



INDIANA STATE BOARD OF EDUCATION

MEMORANDUM

TO: Indiana State Board of Education
FROM: Brian Murphy, Chief of Staff
RE: Freeway Accreditation – Israel School of Excellence
DATE: July 3, 2018

Recommendation: Approve Israel School of Excellence’s (“ISOE”) petition for freeway accreditation, effective July 11, 2018, for a five-year freeway contract beginning with the 2018-19 school year.

Request for Freeway Accreditation

ISOE petitions the SBOE for freeway accreditation starting in its first year of operation - the 2018-19 school year. IC 20-26-15-13(d) and (e) state that:

- (d) The state board shall accredit a nonpublic school that:
 - (1) becomes a freeway school under this chapter; and
 - (2) complies with the terms of the contract.
- (e) The state board may accredit a nonpublic school under this section at the time the nonpublic school enters into the contract...

Overview

ISOE will operate in Gary, Indiana, in the Black Oak neighborhood. The school will operate in the Grissom Elementary School building that was closed in 2014 by the Lake Ridge School Board in an effort to downsize. In 2018-19, ISOE projects to serve approximately 50 students in grades K-8.

Israel, The Church of Jesus (“Israel”) purchased the building and will be affiliated with ISOE. Israel is part of a 22-year-old ministry with 11 locations internationally. Israel has committed to maintaining the building and has donated \$50,000 to ISOE.

School Leader, Faculty, and Board

ISOE’s Administrator and Teacher Leader is LaWanda Hurst. Ms. Hurst has 16 years of experience as an educator, most recently with Chicago Public Schools. Also notably, Ms. Hurst served as a Professional Development Team Leader and a teacher for the Chicago International Charter School.

Ms. Micahl Holloway will serve as an Administrative Assistant and school nurse. Ms. Holloway is a registered nurse with 15 years of experience.



INDIANA STATE BOARD OF EDUCATION

ISOE has hired one teacher assistant and is in the process of hiring another one or two teacher assistants, two teachers, custodians, and other school personnel.

The ISOE has a board of three members, Elijah Israel, Jagade Hurst, and Oscar Rogers, who are all church leaders at Israel.

Academics

ISOE will administer the ILEARN and IREAD assessments, and will provide data to the DOE to be assigned a letter grade pursuant to the SBOE's accountability rule. ISOE will also administer the Fountas & Pinell Benchmark Assessments. The curriculum will be aligned to Indiana Standards.

Support

ISOE has supports through its affiliation with Israel, as well as non-financial partners.

Attachments

Attached to this memo you will find the following: 1) a business plan and budget, 2) an income statement, 3) Ms. Hurts' resume, 4) a student/parent handbook, 5) a school improvement plan, 6) a background check policy, and 7) photographs of the facility.

Israel School of Excellence Business Plan

I. EXECUTIVE SUMMARY

Business Details:

Israel School of Excellence is intended to be established as a private K-8 elementary school in the Black Oak neighborhood of Gary, Indiana. It will operate in a building that was previously Grissom Elementary School that closed in 2014. The building is located at 7201 W. 25th Ave. in Gary, Indiana. The school will



serve as a program which provides students with a foundation in academia, as well as biblical studies and values. It will be predominantly funded through tuition fees, and the school wishes to make tuition as affordable as possible. The first students will attend Fall 2018.

The **mission** of Israel School of Excellence is to provide students with the tools to one day become righteous men and virtuous women of God who can succeed and make a positive impact on society through exemplary education and biblical teachings. It was formed under Israel, The Church of Jesus, a 22-year-old international teaching ministry currently with 11 locations, including one in the Canadian province, Ontario. The property was purchased by the church for \$550,000, containing 13.5 acres of land with the building itself being an acre (*Figure 1*). The property also features two sets of playgrounds and four sets of basketball courts, including one

in the gymnasium. The school has already begun taking steps for the accreditation process.

Figure 1

Financial Partners:

Israel, The Church of Jesus (*proprietor*)

Non-Financial Partners:

Hurst Electric of Dolton, IL

Is-Realty & Associates of Calumet City, IL

Chill Factor HVaC of Gary, IN

G & S Construction of Gary, IN

Lawrence L. Jackson, Mayor of Riverdale, IL

Keller Williams Realty of Schererville, IN

Precision Control of Griffin, IN

Gary Police Department

Various Volunteer Staff Members

Curriculum & Testing Plans:

The curriculum will include professionally illustrated textbooks and teaching aids, hands-on activities, challenging exercises, purposeful repetition, and reinforcement of concepts in each subject in order to create an engaging and memorable learning experience.

