with others. Advisory will also be a place to engage in meaningful lessons, discussions and case studies surrounding our 5 Pillars: Purpose, Team, Joy, Grit and Power. Students will self-assess daily on these 5 Pillars using our Pillars Rubric, as well as set individual goals for the day, week and month based upon their self-assessments. Advisory teachers will also hold conferences with students to discuss their personal behavior goals and track progress.

In addition to the plans and strategies of advisory, Global will use our school wide behavioral data to closely monitor and track each student's social, emotional and/or behavior development. We will use this data to provide students the mental, social and behavior supports they need including, but not limited to, peer mentors, staff mentors and peer collaboration groups. Just as we commit to providing individualized academic supports for our students, we will provide the supports our students need to thrive socially and emotionally. If funding or partnership allows, we will also contract with mental health professionals to further support students and families.

4. If applicable, describe any other student-focused activities and programs that are integral to your educational and student-development plans.

In the United States children growing up in low income communities often lack the crucial resources or opportunities--inside and outside of school--that their more affluent peers across the country are afforded. At Global, we plan to close this opportunity gap by providing our students access to summer experiences aligned with their passions and interests. Summer experiences will include, but are not limited to, college courses, job internships, community service trips, and summer camps.

Special Populations and At-Risk Students:
1. Summarize the school's overall plan to serve students with special needs, including but not limited to those with Individualized Education Programs, students with Section 504 plans, English Language Learners, students identified as intellectually gifted, and students at risk of academic failure or dropping out. Identify the special populations and at-risk groups that the school expects to serve, whether through deliberate targeting or otherwise.

Global seeks to develop all members of its diverse community of learners through a college preparatory curriculum. The education plan and systems built into the school such as extended learning blocks, flex time, reteach weeks, summer learning experiences and teacher assistants provide many and varied opportunities for students to access appropriately differentiated learning opportunities that target their specific needs. At Global, every student will receive the support they need in the least restrictive

environment, whether a student requires an IEP or 504 plan, support with language, or differentiated material. We will run an inclusion model and train all staff to be able to respond to the diverse needs of our students. We will also have a special education teacher and literacy specialist to both push in and pull out students when appropriate to address more significant and specific learning needs.

2. Explain how the school will identify and meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible.
<u>Identification</u>
- *New Students:* When new students enroll in the school we will request a release of records to obtain all IEP and 504 plan documentation. Additionally, we will have in-take conversations with each parent around their educational concerns for their child to provide additional insight on potential disability concerns. Our special education staff will evaluate all documentation to create schedules and learning plans to meet all IEP needs.
- *Existing Students:* A strong Response to Intervention Framework is imperative in determining the type of support all students need. NWEA will be used as our universal screener and will guide our decision making around students needing Tier 2 and Tier 3 interventions. As instruction is differentiated to meet specific student needs, we will monitor the progress of these interventions using winter NWEA, DIBELS and interim assessments, along with classroom observations, performance and behavioral data. For a majority of students, progress toward broader educational goals will be evident. In instances where continuous progress monitoring conveys that a student is not making progress, the student will receive more targeted or individualized classroom interventions. If progress is not significant given the new strategies, the classroom educator will begin the referral for special education.
- *Parent Requests*: If at any point one of our parents is concerned that their student should be evaluated for specialized services, we will respond to that request within a 10 day window informing the parent of their legal rights, via Procedural Safeguards. The student's instructor(s), school leader, academic specialists, and a contracted psychologist will work with the family to determine if an evaluation for special education is necessary.

<u>Educational Plan</u>
All Global students will be educated in the Least Restrictive Environment (LRE), determined during the evaluation process for specialized services. Although full time inclusion may not be appropriate for all students, our goal is to find points of entry for all students to actively engage in the Global community. We anticipate being prepared to serve students in co-teaching models, small group pull outs and a self-contained setting if the situation warrants. In addition, all regular education teachers will be trained to and held accountable for accommodating for learners with special needs in the regular classroom setting. Throughout each educational setting, students will receive the appropriate accommodations (timing, formatting, setting, scheduling, response and/or presentation) and modifications in accordance with their IEP. In instances where necessary, we will provide students with the assistive technology necessary to access the curriculum.

Members of the student's IEP team will be kept abreast of their progress via weekly progress reports from teachers and specialists. Case conferences will be held annually (unless need dictates greater frequency) to evaluate student progress, establish new goals and ensure that the LRE remains appropriate. All students will pursue a college education unless the student's IEP team determines a different post-secondary credential is an appropriate transition plan. Certified Special Education Instructors will be brought on board in accordance with the size and needs of our population.

3. Explain how the school will meet the needs of English Language Learner ("ELL") students.
Part of our student intake process will include a language survey, where we will look at the number of languages spoken in the home and the frequency with which they are spoken. If languages other than English are spoken in the home, the student will undergo further evaluation. The student's ability to read, write, and speak will be assessed via an English Language Proficiency screener. Students scoring below a 5 on the IPT screener will be eligible for formal annual assessment or language proficiency. Their families will be notified of their eligibility in the most appropriate language. Families opting to receive ELL services will have access to a content based ESL program. The academic content will be primarily provided in English, and will serve as the basis for acquiring the language. Native language support will be provided where necessary by an ESL certified instructor.

4. Explain how the school will identify and meet the learning needs of students who are performing below grade level and monitor their progress. Specify the programs, strategies and supports you will provide for these students.
Noted previously, Global will utilize a RTI model. Students that are not meeting grade level expectations will be identified using NWEA as our universal screener. We will continue to monitor progress to determine what level of the school's intervention and aligned strategies are necessary. Because we believe that all students can learn when provided appropriate access to material, many of the accommodations outlined for students with special needs and/or academic failure as outlined above remain appropriate.

5. Explain how the school will identify and meet the needs of intellectually gifted students.
We pride ourselves on being able to implement a differentiated rigorous curriculum for all learners. In addition, daily flex time and high level summer experiences are imperative in providing stretch opportunities for academically gifted students; these times will provide opportunities to discover material outside the core curriculum and to pursue individual interests. It is important to remember that while a student may show an exceptional inclination in one domain, they may not be considered "gifted" in a different domain. Similar to other exceptional and specialized populations, gifted students' progress will be monitored continually, and instruction adjusted.

Student Recruitment and Enrollment:
1. Explain the plan for student recruitment and marketing that will provide equal access to any family interested in the new school. Explain how this strategy will garner the targeted enrollment.
Upon receiving approval for our charter, we will immediately begin an information campaign through the local newspapers, including free weeklies, and creating an online presence through our website and social media to keep prospective students and families informed through our incubation year. Social media will allow parents from our targeted enrollment to be a part of our enrollment effort by spreading the word to their networks as well. We will also use our community connections in the Boys and Girls Club and local churches to recruit families.