- EngageNY Curriculum with adaptations to meet Indiana Academic Standards
- ILEARN
- IREAD
- Fountas and Pinell Benchmark Assessments

Current Staff:

Administrator/Teacher Leader – LaWanda Hurst

LaWanda Hurst is a diligent, innovative, and forward-thinking educator with over 16 years of experience. Mrs. Hurst will serve as the School Administrator as well as the Teacher Leader. Over the years she has developed talents in areas such as curriculum development, integrated technology, parental involvement, budget

management, staff development, and resource management.

She has applied these talents in her work throughout the years, which includes her time as an elementary educator, department chair, professional development team leader, faculty advisor, literacy coach, and a middle school language arts instructor. She has also been a member of multiple educational teams and foundations such as the International Literacy Association. Mrs. Hurst has volunteered hundreds of hours to the Girl Scouts of America, has tutored children with severe reading impairments, served as a cheerleader coach as well as dedicated countless hours to resolving issues that plague urban communities through her sorority Zeta Phi Beta Incorporated.

She has earned an M.A. in both Reading and in Education Administration from Saint Xavier University, and a M.S. in Instructional Design from Walden University, a B.A. in Communications from Governors State University, and two certifications from New Leaders for New Schools and Trinity Christian College. She is currently in pursuit of obtaining a Doctoral degree in Interdisciplinary Leadership. Due to her persistent dedication, she has been recognized and rewarded awards such as the Chicago Outstanding Teacher Award and Fishman Prize for Superlative Classroom Teaching Nominee.

Administrative Assistant/ School Nurse - Micahl Holloway

Micahl Holloway is an enthusiastic member of the Israel, The Church of Jesus community with a desire to enhance educational experiences for students in urban communities. She is currently a Registered Nurse with 15 years of experience and will serve as the school nurse when the school year begins in August 2018.

2 Teachers (*hiring in progress*)

3 Teacher Assistants (*hiring in progress*)

Custodians -*Volunteers*

Other School Personnel (*hiring in progress*)

Number of Students: 50

Tuition: \$7,900

We expect that 95% of our students will be eligible to utilize Indiana Choice Voucher.

II. MARKETING & SALES STRATEGY

Market Trends:

Excelling performance on national exams and overall high educational performance attracts more students. Private schools with exceptional records typically thrive.

Government-owned public schools' lack of accommodation for every potential student in a given geographical area heavily influences the demand for private schools. In some instances, students with special needs cannot cope in public schools, which leads to the need of private schools.



Figure 2

It is common for private schools to include extra-curricular activities in hopes to present themselves as more appealing towards current and aspiring student athletes.

Target Market:

Kindergarten through 8th graders
Gary, IN - all classes and races/ethnicities of families (research shows that this demography primarily focuses on the curriculum, cost, facilities and extracurricular activities.)

Target Market Efforts:

The school plans to form numerous clubs and athletic teams. The school has also planned a pre-registration, academically enriching events and engaging field trips to interact with the community and build on communal relations (*Figures 2 & 3*).

Strategies:

Word of mouth and online advertising will be the primary methods of marketing. Israel, The Church of Jesus will advertise during production, where they stream

ISRAEL SCHOOL OF EXCELLENCE
2018-2019 SCHOOL PRE-REGISTRATION!!!

WHAT YOU NEED TO BRING:

- Most current school report card
- Copy of most recent test scores (NWEA/MAP, ISTEP/ILEARN, PARCC, DIBELS etc.)
- Original birth certificate
- W-2's :2017
- Proof of Income (Last 30 days)

*Items needed for pre-qualification for state assistance

June 7, 2018 5:00 P.M.-7:00 P.M.
7201 WEST 25TH AVENUE, GARY, IN 46406

*"TRAIN UP A CHILD IN THE WAY HE SHOULD GO: AND WHEN HE IS OLD, HE WILL NOT DEPART FROM IT."
PROVERB 22:6*

biblical lessons on their website

(www.thykingdomcome7.com)

Facebook, and YouTube. Fliers are advertised on social media sites such as Facebook and Instagram as well.

Israel School of Excellence is set to utilize the following marketing and sales strategies to attract students:

- Introduce the school by sending introductory letters alongside our pamphlets to schools and parents in Gary, IN.
- Print out fliers and business cards and strategically drop them in schools, libraries and even student organizations.

- Creating a website

- Use friends and family to spread word about our private school
- Advertise our private school in relevant educational magazines, newspapers, TV stations, and radio station.
- Attend relevant educational expos, seminars, and business fairs
- Encourage word of mouth marketing from loyal and satisfied clients
- Sponsor relevant community-based events/programs

III. BUSINESS SUMMARY

Industry Overview:

In the United States, the education industry presently makes approximately \$1.3 trillion, with nearly \$100 billion coming from grades K-8. In Gary, there are 12 private schools, 6 charter schools, and 12 public schools that cater towards students in grades K-8. Of these schools, 8 of them are religious-based and none utilize the entire Bible (from Genesis to Revelations) as an official leading tool.

Business Strengths:

Israel School of Excellence is tapping into a market that has high demand and is positioned in a community with the proper demography, allowing it to attract students for enrollment. We have a building that was previously used as a school that has a capacity of 300 students utilizing the side that is dedicated for school usage. We also have a qualified Teacher Leader to improve our attractiveness.

Business Weaknesses:

As a new private school in Gary, IN it may take some time to break into the school's intended market and to become an affordable, yet reputable private school.

Sources of Income:

Israel School of Excellence will generate income by offering the following services:

- Teaching K-8 students a variety of subjects and topics
- Teaching basic literacy and numeracy
- Establishing foundations in the Holy Bible KJV, science, mathematics, geography, history and other social sciences
- Consistently working diligently to meet regulatory accreditation standards
- Providing access to extracurricular activities
- Retailing of educational books and materials

Sales Forecast:

- *First Fiscal Year* - \$420,000

- *Second Fiscal Year*- \$620,000
- *Third Fiscal Year*- \$920,000

Legal Concerns:

The school affirms that its promoters have acquired all legally required trademarks and patents.

IV. PROJECTED ANNUAL BUDGET

Income:

Tuition.....	\$395,000
Donations.....	\$50,000
TOTAL ANNUAL INCOME.....	\$420,000

Expenses:

Staff Salary.....	\$188,000
Social Security.....	8,916
Curriculum.....	32,000
Water/Sewage.....	12,600
Heat/Air Conditioning.....	23,400
Internet/Phones.....	12,600
Copier Services.....	3,000
Postage.....	2,000
Supplies.....	10,000
School Furniture.....	10,000
Mortgage.....	24,000
Insurance.....	7,200

Testing.....	8,000
Library.....	3,000
Technology.....	10,000
Security/Surveillance.....	3,684
Professional Development.....	10,000
Transportation.....	13,000
TOTAL ANNUAL EXPENSES.....	\$381,400

V. CHECK LIST / MILESTONE

- Business Name Availability Check: **Completed**
- Business Incorporation: **Completed** (*under Israel, The Church of Jesus, Inc*)
- Opening Online Payment Platforms: **Completed**
- Application and Obtaining Tax Payer's ID: **Completed**
- Application for Business License and Permit: **Completed**
- Purchase of All Form of Insurance for the Business: **Completed**
- Securing a standard facility large enough to accommodate our design: **Completed**
- Conducting Feasibility Studies: **Completed**
- Research Private School Funding Sources which are Indiana Choice Vouchers and SGO Grants: **Completed**
- Initiate Research for Freeway Accreditation: **Completed**
- Generating part of the start-up capital from the founders: **Completed**
- Writing of Business Plan: **Completed**

- Drafting of Employee's Handbook: **Completed**
- Drafting of Student/Parent Handbook: **Completed**
- Plan Curriculum: **Completed**
- Compile Information Needed for Freeway Accreditation: **Completed**
- Health and Safety and Fire Safety Arrangement: **Completed**
- Select A Record System: **Completed**
- Purchase Curriculum and Resources: **In Progress**
- Drafting of Contract Documents: **In Progress**
- Design of The Schools' Logo: **In Progress**
- Graphic Designs and Printing of Packaging Marketing/ Promotional Materials: **In Progress**
- Recruitment of Employees: **In Progress**
- Plan Professional Development: **In Progress**
- Purchase of the Needed Furniture, Office Equipment, Electronic Appliances and Facility Facelift: **In Progress**
- Creating Official Website for the School: **In Progress**
- Creating Awareness for the School in Gary, IN: **In Progress**
- Establishing Business Relationship with Vendors and Key Players in the Education Industry: **In Progress**
- Apply for Immediate Freeway Accreditation: **In Progress**
- Establish Ancillary Programs: **In Progress**
 - Food Service
 - Library Service
 - Technology Service

- Staff Orientation
- Conduct Open House
- School Year Begins August 21, 2018

Board Members Background

Elijah Israel – President

Mr. Elijah Israel is the Lead Pastor of Israel, The Church of Jesus. He established this organization over 22 years ago in which he has opened 11 locations with one located in the Ontario, Canada providence. He has been married to Loretta Israel for over 30 years who also serves as an active and dedicated member in the church community. Mr. Israel and his wife have raised four children together all of whom are active members of Israel, The Church of Jesus.