Our applications will be available December 1, 2015, so we will begin concentrated recruitment efforts in October in the form of information meetings at community organizations and churches throughout Gary. We will use the community connections from our board and founding team to engage deeply with the community; our team's professional and personal connections in the community will serve as one of our greatest assets. Not only will we continue our informational meetings, we will follow up on any prior meetings with our applicants. We will also reach out at public events, as well as door to door and at local businesses to recruit students and get applications in the hands of our target community.

After our lottery in early March, we will begin meeting with families and enrolling students. This will also create a positive buzz amongst our new families which will translate into additional recruits. Once students are enrolled, we will provide at least monthly communications and/or opportunities to engage with the founding team. When we are in our facility, we will host open houses along with some informal social events over the summer. Our summer session during the first week of August will be a critical point to catch any missing students early. We will continue our recruitment efforts until the first count date of the 2016-2017 school year to ensure that we make our enrollment numbers.

2. Provide, as Attachment 11, the school's Enrollment Policy. Please see Attachment 11

Student Discipline:
1. Describe the philosophy of student discipline that supports your school model, including procedures to ensure the integrity and authenticity of student work product and assessment scores.
A strong school culture that is purposeful and proactive, as described in section 2-5, prevents most behavior issues before they need intervention. Our discipline system is one component of this culture that will support each student in their academic preparation, character development, and decision making ability. Discipline along with advisory, strong planning, and systems and routines contribute to creating a culture that reflects our five pillars. Every student will be supported in their development and have the opportunity to learn in the highest quality learning environment. For this reason, it is key that our student discipline system accomplish two things: support teachers in creating a safe, purposeful and joyful learning environment where all students can succeed AND keep students within the learning environment as much as possible without undermining the integrity of the learning environment

Each teacher will be empowered to confidently manage their classroom with clear systems and procedures in conjunction with well-planned and engaging lessons. Each teacher will receive training and coaching to use logical consequences for behaviors that motivate students to meet and exceed behavioral expectations while minimizing the time spent on simple compliance behaviors such as dress code and preparedness.

Additionally, we seek to transparently define and enforce consequences for all behaviors that interfere with learning or the integrity of student work. For a vast majority of behaviors we see logical, low-level consequences as a means to preventing behaviors from escalating, which keeps students learning. We believe that if we are clear and consistent with the smallest behaviors, larger, more severe misbehaviors will be minimized. If behaviors escalate or persist, we will intervene on an individual basis that takes into consideration each student's circumstances and seeks to logically address the root cause of any behavior issues, with the intention of keeping suspensions (and expulsions) as a last resort.

Using a common behavioral system will allow for school-wide consistency and data collection on behavioral issues and trends at every level of the school. Students can use their individual and class data to set personal and collective goals during advisory. Teachers can use the data to reflect on their practice and identify trends with students, classes, and times of year. Administration will use the information to address school-wide trends, evaluate the effectiveness of our policies and procedures, and ensure that every aspect of the school is reinforcing our pillars and setting students up for success.

2. Provide as Attachment 12 the school's discipline policy. Please see attachment 12

Parents and Community:

1. What other school options exist in the targeted location for your proposed school? In list or table format, please describe all other schools – traditional public, charter and/or private – in the immediate vicinity with the same or similar grade level configuration.

School Name	Grades Served	Type	Enrollment	13'/14' Grade
Mary Bethune Early Childhood Center	PK	Traditional Public	518	N/A
Bailly Preparatory Academy	KG-06	Traditional Public	371	B
Beveridge Elementary School	KG-06	Traditional Public	675	F
Dr. Bernard Watson Academy for Boys	KG-06	Traditional Public	137	C
Glen Park Academy for Excellence in Learning	KG-06	Traditional Public	790	D
Jefferson Elementary School	KG-06	Traditional Public	482	F
Daniel Hale Williams Elementary School	KG-06	Traditional Public	512	A
Frankie McCullough Academy for Girls	KG-07	Traditional Public	429	A
Benjamin Banneker Achievement Center	KG-08	Traditional Public	518	A
Aspire Charter Academy	KG-08	Public Charter	704	D
Gary Lighthouse Charter School	KG-12	Public Charter	1460 KG-7: 731 8-12: 729	D
Charter School of the Dunes	KG-12	Public Charter	624 KG-8: 463 9-12: 161*	F
Thea Bowman Leadership Academy	KG-12	Public Charter	1317 KG-8: 875 9-12: 442	D
21st Century	KG-12	Public Charter	709	D
Dunbar-Pulaski Academic & Career Academy	07-08	Traditional Public	674*	F

William A Wirt/Emerson VPA	05-12	Traditional Public	595	C
West Side Leadership Academy	07-12	Traditional Public	885	F
Theodore Roosevelt Career and Tech Academy	07-12	Traditional Public	571	F
New Tech At Gary Area Career Center	09-12	Traditional Public	404	F
Gary Middle College	09-12	Public Charter	198	N/A

2. What will be unique or compelling about the proposed school? How have you determined that the proposed school will have sufficient demand from student and families to meet enrollment projections?
Qualitative and quantitative data indicate that the parents of Gary strongly value having academic choices for their children. With nearly 40% of students currently enrolled in charter schools, and several schools slated to close in the upcoming school year, another school choice is necessary in Gary. Global will provide an option unlike anything that is currently available. We will do this by:
- Providing a high quality school option in a neighborhood where none exist. Currently, there is no junior high or high school option south of 25th Avenue and east of Chase Street.
- Providing a rigorous college prep aligned curriculum that is culturally responsive, focused on character development and engaged in the community
- Providing bus transportation opportunities for students. We know that the ability to provide transportation for all of our kids is a crucial factor in school choice for parents.
- Focusing on teacher recruitment, development and retention to ensure a consistent, stable and effective staff for our Global students and the entire community of Gary.
- Positioning our school as an anchor of the Gary community and for our families by providing wrap around services, extracurricular activities and strong partnerships with community organizations.
- Leveraging the founding teams' and boards' strong relationships with families and students for enrollment and investment in the proposed school.
- Providing a Level 4 Pre-K option for 80 students in Gary. Research indicates that starting early is the key to later academic success. From the moment students enter Pre K at Global, we will provide students multiple hours developing key academic skills and a love of learning on which to build the rest of their academic foundation.

3. Describe how you will engage parents in the life of the school, starting from the time that the school is approved. How will the school build family-school partnerships to strengthen support for learning and encourage parental involvement? Describe any commitments or volunteer activities the school will seek or offer to parents.
We believe our parents bring a wealth and diversity of experiences, skills and knowledge that are essential in achieving the academic and personal goals for our students and our community. At Global, we plan to leverage the assets of our parents to enhance our school community, while also providing programs and classes for parents to develop their own skills and capacity. Just like anywhere, parents in the city of Gary come from diverse educational, cultural, and professional backgrounds.   With our diversity of opportunities and programming, all of our parents will feel valued and proud to be themselves and be a part of our Global community.

Leading up to the launch of the school year, we will meet with students' families to get a clear understanding of their academic and personal development goals for students. During this meeting we will invest parents in the power of their partnership and provide a menu of opportunities for their involvement. These opportunities include connecting us to civic organizations in which they are involved, joining the Parental Engagement Committee (a representative body of school leaders, parents, and students charged with making connections between the school and community), and helping Global staff execute school and extracurricular operations.