Jagade Hurst – Director

Mr. Jagade Hurst serves as an assistant pastor at Israel, The Church of Jesus. He is a graduate of Coyne Technical Institute with a certificate in electrical maintenance. He has been an electrical contractor for over 25 years and is married to La Wanda Hurst, the School Administrator. They have five children together and have been married for over 20 years.

Oscar Rogers – Treasurer

Mr. Oscar Rogers is a dedicated deacon at Israel, The Church of Jesus and has served the church for over 20 years as the secretary. He served in the United States Air Force for 6 years and also worked for the US Postal Office for 25 years before retiring. He and his wife, Joyce Rogers, have been married for over 20 years and both volunteer their time to fulfill church needs.

ISRAEL, THE CHURCH OF JESUS Income Statement

Revenue	1 Month Ended		12 Months Ended	
	December 31, 2016	Percent	December 31, 2016	Percent
T-Shirt Sales	1,765.00 \$	0.42	1,765.00 \$	0.42
Restricted Contributions				
LA - CD Audio	60.00	0.01	60.00	0.01
Other - CD Lesson	735.00	0.17	735.00	0.17
LA - DVD Lesson	48.00	0.01	48.00	0.01
Other - DVD Lesson	565.00	0.13	565.00	0.13
LA - Feast Offering	303.00	0.07	303.00	0.07
PA - Feast Offering	50.00	0.01	50.00	0.01
Other - Feast Offering	580.00	0.14	580.00	0.14
Unrestricted Contributions				
GA - Freewill	4,609.20	1.09	4,609.20	1.09
LA - Freewill	6,602.35	1.55	6,602.35	1.55
PA - Freewill	9,748.78	2.30	9,748.78	2.30
Other - Freewill	11,363.06	2.68	11,363.06	2.68
GA - Tithe Offering	18,937.00	4.46	18,937.00	4.46
LA - Tithe Offering	78,626.09	18.51	78,626.09	18.51
PA - Tithe Offering	28,791.57	6.78	28,791.57	6.78
Other - Tithe Offering	261,975.41	61.68	261,975.41	61.68
Total Contributions	424,759.46	100.00	424,759.46	100.00
Gross Profit	424,759.46	100.00	424,759.46	100.00
Operating Expenses				
Repairs & Maintenance - LA	8,292.33	1.95	8,292.33	1.95
Repairs & Maintenance - GA	2,573.00	0.61	2,573.00	0.61
Repairs & Maintenance - PA	4,523.49	1.06	4,523.49	1.06
Repairs & Maintenance - Other	6,124.24	1.44	6,124.24	1.44
Rent Expense - GA	18,760.50	4.42	18,760.50	4.42
Rent Expense - OH	4,303.04	1.01	4,303.04	1.01
Rent Expense - IN	7,579.00	1.78	7,579.00	1.78
Rent Expense - FL	1,358.30	0.32	1,358.30	0.32
Rent Expense - NV	8,699.04	2.05	8,699.04	2.05
Rent Expense - LA	50,762.00	11.95	50,762.00	11.95
Rent Expense - PA	21,848.58	5.14	21,848.58	5.14
Rent Expense - OK	215.62	0.05	215.62	0.05
Rent Expense - Other	5,469.72	1.29	5,469.72	1.29
Real Estate Tax	1,111.50	0.26	1,111.50	0.26
Advertising - Television Production	3,000.00	0.71	3,000.00	0.71
Advertising - Program Air Time	4,000.00	0.94	4,000.00	0.94
Advertising - Telephone Expense	4,187.16	0.99	4,187.16	0.99
Utilities - Gas & Electric - GA	3,948.46	0.93	3,948.46	0.93
Telephone Expense	881.00	0.21	881.00	0.21
Utilities - Gas & Electric - LA	573.92	0.14	573.92	0.14
Utilities - Gas & Electric - PA	260.12	0.06	260.12	0.06
Utilities - Gas & Electric - Other	10,785.02	2.54	10,785.02	2.54
Utilities - Water & Sewer - GA	35.00	0.01	35.00	0.01
Utilities - Water & Sewer - PA	226.67	0.05	226.67	0.05
Utilities - Water & Sewer - Other	4,465.93	1.05	4,465.93	1.05
Supplies	37.00	0.01	37.00	0.01
Supplies - T-Shirt Inventory	2,340.00	0.55	2,340.00	0.55
Ministry Materials	3,618.53	0.85	3,618.53	0.85
Printing & Reproduction Expense	2,302.95	0.54	2,302.95	0.54
Event Supplies - Friday Night Service	1,425.01	0.34	1,425.01	0.34
Audio Expense	3,718.00	0.88	3,718.00	0.88
Advertising - Calendars	1,000.00	0.24	1,000.00	0.24
Janitorial & Cleaning Supplies	716.55	0.17	716.55	0.17
Office Supplies	1,971.94	0.46	1,971.94	0.46