As our parents support our students and school community, we want to ensure our parents have access to programming that unlocks their additional potential, skills and areas of interest. Through our partnership with local universities, we plan to provide opportunities for parents to learn the skills necessary to support their students academically. Additional support may include a "Parent University," or seminars that pertain to building strong and healthy families; topics would include balanced nutrition, financial literacy, and early childhood parenting. We hope that through their active engagement with Global, our parents will become strong advocates for their children, the school and education in Gary. We will commit to providing the time and space to discuss and learn advocacy and organizing skills, so that they can chart the course for the direction of education in Gary.

4. What community resources will be available to students and parents? Describe any partnerships the school will have with community organizations, businesses, or other educational institutions. Describe any fee-based or in kind commitments from community organizations or individuals that would enrich student learning opportunities.
At Global, we view community engagement as a mutually symbiotic relationship. We will provide our students knowledge and access to the wealth of community resources within Gary, while simultaneously providing opportunities for students to be a community advocates and a resource for others. We will partner with community organizations that support the health and welfare of our students to ensure they are ready and able to learn.   Whether through referral services or in school partnerships, Edgewater, Crown Counseling and the Crisis Center will provide invaluable social, emotional and mental services to our students. Partnering with The Boys and Girls Club will provide additional care and opportunities for our students outside of the school day, particularly for families balancing demanding work schedules with child care needs. In addition, numerous community organizations such as the Foodbank of Northwest Indiana will provide opportunities for our students to learn and engage more deeply with the resources addressing the needs of their community. At Global we value the lifelong learning of all our stakeholders--students, families and staff. Therefore, we want to ensure we provide opportunities for our parents to continue their education through our partnership with IUN's School of Adult Education.

5. Provide, as Attachment 13, evidence of demand from the community. Please see Attachment 13

Performance Management:
1. Each school authorized by the ICSB will be evaluated according to a consistent set of indicators and measures as described in the ICSB Accountability System, which is posted on the ICSB website. Apart from these indicators and measures, what other goals will students at the school be expected to achieve by the end of the first 5-year charter term?
Global seeks not only to be the highest performing open-enrollment school in Gary, but also to outperform the state at all levels. By achieving these goals, we will be well positioned to meet and exceed standards as indicated by the ICSB Accountability System. In addition, by year five, 75% of our inaugural class of

graduates will be accepted to Tier 1 colleges, with 100% of graduates having at least one four-year university as an option.

2. In addition to mandatory state assessment and testing requirements (ISTEP+, IREAD-3, IMAST, ISTAR, and d ECA, as applicable), identify the primary interim assessments the school will use to assess student learning needs and progress throughout the year (e.g., DIBELS, Acuity, TABE).
A strong assessment strategy that includes alignment to our academic priorities, particularly performance on state assessments and college-readiness exams, is crucial to our school's success.

- *Pre-K - 2nd grade:* We will use NWEA MAP for Primary Grades (MPG) and DIBELS which are well-established research based programs that the founding team is confident in using to inform and improve instruction. Both will be used for initial screening and progress monitoring, with DIBELS being used to supplement NWEA with more detailed literacy skill information.
- *3rd-7th grade:* All students will begin the year taking the NWEA MAP to provide baseline data and again at the end of the year to measure growth. In addition to NWEA, all students will take the predictive Acuity assessment to ensure that students are mastering the skills assessed by the state of Indiana on the end of year assessments. We believe strongly in using Acuity as interim assessments to ensure that our students are mastering the skills and standards that will be assessed on Indiana's assessments in grades 3-8.
- *8th -12th grade:* We will use the ACT Aspire system for grades 8th -11th grade. Replacing the EXPLORE and PLAN, we will administer the summative assessments at the end of each grade along with their periodic assessments to serve as aligned interim assessments. The exception to this will be students in Algebra I and English 10, where we will use Acuity exams that are aligned to the End of Course Assessments for those courses. While the Aspire system does not provide specific periodic assessments for 11th and 12th grade, schools have used it through the ACT with juniors. Additionally, we will maintain the best practice of using interim assessments that are course aligned, and modeled after AP exams when appropriate. These common assessments will be written at the school level and administered quarterly.

3. Explain how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community. Identify the person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data.
Global will implement data driven instruction best practices across all grade levels. All students will be assessed in the summer session and again at the end of the year to measure growth. Additionally, each student will have a quarterly interim assessment in each class to monitor specific skill, content and standards mastery. Beyond these more summative assessments, teachers will be collecting formative data on a daily and weekly basis through exit tickets and other formal and informal classroom assessments.

An essential component of effective data driven instruction relies on the ability to immediately turn around assessment results for analysis and action. The assessment selections listed above all provide for this at the class and student level. Additionally, an internal data reporting system will be built to capture data across multiple platforms for comprehensive school-wide data and student facing reports.

Our Director of Operations and any additional tech staff will be responsible for securing the appropriate technology to implement our assessment platforms and ensure that it is fully functional and capable of meeting our assessment needs. For purposes of analysis and planning, our instructional leaders will guide data meetings within a week of the assessments. Initially, this will be the School Director, but as the school

grows Directors of Teacher Development will also conduct these meetings. Data analysis meetings will follow protocols using best practices as outlined in *Driven by Data[x]*.

Finally, a committee of teachers will also convene quarterly with the assessment data to monitor students in our RTI process. Students will be identified academically for the RTI process using fall NWEA data. Students can exit the RTI process or be recommended for further supports based on winter, spring and subsequent fall NWEA testing. Acuity interim assessments will be used to monitor progress and adjust interventions as necessary.

4. Describe the information system the school will use to manage student performance data. Identify the staff member(s) who will be responsible for warehousing the data, interpreting the data for classroom teachers, and leading or coordinating professional development to improve student achievement.

There will be four major sources of student data to manage: state and national assessments, interim assessments, course grades, and non-cognitive items such as attendance and behavior. An internal reporting system will be built to effectively capture and cohesively report school, class and student level data from these multiple sources. We will select a web based system for student grades and non-cognitive data, such as PowerSchool. School operations staff will work in tandem with the instructional staff to properly coordinate the gathering and storage of all critical data. The School Director, and eventually Directors of Teacher Development, will work in conjunction with the teachers on data analysis, as it is critical that each teacher own the outcomes and analysis for maximum impact of student achievement. They will be responsible for coordinating professional development in response to teachers' needs.

5. Explain the training and support that school leadership and teachers will receive in analyzing, interpreting, and using performance data to improve student learning.

Much of the work teachers and leaders will engage in around data analysis is deeply rooted in the practices outlined in *Driven by Data*. Key to providing strong support for our teachers and leaders around data driven instruction is a thoughtfully constructed calendar that accounts for interim and state assessments while providing time for analysis and re-teaching, when necessary. Interim assessments will be built into the school calendar, and the time necessary for data analysis meetings between teachers and instructional leaders will be accounted for in our professional development timeline. Additionally, we will seek to create a transparent culture where data is being shared amongst leaders, teachers and students and is used improve all aspects of our school, not just academic performance.

Teachers will receive professional development at the beginning of the year to establish shared expectations and practices for data driven instruction. Additionally, teachers will receive training on the high stakes assessments, their format and scoring. We will also layout our assessment strategy to ensure that we reach our school wide goals. Teachers will be trained on writing their own rigorous assessments and backwards planning lessons to meet the appropriate level of rigor. Additionally, teachers will meet quarterly with their instructional leader to ensure accurate analysis and accountability to action plans set forth to address the results. From those quarterly meetings, leaders will be able to gauge additional areas of support for their teaching staff. We will ensure that all instructional leaders are well developed, including observing and being observed during data meetings as a part of their own coaching and development.

6. Describe the corrective actions the organization will take if the school falls short of student academic achievement expectations or goals as established by the ICSB and the Indiana Department of Education.

Explain what would trigger such corrective actions and who would be responsible for implementing them.

Corrective actions can take many forms and are triggered before the collection of end of year assessment data that the ICSB and IDOE use to measure performance. Below is list of corrective actions that Global would consider if we were to not meet our expectations for academic achievement. However, the first step in deciding any corrective action would be to closely analyze our year-end data along with interim data and staff evaluations in order to make the most informed and productive decisions. The school directors, with the support and oversight of the Executive Director, would be responsible for deciding on and executing a course of action. Depending on the data we receive, there may be a solution that is not listed below.

- *Assessment Strategy:* If we were to have positive interim data that did not align with our end-of-year results, we would need to reevaluate our assessments. This may be as simple as improving our calibration for the mid-year scores that confidently predict year-end success, or selecting an entirely different assessment platform that more accurately predicts success at year end.
- *Program/Curriculum:* If data was pointing to a specific weakness across an entire content area or grade level, across multiple teachers, we would need to address the weaknesses in our curriculum choices. This includes ensuring that we have adequate curriculum maps that cover the appropriate content, while our resources and materials are aligned to an appropriate rigor level. Additionally, we could decide to departmentalize instruction at an earlier grade level, implement strategic small group instruction, place students in specific classes, etc.
- *Student Support:* If we are seeing that a particular student or group of students is not performing well on their interim assessments, we would use this data to structure our flex time and prioritize who receives support outside of regular school hours. At the high school level, we would use this data to make adjustments to student schedules at each semester to ensure that student schedules are supporting their most urgent academic needs.
- *Teacher Support:* If interim data is pointing to low performance that can be isolated and attributed to a specific teacher, the school leadership would quickly intervene with more intense coaching support including planning support, model lessons, and co-teaching. If the trends did not improve or there was low end-of-year performance, the teacher would be reassigned or removed from their position.
- *Leader Support:* If the results were low, but conflicted with interim data and/or data collected from site visits and support, the Executive Director, and in some instances other campus school directors, would work with the school leader to create and effectively implement an academic improvement strategy. We would expect to see concrete steps implemented and improved interim data by the following winter or the leader would be replaced at the end of the next school year. However, if the results corresponded with low interim data and poor site visits, the leader would be replaced.

SECTION III: IMPLEMENTATION PLAN

Human Capital

School Staffing Structure:

1. Provide, as Attachment 14, an organizational chart for the proposed school at Year 1 and at Full Capacity. Please see Attachment 14.

School Leadership & Staff Hiring, Management and Evaluation:

1. Describe your strategy and timeline for recruiting and hiring teachers in accordance with IC § 20-24-6. Explain key selection criteria and any special considerations relevant to your school design. What key partnerships will support staff hiring? Identify known sources from which you will recruit teachers.

Global Leadership Academy will recruit, select, and retain the highest caliber teaching staff in Northwest Indiana. In order to develop a high performing staff, the hiring process must be rigorous and highly selective. This process will include an online application that will include predictive analytics through a program such as TeacherMatch. Teachers would then engage in an introductory interview to screen for fit with school culture. If the candidate possesses the work ethic and mindset needed to achieve great results, he or she would be moved to an interview day that would include a model lesson to demonstrate their ability to execute a lesson, a lesson planning exercise to demonstrate content and pedagogical mastery, and a data analysis project to highlight their knowledge and ability to work with student achievement data.

In order to attract, select, and develop the best teachers for Global Leadership Academy, our hiring timeline needs to be coordinated with the academic calendar and take into consideration the hiring timelines of other high performing districts and charters so that we may effectively compete for the most talented teaching staff available.

Late Spring 2015- Early Fall 2015
- Ensure that the website is live and that recruitment materials are produced in order to build recognition for Global Leadership Academy along with its mission, vision and staffing needs.
- Begin cultivating candidates for School Director of the school for Early Learners.
- Begin outreach to organizations that serve as recruitment pipelines such as local and regional universities, especially those with Urban Teaching programs such as Indiana University Northwest and University of Chicago, Teach For America, and Indianapolis and Chicago Teaching Fellows.
- Seek out and attend networking opportunities, as well as lead professional development workshops at events in order to build recognition of our school and its brand.

October 2015- December 2015
- Ensure that applications are live at the beginning of November to capitalize on candidates who are thinking ahead to the next school year, which would allow for some interview opportunities over the winter holidays.
- Begin hosting recruitment events locally and regionally. Additionally, attend job fairs for semester graduates.

January 2016- May 2016
- Host recruitment events in addition to attending local job fairs through NWIESC and INCS, as well as local and regional universities.
- Engage in the Teach For America and Indianapolis Teaching Fellows hiring process, as well as our own process to ensure the best staff possible is hired and on-boarded

2. Describe the staffing plan (e.g., leadership, instructional, and support roles; reporting relationships; and accountability for student outcomes) your school will use to ensure that every student has access to excellent teaching. Will the staffing model incorporate technologies, new roles for teachers and other staff, or innovative instructional techniques toward that end? If yes, how?
The greatest asset of Global is our people. Our staffing plan is centered on ensuring that each staff member receives training, support and development. The staffing structures outlined in Attachment 14 show the reporting relationships and describe the roles that ensure that each teacher and leader is getting the coaching and support that they need to build fulfilling careers as excellent educators. We will cultivate leadership from within and use the teacher residency program to sustain and retain our teachers.

3. Explain how – and how frequently – the school will evaluate the performance of the school leader and teachers. What key elements will drive evaluations, and who will conduct them?

Teachers will be evaluated three times a year based on the Danielson rubric along with student performance data (both academic and non-academic) on a schedule that aligns with the school calendar and our coaching cycles. Leaders will similarly be evaluated three times a year using a rubric that aligns to the Danielson rubric, so that all positions are aligned to our ultimate goal of student achievement. The rubrics will be created to incorporate the position specific responsibilities, corresponding academic and non-academic data and criteria from the ICSB accountability plan. Leaders will be evaluated and supported by their immediate supervisor.