Postage & Delivery Fees	4,715.53	1.11	4,715.53	1.11
Expenses - Other	66,324.73	15.61	66,324.73	15.61
Expenses - Misc	55.21	0.01	55.21	0.01
Insurance - Other	2,070.68	0.49	2,070.68	0.49
Waste Management	876.27	0.21	876.27	0.21
Waste Management - GA	75.00	0.02	75.00	0.02
Licenses, Fees & Permits	1,317.89	0.31	1,317.89	0.31
Donation NSF Additional Fee	17.00	0.00	17.00	0.00
Donation NSF Fees	900.00	0.21	900.00	0.21
Bank Adjustments - Cash (Over)/Short	161.00	0.04	161.00	0.04
Bank Service Fees	90.00	0.02	90.00	0.02
Paypal Fees	1,986.75	0.47	1,986.75	0.47
Internet - PA	936.92	0.22	936.92	0.22
Internet - LA	1,462.72	0.34	1,462.72	0.34
Internet - Ministry	6,225.61	1.47	6,225.61	1.47
Internet - FL	1,974.30	0.46	1,974.30	0.46
Internet - Other	568.93	0.13	568.93	0.13
Reimbursed Expenses	2,223.71	0.52	2,223.71	0.52
Ministry Expenses				
Baptism Expense	584.26	0.14	584.26	0.14
Benevolence - Donations	17,202.75	4.05	17,202.75	4.05
Children's Bible Class	14.71	0.00	14.71	0.00
LA - Children's Bible Class	1,000.00	0.24	1,000.00	0.24
Choir Expense	442.99	0.10	442.99	0.10
Feast Expense - Other	3,026.58	0.71	3,026.58	0.71
Feast Expense - PA	429.89	0.10	429.89	0.10
Vehicle Expense	787.75	0.19	787.75	0.19
Church Vehicle Maintenance	3,171.82	0.75	3,171.82	0.75
Vehicle Registration	380.25	0.09	380.25	0.09
Vehicle Insurance	224.95	0.05	224.95	0.05
Event Expenses				
Travel Expense	7,041.68	1.66	7,041.68	1.66
Travel Expense - GA	45.01	0.01	45.01	0.01
Travel Expense - FL	300.00	0.07	300.00	0.07
Travel Expense - Other	1,286.56	0.30	1,286.56	0.30
Travel - Hotel Expense	1,029.39	0.24	1,029.39	0.24
Travel - Meal Expense	676.32	0.16	676.32	0.16
Travel - Tollway Expense	1,000.81	0.24	1,000.81	0.24
Event - Children's Dance	630.00	0.15	630.00	0.15
Event - Youth Day Expense	369.95	0.09	369.95	0.09
Total Operating Expenses	322,741.54	75.98	322,741.54	75.98
Operating Income (Loss)	102,017.92	24.02	102,017.92	24.02
Other Income (Expenses)				
Other Income	4,180.68	0.98	4,180.68	0.98
Other Income - GA	300.00	0.07	300.00	0.07
Interest Income - CD Interest	5.00	0.00	5.00	0.00
Interest Income - Checking - LA	34.98	0.01	34.98	0.01
Interest Expense	(123.19)	(0.03)	(123.19)	
Total Other Income (Expenses)	4,397.47	1.04	4,397.47	1.04
Net Income (Loss) Before Taxes	106,415.39	25.05	106,415.39	25.05
Net Income (Loss)	106,415.39 \$	25.05	106,415.39 \$	25.05

NFPISRAEL

Prepared by: TERESAM

Balance Sheet
As of December 31, 2016

Assets

Current Assets

Checking-Commercial	\$ 716,158.42
Checking-Commercial 2	26,405.70
Checking-Commercial - IL	5,238.38
Checking-Commercial - LA	305,514.06
Checking-Commercial - LA 2	100.00
Checking - IIC	46,382.06
Economy Fund	90,000.00
Maintenance Fund	3,825.13
Maintenance Fund - LA	1,000.00
Postage Fund	200.00
Savings - LA	47,000.00
Special Collection Fund	161.28
Petty Cash	952.75
Accounts Receivable	(1,191.88)
Undeposited Funds	107,607.27

Total Current Assets 1,349,353.17

Property and Equipment

Equipment - Video & Audio Equipment	44,022.20
Equipment - Office Equipment	4,989.51
Equipment - Other	11,436.34
Building	60,000.00
Building - PA	27,561.84
Equipment - Kitchen Equipment	1,824.74
Auto & Trucks	18,000.00
Church Furniture	9,339.61
Leasehold Improvements	79,970.81
Leasehold Improvements - GA	10,596.00
Land	5,400.00
Less Accumulated Depreciation	(55,632.01)