Action	Dates	Outcome
Vision and goal setting	Early June	Leaders will set vision and goals for upcoming school year based on available data. An outlined support plan will be created.
	August	Teachers gather baseline data from summer and establish goals with school director.
Support Cycle 1	Mid June - Mid August	Leaders will be supported in their summer planning to make goals and vision reality, along with observation and support of beginning of school year.
Coaching Cycle 1	September-October	Coaching and development based on individual teacher needs.
First Evaluation	Late August	Leaders will receive initial evaluation based on summer planning, beginning of the year PD, and implementation of vision through critical first weeks of school. Previous year data will be included as applicable. Improvement targets will be established as necessary.
	Late October	Teachers receive initial evaluation and performance targets established as needed.
Support Cycle 2	September - October	Leaders receive continued observation, support, and development around established targets, along with quarter 1 interim data analysis.
Coaching Cycles 2 and 3	November - Late February	Coaching and development based on individual teacher needs. Progress monitoring of performance targets as necessary
Second Evaluation	Early November	Leaders will receive evaluation based on first round of interim data and progress towards improvement targets. New improvement targets and timelines established if necessary. Initial return conversation held.
	Late February - Early March	Teachers receive second evaluation with official progress on targets as necessary. Preliminary return conversations had.

Support Cycle 3	Mid November - early January	Leaders receive continued observation, support, and development around established targets, along with quarter 2 interim data analysis.
Coaching Cycle 4	Early March - early May	Coaching and development based on individual teacher needs. Progress monitoring of performance targets as necessary.
Third Evaluation	Mid-January	Leaders will receive final evaluation for the school year. Definitive staffing decisions for the upcoming school year will be based on this evaluation and an action plan for upcoming school year will be created.
	Mid-May	Teachers will receive final evaluation for the school year. Definitive staffing decisions for the upcoming school year will be based on this evaluation.
Support Cycle 4	Late January - Early June	Leaders will receive support on second semester targets, along with support in planning for upcoming school year.
Coaching Cycle 5	Mid May - Mid June	Coaching and development based on individual teacher needs. Goal setting, planning and development for next school year.

4. Explain how the school would handle unsatisfactory leadership or teacher performance, as well as leadership/teacher changes and turnover. How will the school identify and address development needs or concerns?

Teachers and leaders will be continuously coached and supported by their direct supervisor, who will also serve as their evaluation source. It is important that teachers and leaders be seen in their entirety, including progress made, when evaluating their performance and making decisions regarding employment and compensation. It is our priority to identify unsatisfactory teaching and leadership as early as possible so that we can make necessary changes while minimizing disruption to students and instruction. Our approach is to make early and proactive decisions that allow both employees and the school to plan best for their future. Whenever possible no staffing changes will occur without a succession plan in place.

While all teachers and leaders will be coached and developed to improve their practice, staff who are less than effective in two or more of the four domains, will be given specific performance targets for their next evaluation which will be monitored and supported during the interceding coaching cycles. Progress towards and meeting these performance targets will be factored into any decision to retain the staff member. Any teacher or leader who ranks ineffective in all domains at any evaluation will be removed immediately. Finally, any teacher or leader who is effective or highly effective in all four domains will be given the opportunity to remain on staff, barring any significant enrollment concerns that would affect staffing needs. School Directors will have final decisions on all school based staff; the Executive Director will make all decisions regarding School Directors and shared positions.

5. Provide an overview of the school's compensation system (including benefits) and how this aligns with the performance evaluation process. For Indiana requirements regarding employee benefits, see for example the following: IC § 20-24-6-7.

Global believes in a compensation system that attracts and retains the best talent in the classroom. According to the 2014 TNTP report, *Shortchanged: The Hidden Costs of Lockstep Teacher Pay[xi]*, teacher compensation systems need to be competitive for those entering the career and reward performance. At Global, teachers will fall into one of four categories:

- **Resident Teacher:** Teacher in training, compensated with combination of tuition support and stipend
- **New Teacher:** In first two years of teaching, baseline salary $45,000
- **Intermediate Teacher:** In third to fifth years of teaching, demonstrated results with students, baseline salary $50,000
- **Experienced Teacher:** Beyond fifth year of teaching, demonstrated results with students, baseline salary $60,000

New, intermediate and experienced teachers will be eligible for annual pay incentives based on their evaluation rankings and reaching achievement goals. Teachers will also be compensated for taking on leadership roles such as mentoring resident teachers, developing course and grade-level curriculum, etc. Additionally, all other non-teaching staff members will receive competitive salaries and performance incentives that align with the metrics associated with their position. All staff will have the option to enroll in employer-subsidized medical, dental, and vision insurances; as well as participate in retirement plans, including the Indiana Teacher Retirement Fund.

Professional Development:
1. Describe how school leaders will be supported and developed throughout the year.
All school leaders, including the School Director, Director of Operations and Director of Culture and Community, will receive startup and ongoing professional development from the Executive Director. Leaders will be evaluated and coached using a Global Leaders Framework modeled after the four Danielson domains, the Leverage Leadership frameworks and other established leadership frameworks from around the country. Global will provide various structures and systems focused on leadership development including team retreats, weekly school visits, weekly check ins, purposeful walkthroughs and school culture and achievement audits using the four domains. Each leader will co-create coaching plans with the Executive Director focused on specific areas of development. Coaching cycles will conclude with beginning of year, middle of year and end of year evaluations. All staff members will also be given an opportunity to provide feedback regarding the strengths and areas of opportunity to all leaders in the building.

2. Provide a schedule and explanation of professional development that will take place prior to school opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.
We will invest a tremendous amount of time and energy into teacher development, shown in both our approaches to professional development and the amount of time dedicated towards it. Prior to the school opening our teachers will engage in 18 days of Summer Institute:

- 5 Full Staff Professional Development Days (July 25th-29th, 2016)
- 5 Full Days of Summer School Instruction with Team and Individual Feedback & Reflection (August 1st-5th)
- 5 Full Days of Autonomous PD Days for Planning, Classroom Set Up and More (August 8th-12th, 2015)
- 3 Final Staff Professional Development Days (August 15th-17th)

Based on the practices of the highest performing schools nationally and our school values, Summer Institute will be a time and space to build deep, meaningful relationships with one another and invest our

entire community in our collective vision, core values and systems to reach our mission at Global. Below you will find a high level overview and learning goals for our eight professional development areas for Summer Institute.