Net Property and Equipment 217,509.04

Non Current Assets

Security Deposit	40.00
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Total Non Current Assets 40.00

Total Assets \$ 1,566,902.21

Balance Sheet
As of December 31, 2016

Liabilities and Stockholders' Equity

Current Liabilities

Credit Card Payable - Company Card	\$ 7,934.11
Credit Card Payable - Leasehold Improvements	4,416.71
Credit Card Payable - Bank of America	4,388.39
Credit Card Payable - Discover	18,297.94
Credit Card Payable - Home Depot	1,573.36
Credit Card Payable - New SW	9,541.94
Credit Card Payable - SW	10,903.60
Credit Card Payable - Office Supply Card	<u>16,359.87</u>

Total Current Liabilities 73,415.92

Long-Term Liabilities

Note Payable - Long Term	<u>5,693.34</u>
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Total Long-Term Liabilities 5,693.34

Total Liabilities 79,109.26

Stockholders' Equity

Additional Paid in Capital	67,469.15
Retained Earnings	1,313,908.41
Net Income	<u>106,415.39</u>

Total Stockholders' Equity 1,487,792.95

Total Liabilities and Stockholders' Equity \$ 1,566,902.21

Mildred Bey 3-8-2018

ISRAEL, THE CHURCH OF JESUS
Income Statement

Revenue	1 Month Ended		12 Months Ended	
	December 31, 2017	Percent	December 31, 2017	Percent
T-Shirt Sales	865.00 \$	0.17	865.00 \$	0.17
Restricted Contributions				
Armageddon Package	20.00	0.00	20.00	0.00
LA - CD Audio	30.00	0.01	30.00	0.01
PA - CD Audio	20.00	0.00	20.00	0.00
Canada - DVD Lesson	8.00	0.00	8.00	0.00
Other - CD Lesson	175.00	0.03	175.00	0.03
LA - DVD Lesson	20.00	0.00	20.00	0.00
Other - DVD Lesson	771.00	0.15	771.00	0.15
LA - Feast Offering	456.00	0.09	456.00	0.09
GA - Feast Offering	100.00	0.02	100.00	0.02
PA - Feast Offering	20.00	0.00	20.00	0.00
Canada - Feast Offering	320.00	0.06	320.00	0.06
Other - Feast Offering	842.00	0.16	842.00	0.16
Unrestricted Contributions				
GA - Freewill	4,810.05	0.92	4,810.05	0.92
LA - Freewill	6,607.84	1.27	6,607.84	1.27
PA - Freewill	11,395.78	2.19	11,395.78	2.19
NY - Freewill	207.00	0.04	207.00	0.04
Canada - Freewill	530.00	0.10	530.00	0.10
Other - Freewill	15,034.56	2.88	15,034.56	2.88
GA - Tithe Offering	18,428.47	3.53	18,428.47	3.53
NY - Tithe Offering	2,052.00	0.39	2,052.00	0.39
Canada - Tithe Offering	8,682.16	1.67	8,682.16	1.67
LA - Tithe Offering	72,188.20	13.84	72,188.20	13.84
PA - Tithe Offering	40,999.61	7.86	40,999.61	7.86
Other - Tithe Offering	336,840.03	64.60	336,840.03	64.60
Total Contributions	521,422.70	100.00	521,422.70	100.00
Gross Profit	521,422.70	100.00	521,422.70	100.00
Operating Expenses				
Repairs & Maintenance - PA	943.70	0.18	943.70	0.18
Repairs & Maintenance - Other	188.48	0.04	188.48	0.04
Rent Expense - GA	19,928.50	3.82	19,928.50	3.82
Rent Expense - OH	3,200.00	0.61	3,200.00	0.61
Rent Expense - IN	4,110.00	0.79	4,110.00	0.79
Rent Expense - NY	5,250.00	1.01	5,250.00	1.01
Rent Expense - Canada	3,803.37	0.73	3,803.37	0.73
Rent Expense - FL	2,723.60	0.52	2,723.60	0.52
Rent Expense - NV	6,875.00	1.32	6,875.00	1.32
Rent Expense - LA	18,273.00	3.50	18,273.00	3.50
Rent Expense - PA	16,987.63	3.26	16,987.63	3.26
Rent Expense - Other	3,768.84	0.72	3,768.84	0.72
Advertising - Telephone Expense	2,383.43	0.46	2,383.43	0.46
Utilities - Gas & Electric - GA	3,116.37	0.60	3,116.37	0.60
Telephone Expense	280.00	0.05	280.00	0.05
Utilities - Gas & Electric - Other	5,187.28	0.99	5,187.28	0.99
Utilities - Water & Sewer - PA	253.64	0.05	253.64	0.05
Utilities - Water & Sewer - Other	5,030.92	0.96	5,030.92	0.96
Supplies	712.36	0.14	712.36	0.14
Printing & Reproduction Expense	2,198.59	0.42	2,198.59	0.42
Event Supplies - Friday Night Service	3,316.98	0.64	3,316.98	0.64
Audio Expense	1,153.66	0.22	1,153.66	0.22
Video Expense	199.71	0.04	199.71	0.04
Advertising - Calendars	1,000.00	0.19	1,000.00	0.19
Janitorial & Cleaning Supplies	885.36	0.17	885.36	0.17
Office Supplies	2,700.74	0.52	2,700.74	0.52
Postage & Delivery Fees	2,816.12	0.54	2,816.12	0.54
Expenses - Other	8,766.34	1.68	8,766.34	1.68
Expenses - Misc	11.76	0.00	11.76	0.00
Waste Management	1,127.84	0.22	1,127.84	0.22
Licenses, Fees & Permits	340.26	0.07	340.26	0.07
Donation NSF Additional Fee	12.00	0.00	12.00	0.00
Donation NSF Fees	428.00	0.08	428.00	0.08
Bank Adjustments - Cash (Over)/Short	0.74	0.00	0.74	0.00
Bank Service Fees	64.40	0.01	64.40	0.01
Paypal Fees	3,429.19	0.66	3,429.19	0.66
Internet - PA	448.09	0.09	448.09	0.09
Internet - LA	1,038.68	0.20	1,038.68	0.20

Internet - Ministry	3,959.17	0.76	3,959.17	0.76
Internet - Other	1,387.05	0.27	1,387.05	0.27
Reimbursed Expenses	(116.15)	(0.02)	(116.15)	(0.02)
Ministry Expenses				
Baptism Expense	125.00	0.02	125.00	0.02
Benevolence - Donations	3,719.66	0.71	3,719.66	0.71
Children's Bible Class	25.22	0.00	25.22	0.00
Choir Expense	184.67	0.04	184.67	0.04
Feast Expense - PA	580.00	0.11	580.00	0.11
Church Vehicle Maintenance	626.60	0.12	626.60	0.12
Vehicle Expense	163.51	0.03	163.51	0.03
Event Expenses				
Travel Expense	245.43	0.05	245.43	0.05
Travel Expense - Other	11.20	0.00	11.20	0.00
Travel Expense - NC	1,505.85	0.29	1,505.85	0.29
Travel - Meal Expense	9.39	0.00	9.39	0.00
Travel - Tollway Expense	1,020.00	0.20	1,020.00	0.20
Event - Youth Day Expense	200.00	0.04	200.00	0.04
Total Operating Expenses	146,601.18	28.12	146,601.18	28.12
Operating Income (Loss)	374,821.52	71.88	374,821.52	71.88
Other Income (Expenses)				
Other Income	35.00	0.01	35.00	0.01
Other Income - GA	20.00	0.00	20.00	0.00
Interest Income - Checking - LA	35.02	0.01	35.02	0.01
Interest Expense	(1,974.08)	(0.38)	(1,974.08)	(0.38)
Total Other Income (Expenses)	(1,884.06)	(0.36)	(1,884.06)	(0.36)
Net Income (Loss) Before Taxes	372,937.46	71.52	372,937.46	71.52
Net Income (Loss)	372,937.46 \$	71.52	372,937.46 \$	71.52

NFPISRAEL

Prepared by: TERESAM

Balance Sheet
As of December 31, 2017

Assets

Current Assets

Checking-Commercial	\$ 996,509.32
Checking-Commercial 2	13,129.91
Checking-Commercial - IL	5,238.38
Checking-Commercial - LA	401,340.89
Checking-Commercial - LA 2	100.00
Checking - IIC	46,382.06
Economy Fund	90,000.00
Maintenance Fund	3,825.13
Maintenance Fund - LA	1,450.00
Postage Fund	200.00
Savings - LA	47,000.00
Special Collection Fund	161.28
Checking-Commercial - Canada	17,395.06
Petty Cash	952.75
Accounts Receivable	(1,191.88)
Undeposited Funds	480,544.73

Total Current Assets 2,103,037.63

Property and Equipment

Equipment - Video & Audio Equipment	44,022.20
Equipment - Office Equipment	4,989.51
Equipment - Other	11,436.34
Building	60,000.00
Building - PA	27,561.84
Equipment - Kitchen Equipment	1,824.74
Auto & Trucks	18,000.00
Church Furniture	9,339.61
Leasehold Improvements	79,970.81
Leasehold Improvements - GA	10,596.00
Land	5,400.00
Less Accumulated Depreciation	(55,632.01)