Professional Development Area	Goals for Summer Professional Development
Why Gary? : A Deep Dive into the Gary Community	• Deep understanding of the Gary community, history and educational landscape • Facilitate numerous community panels • Visit Gary establishments • Engage in Gary community service
Who Are We Individually and Collectively?	• Understand the stories and values of all staff members • Deep and meaningful team development • Articulate and invest in school mission, vision and core values
Teacher Development and PD Systems	• Shared texts (Teach Like A Champion, The Skillful Teacher, The Five Dysfunctions of a Team, Driven By Data, Practice Perfect, Great Habits, Great Readers and more" • Understanding of Danielson Framework and the Essential 10 • Understand variety of professional development structures including individualized coaching plans • Classroom management and training for new teachers • Lesson execution and feedback sessions • Video feedback sessions from Summer School lessons
Curriculum	• Deep dive into Indiana/CRS Standards and assessments • Understanding of curriculum map and interim assessments • Collaborative unit and lesson planning for Unit 0 and Unit 1
School Culture	• Norming on expectations for school culture, including rewards and consequences for student behavior • Modeling and planning of school and community celebrations
School Systems and Procedures	• Understand the rationale and practice classroom and school procedures including transitions, arrival, dismissal, lunch • Understand, norm and practice the school wide reward and discipline systems
School Operations	• Ordering of supplies and classroom materials • All HR needs set up for staff • Classroom, technology and school set up
Assessments & Data Analysis	• Familiarity with all assessments from NWEA, ACT, Indiana Assessments and interims • Book study of *Driven by Data* including action planning training, understanding of data cycles and data tracking systems • Understand referral process for Special Education students and implementation of IEPs • Understand the Response To Intervention process for academics and behavior

3. Include the expected number of days/hours for professional development throughout the school year and explain how the school's calendar, weekly schedule, and staffing plan will be structured to accommodate this plan. Explain how professional development will be aligned with the interim assessment process and adjusted during the year to address areas of need that are identified.

Similar to our Summer Professional Development, we will provide a variety of approaches and extensive time throughout the year to ensure our staff receives the individualized supports they need to be their best self and teacher for our students. Our continual professional development approaches will be rooted in Daniel Pink's pillars of adult motivation: *Autonomy, Mastery and Purpose*.

Based on recent studies, educators in the United States spend an average of 1,131 hours in front of students, considerably more than any other country in the world. Although we believe it is crucial that our teachers maximize their instructional time with students, we are committed to ensuring our staff has considerable individual and collective professional development opportunities throughout every day, week and month. All staff will have a shared daily planning time with their grade level/content team, engage in weekly Wednesday two hour professional development, four full days of Professional Development throughout the year and continual structures throughout the week.

Below you will find our unique approach at Global to continual professional development structures for our staff:

- *Individualized Coaching Plans:* Teachers will be deeply empowered and engaged in 6 week coaching cycles throughout the year rooted in the Danielson Framework and specifically focused on an Autonomy, Mastery and Purpose goals from the four domains. All weekly observations and coaching meetings with school leaders will be focused on these specific coaching goals and deeply rooted in evidence.
- *Weekly Professional Development:* Every Wednesday afternoon from 2:30-4:00 pm we will have a rotating schedule of professional development sessions, including both a proactive and reactive component based on academic data and teacher observations. Wednesday Professional Development sessions may include, but are not limited to, differentiated workshops, article studies, diversity training, various grade level and content team meetings, group protocols, team building and more. Teachers will be empowered to select sessions that align with their coaching goals as they work towards mastery.
- *Data and Professional Development Days:* Data and Professional Development days are strategically placed throughout the school year after interim assessments and quarters to provide the time for staff to reflect on data and successes and action plan around areas of opportunity. As Bambrick-Santoyo notes, "Data-driven instruction succeeds only when it is truly teacher-owned, meaning teachers must personally analyze their own classes' data. Only when teachers feel that data-driven instruction in theirs will fundamental improvement begin." Our role at Global is to provide the time, space and access to data to ensure our teachers can analyze and action plan from their data.
- *School Visits and Outside Professional Development:* At Global we are learners. We believe one of the best learning experiences is to visit other schools to further inform and develop ourselves as educators. Each year that a teacher is at Global, we increase our investment in their outside professional development to include out of state school visits, education conferences, summer workshops and continuing education courses.
- *Book Clubs:* Traditional professional development sessions rarely provide teachers the time to talk professionally about texts, research or education articles. At Global, we will read and discuss books and articles, reflect on existing classroom practices, and modify practices on the basis of

what we have learned. Teachers will be able to self-select books and develop their leadership capacity as they facilitate these rich discussions with the entire staff.

- **Team Planning and Peer Observation:** Every day teachers will have the opportunity to engage in 90 minutes of collaborative grade level/content area planning time. We believe this unique scheduling structure will allow team members to support and push another in planning and assessments, sharing of best practices and team building. Additionally, we will create structures and systems for teachers to observe each other to learn best practices and provide feedback aligned to teacher's coaching goals.

4. **Explain how the professional development program will be evaluated by the school to assess its effectiveness and success**.
Global's professional development program will be assessed continually and through various data points. All staff will complete a quarterly staff survey assessing the quality, approaches and quantity of professional development. Student academic performance will also be analyzed to see the impact of specific professional development sessions. Facilitators of professional development will be observed and given feedback on their planning and execution.

Start-Up & Operations
1. **Start-Up Plan. Provide, as Attachment 15, a detailed start-up plan.** Please see Attachment 15.

2. **Start-Up Staffing and Costs. Complete the Start-Up (Year 0) Budget and Staffing worksheets in the Budget and Staffing Workbook (be sure to complete all pages in the Budget and Staffing Workbook, and provide as Attachment 17).** Please see Attachment 17.

3. **Transportation. If the school will provide transportation, describe the transportation arrangements for prospective students. In addition to daily transportation needs, describe how the school plans to meet transportation needs for field trips and athletic events. Describe how the school will comply with the federal McKinney-Vento Homeless Assistance Act, 42 USC 11431, for homeless students, as well as the Individuals with Disabilities Education Act and 511 IAC 7-43-1(u).**

   - **Daily Transportation:** School attendance is a key predictor of academic success. Global will not allow unreliable transportation to be a reason for poor attendance or academic performance. Accordingly, Global will create a transportation plan that provides reliable and consistent transportation for all of our students. The first step of the plan is to collect identification and location data for the students that will be riding the bus and upload the data to a computer program like *Route-a-Bus* or *School Bus Attendance* to determine the most ideal routes for the students. We are conservatively estimating having 2 bus routes for the 2016-2017 school year. We have contacted several bus companies that service Gary (First Student, Illinois Central, and Kickert School Bus Line), and have received estimates for 1 year of daily service.
   - **Transportation for Field Trips and Athletic Events:** Global will charter additional busses or vans from our selected transportation company as needed for field trips and sporting events.
   - **Regulatory Compliance:** By providing transportation to all students, Global's transportation plan complies with McKinney-Vento Homeless Assistance Act, in that homeless students and those in transition are provided transportation to and from school in an equal and consistent manner as all other students. Global will communicate with students in transition to ensure they have access to a proximate bus route. Global will comply with Individuals with Disabilities Education Act by ensuring that students with disabilities be transported with nondisabled students, unless inappropriate. We will never require a parent to provide regular transportation and will provide

transportation in accordance with student's CCC and specified in the student's IEP; and will comply with any additional provisions.

4. **Safety and Security. Provide the school plan for safety and security for students, the facility, and property. Explain the types of security personnel, technology, equipment, and policies that the school will employ.**

Providing a safe and secure environment for students to learn is our first objective and the critically important foundation upon which Global is built. We build this foundation upon the bedrock of our strong and consistent culture that enables students to feel physically safe and emotionally secure. When Global staff is joyful and excited to begin the day, acts with a sense of purpose and engages as team members, they model the values that keep an environment physically and emotionally safe. As explained in section 2-5, our culture is integrated in every facet of teaching, operations and expectations. In this way, staff members provide security by tracking and following the procedures to hold students accountable for demonstrating these values.

Our facility will have the technology and systems to comply with all building, health and fire codes. Our facility and operations will reflect our cultural pillars of purpose and joy. Students will enter a bright, well lit and well maintained building that conveys respect and high expectations. We will establish reliable school routines that provide students a structure for modeling our behavioral expectations. School leadership will also do proactive unscheduled searches for dangerous or unsafe materials.

To secure the school against outside threats, Global will lock doors after the beginning of the school day. All exterior doors will be locked and only opened under staff supervision. All visitors must identify themselves over a telecom system before being allowed to enter the school. Upon entering, visitors will sign-in at the front office and wear identification badges. The school will employ multiple and redundant technologies and equipment to ensure the physical safety of students in the case of emergency. Global will install an intercom system to inform classrooms of emergency situations. This system will allow two-way communication to ensure teachers can inform administrators of classrooms situations. The administration will periodically test the emergency system to ensure all staff properly executes our safety protocols. Before opening doors in 2016-2017, Global staff will practice employing our detailed emergency plans for fire, medical, and lockdown situations.

5. **Technology Specifications and Requirements.** Not applicable.

6. **Insurance Coverage. The applicant should provide, as Attachment 16, an estimate from an ICSB 2015 Charter School RFP: New Operators Page 24 insurance agent/broker for insurance coverage that aligns with ICSB insurance requirements.** Please see Attachment 16.

Facility Plan:
1. If you are in the process of identifying a facility, describe the viable facility options that your team has identified.
Global is currently working with Powers and Sons Construction and IFF to locate a facility that will serve the students of Gary with a priority toward the Glen Park and Southeast neighborhoods of Gary. We have identified several facilities that will meet our immediate needs through year 2 and facilities that require that can fulfill our long term needs with renovations. Our leading facility candidates include former Gary Community Schools, former parochial schools, and community center space.
- *Former Gary Community Schools: Ernie Pyle Elementary School; 2545 W. 19th Avenue and Vohr Elementary; 1900 W. 7th Avenue:* Pursuant to IC § 20-26-7-1, both facilities have been listed as

unused facilities as of 2/7/12. These facilities will require significant though feasible renovations to bring the buildings up to code and functionality. The lower acquisition cost allows for sufficient revenue to cover renovation costs to ensure safety and ADA compliance in Year 1 and 2 and expansion in subsequent years. We will continue to monitor newly renovated school facilities that may become available.

- *Boys and Girls Club; 2700 W. 19th Avenue Gary, Indiana*: On a walkthrough of the building, this building can service our needs through year 3. The facility has received over a million dollars in renovations and includes a large gymnasium, the installation of windows in classrooms, new efficient heating and air conditioning units, as well as new paint, carpet and furniture. While there would be few renovations to prepare the building for year 1, the building would require significant to bring it fully to code for our long term needs.
- *First A.M.E. Church; 2045 East Massachusetts, Gary Indiana:* Upon a thorough walkthrough of the building, this building can service our needs through year 2, and would require moderate repairs including HVAC and drywall repair reflected in our budget under maintenance and repairs and equipment. The kitchen is fully operational with all equipment intact eliminating the need to purchase any major kitchen supplies.

In the event that Global purchases the building, counsel on our board will negotiate terms for the sale as well as any financing options with lenders and or construction companies. In the event that acquisition of the former Gary Community School building is unsuccessful, we will first explore the option of co-locating with and leasing classroom space from an under-enrolled public, parochial, or charter school. Alternatively, we would consider the purchase a vacant land located near the Boys and Girls Club and work with a modular building company to put together a plan and cost estimate.

We plan to build and expand as enrollment increases through the years to keep expenses low throughout the years we grow as a school. We are committed to finding a facility or property at a price that is affordable. Based on enrollment projections and space needs, we are looking for a space(s) on which we can grow from approximately 16000 sq. ft. in year 1 to ~112,000 sq. ft., at full size. The projected size will provide adequate space for our pre-kindergarten through 12th grade program as well as a gymnasium to host family meetings, student performances, large-scale community events, and athletic competitions. Additionally, the facility would meet the health/safety, and learning environment standards needed to meet Level 4 rating for *Paths to Quality.*

2. If you have already identified a facility, or plan to locate the new school within a facility currently owned or leased by the applicant, please indicate the street address and the school district in which the building is located[...]or part of another type of facility. Not applicable.

Budget and Finance:
1. Describe the systems and processes by which the school will manage accounting, purchasing, payroll, and the required annual audit. Specify any administrative services expected to be contracted for the school. Describe the school's financial/internal controls.

Accounting: The school has adopted a fiscal year beginning July 1 and ending June 30. Financial software such as QuickBooks or a comparable web-based bookkeeping and accounting solution will be utilized to accurately process, record, summarize, and report transactions of Global.   A chart of accounts will be maintained and accrual accounting will be applied. Monthly reports and internal financial statements will be submitted to the Treasurer for review and approval. Significant items will be communicated to the Board of Directors. The school's audited financial statements will be reviewed by the Treasurer and must

be approved by the Board of Directors. Approved and audited financial statements will be provided to the appropriate oversight entity.

Purchasing: The school will prepare an annual budget for the corresponding fiscal period which will be reviewed by the Treasurer and the Board of Directors. Budget will be managed and monitored to ensure fiscal responsibility of the school. As part of the annual budget process, Global will assess the needs of the school in terms of technology, teaching materials/supplies and capital projects/repairs, etc.   All purchases will require a submittal of request form to the Executive Director for approval. Any purchases over $7,500 will require the approval of the Treasurer and any purchases over $15,000 require approval of the entire Board of Directors.

The Executive Director will have the responsibility for authorizing the procurement of goods and/or services, signing and issuing checks, and ensuring the accuracy of financial reports. The Director of Operations will process purchases (credit card, check, reimbursement) and invoices, record checks in the general ledger and in cash disbursement journals, perform month-end reconciliation procedures, conduct year-end reporting and prepare 1099 forms.

Payroll: Global will utilize a third party service provider to administer payroll and ensure that the school is making accurate and timely remittances of payroll taxes and pension contributions.

Annual Audit: Global will retain an independent certified public accounting firm to perform an annual audit, assist with preparation of financial statements in accordance with Generally Accepted Accounting Standards (GAAP) and perform required tax services (Form 990). As necessary, the firm will also perform compliance testing and assist with reporting to satisfy state and federal grant requirements, OMB A133 audit requirements and Charter School requirements.   As part of the final deliverables of the audit, the certified public accounting firm is required to make specific communications to those charged with governance over the school which typically includes recommendations for management surrounding weaknesses in internal controls. Both the audited financial statements and the management comments letter will be reviewed by the Treasurer and Board of Directors. Comments deemed significant will be addressed immediately.

Internal Controls: Global has adopted specific internal control policies and procedures to ensure that the financial and operational integrity of the school is sound. Segregation of duties will exist surrounding accounting cycles deemed with the highest level of risk of misstatement due to errors or fraud. Timely and documented review will be performed by Director of Operations, Treasurer and Board of Directors. Additional controls will be addressed in the employee handbook. A Finance and Audit Committee has been proposed and will act as liaison between school management, the Board of Directors and the independent certified public accounting firm.

2. Provide, as Attachment 17, a detailed 5-Year Pro-Forma Budget for the school by completing the Budget and Staffing Workbook Template. NOTE: Please use the provided form included in this RFP. Please see Attachment 17.

3. Provide, as Attachment 18, a detailed budget narrative. Please see Attachment 18.

SECTION IV: INNOVATION

Foundations of Innovation

We know that great teaching has the most significant impact on student achievement. Finding and keeping high quality teacher talent is critical, as data shows that the chance of replacing top performing teachers with similar quality is 1 in 6 and drops to 1 in 11 in low-performing areas[xii]. Too often in urban districts, including charter schools, the recruitment and training of teachers begins to feel like a revolving door, with many estimates showing that 50% of urban teachers leave within their first five years. Teachers who are considered less-effective are even more likely to leave in their first or second year of teaching. This not only negatively impacts student achievement, but adds to the school's cost of recruiting and training new teachers. The recruitment and selection, development and support, and retention is critical to reducing the achievement gap for poor and minority students[xiii].In Gary, this reality is exacerbated by residing in the shadows of education reform hubs like Chicago and Indianapolis, but proves just as urgent with a dwindling population and aging teacher base. Global will invest in teachers in significantly different ways, particularly on the ways we recruit and retain teachers.

Descriptions of Innovation

Teacher Residency: Currently new teachers entering the profession through traditional training programs are doing so with field experiences, including a student teaching placement lasting between 8 and 16 weeks, generally. However, many of these programs are training teachers to be generalists, with exposure to multiple schools and curricula for the variety of jobs teachers may consider. Global Leadership Academy will partner with Indiana University Northwest to design a residential teacher training program that educates its participants about Gary's history and community while specifically training them to use Global's curriculum and methods to achieve with their students. A national network of such programs, The Urban Teaching Residency United, has shown that a year-long residency training model results in an 87% 3-year retention rate and an 82% 5-year rate.

In partnering with the Urban Teaching Education Program (UTEP) at Indiana University Northwest, we can tap into both recent college graduates and career switchers who are interested in making a long term commitment to teaching. By training them in our school and offering employment incentives after program completion, we are able to tap into a pool of teachers with mutually beneficial employment opportunities. The employment opportunities that accompany a growing charter school also can be used as an advantage for IUN's UTEP program to attract students who may be considering other programs or are worried about the job market.

Additionally, we will build a preparation program that is tailored to Global Leadership Academy. We will work with IUN to design a program that is modeled after best practices from other residency programs around the country. This typically includes one day a week of classes in conjunction with four days of working in a classroom with a mentor teacher. Teaching assistants will be there from the first day of school to observe how routines, procedures and cultures get set. Residents would serve as teaching assistants who would gradually receive more responsibility from individual support, to small group, to classroom instruction. They will work with their mentor teacher in all aspects of teaching from planning to execution to reflection and feedback. The instructional leaders will also provide coaching and support to the teaching assistant residents, including evaluations from the school director. IUN's UTEP program will assume the responsibility of ensuring that residents complete their course work, including summer courses, and receive appropriate credentialing at program's end.

With successful design and implementation of this program we will improve our students' access to excellent teachers in the following ways:

- Mentor teachers feel their work becomes more sustainable with the addition of strong teaching assistants who gradually take on more responsibility, resulting in veteran teachers staying in the classroom and feeling that, while demanding, the work is feasible with shifting life demands.
- Mentor teachers are able to grow and develop in their practice and as leaders when they mentor their assistants. This provides access to career pathways that do not mean needing to leave the classroom completely.
- A steady pipeline of teaching talent for both teaching assistants and teacher vacancies is developed to ease recruitment strains on the school.
- Teaching assistants are prepared to assume a classroom of their own and use the systems, curriculum, and assessment tools proficiently as Global Leadership Academy teachers. By being better prepared for success, increasing tenure and reducing turnover.
- School directors and instructional leaders will be prepared to support new teacher growth and development since they have been a part of their coaching and development as assistant teachers.
- New teachers will feel a sense of community through their program and working with teachers who are also alumni of the same program.

High Quality Professional Development: While the idea of teacher development may not seem like an innovation, understanding it as a retention strategy is. At Global Leadership Academy we will provide a variety of approaches and extensive time to Professional Development to ensure our staff receives the individualized supports they need to be their best self and teacher for our students. Our principles to professional development will be rooted in the adult motivation theory studies of Daniel Pink captured in his book *Drive[xiv]*. Our approaches are designed to appeal to the intrinsic motivators of adults: *Autonomy*, or the desire to be self-directed; *Mastery*, or the itch to keep improving at something that's important to us; and *Purpose*, the sense that what we do produces something transcendent or serves something meaningful beyond than ourselves.

At Global our commitment is to develop and grow our teachers in the summer and throughout the school year. Great teachers, like successful students, are not born—they are developed, coached, and supported. Teachers grow when they are given access to quality professional development and individualized coaching. We will empower our teachers to be leaders who individually and collectively influence themselves, their colleagues and other members of the school community to improve teaching and learning practices with the aim of increased student learning and achievement.

According to the TNTP report, *The Irreplaceables*, top teachers who experience at least two of the strategies below are likely to stay twice as long as planned:
- Provided with regular, positive feedback
- Helped identify areas of development
- Given critical feedback about performance informally
- Recognized accomplishments publicly
- Informed that they are high-performing
- Identified opportunities or paths for teacher leader roles
- Put in charge of something important
- Provided access to additional resources for classroom

With our Wednesday Professional Development, regular coaching cycles with instructional leaders, daily team planning time and peer mentoring and observation systems, our teachers at Global will engage with all of these strategies on a regular basis.

Teacher Sustainability: A reality of many charter schools is that the staffs are young which can lead to higher turnover as career and life priorities shift. We will work to make this work sustainable. Just as we consider wrap around services for students and families, we need to be cognizant of the needs of teachers. We will use our block scheduling to provide more flexible schedules for teachers, create lottery preference for staff to send their children to Global, and provide childcare on-site as necessary. We will listen to our teachers needs and make their work happiness a priority**.**

Many of these proposals are high yield and low cost. In addition, by providing compensation for the teacher residency through a combination of tuition assistance and stipends, we are able to use a wider variety of funding sources, including Title II, to ease general funding demands.

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