Net Property and Equipment 217,509.04

Non Current Assets

Security Deposit	40.00
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Total Non Current Assets 40.00

Total Assets \$ 2,320,586.67

Balance Sheet
As of December 31, 2017

Liabilities and Stockholders' Equity

Current Liabilities

Credit Card Payable - Company Card	\$ 7,934.11
Credit Card Payable - Leasehold Improvements	4,416.71
Credit Card Payable - Bank of America	4,388.39
Credit Card Payable - Discover	12,312.09
Credit Card Payable - Home Depot	1,573.36
Credit Card Payable - New SW	9,541.94
Credit Card Payable - SW	10,903.60
Credit Card Payable - Office Supply Card	<u>16,971.88</u>

Total Current Liabilities 68,042.08

Long-Term Liabilities

Note Payable - Long Term	<u>5,693.34</u>
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Total Long-Term Liabilities 5,693.34

Total Liabilities 73,735.42

Stockholders' Equity

Additional Paid in Capital	453,589.99
Retained Earnings	1,420,323.80
Net Income	<u>372,937.46</u>

Total Stockholders' Equity 2,246,851.25

Total Liabilities and Stockholders' Equity \$ 2,320,586.67

Mildred Bey 3-8-2018

La Wanda Hurst

Principal/Vice Principal/Dean of Students

Innovative, forward-thinking educator with over 16 years of experience. Demonstrated success meeting the needs of at-risk students and creating stimulating and challenging learning environments conducive to high levels of achievement. Proven ability to coach and mentor staff members to promote professional growth and development. Driven by new challenges and the desire to excel in all endeavors.

Areas of Strength

<ul style="list-style-type: none">• Curriculum Development• Integrated Technology• Parental Involvement• Grant Writing	<ul style="list-style-type: none">• Classroom Management• Budget Management• Standardized Testing• Excellent Organizational Skills	<ul style="list-style-type: none">• Staff Development• Resource Management• Committee Involvement• Creative Problem Solving
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Professional Experience

CHICAGO PUBLIC SCHOOLS, Chicago, IL 2010 – Present

Literacy Coach/Language Arts Instructor/Department Chair (2010 – Present)

- Develop grade-appropriate curriculum and lead classroom instruction within the Language Arts department, while also serving as the Department Chair.
- Assess student performance through anecdotal records, student-teacher conferencing, peer evaluation, checklists, student portfolios, and standardized testing, and identify student needs by analyzing BRI data.
- Actively engage students in the learning process through the use of diverse teaching strategies, encouraging participation and allowing students to take ownership of their learning.
- Improve academic performance by participating in the intervention program for Tier II students and identifying Tier III students and then connecting them with appropriate resources for academic improvement.
- Strategically use behavior-modification techniques to maintain an orderly and effective classroom.
- Serve as a member of the Instructional Leadership Team and as a Lead Teacher, providing coaching and feedback to four current teaching peers.

Summer School DFT (2014)

- Oversaw all administrative duties for the Summer School program during the 2014 session.
- Demonstrated a commitment to ensuring quality education for all students based on their unique social, emotional, physical, and intellectual characteristics.
- Utilized a participative and supportive leadership style in the administration of school policies and procedures.

Faculty Advisor (Summer 2010, Fall 2011)

- Provided performance feedback, mentoring, and coaching to student teacher corps members.
- Key player in developing action plans and gathering additional instructional support and resources in order to raise overall student achievement.

CHICAGO INTERNATIONAL CHARTER SCHOOL, Chicago, IL 2005 – 2010

2nd – 4th Grade Instructor/Department Chair (2005 – 2010)

- Identified student strengths and weaknesses using Learning First/Benchmark Assessments to help guide classroom instruction and ensure that teaching was aligned with the Illinois Learning Standards.
- Encouraged communication with parents resulting in increased involvement in students' education.
- Collaborated with staff and parents to ensure that the school's mission and vision consistently guided all instruction, activities, and classroom philosophy.
- Prepared lesson plans that integrated technology and incorporated students' various learning styles.

Professional Development Team Leader (2008 – 2010)

- Designed and facilitated professional development and ongoing support to ensure effective implementation of curriculum across all departments.
- Developed yearly and quarterly curriculum maps based on state standards in collaboration with administrative team and staff members.
- Increased academic performance by facilitating professional development on analyzing Learning First and DIBELS DATA that generated reflective teaching and improvement practices.

School Advisory Team Member/Instructional Leadership Team (2008 – Present)

- Analyze formative and summative student data, identifying trends and discussing strategies for corrective instruction or intervention
- Assisted with administrative duties for after-school programs including budget management, consistently ensuring that resources were effectively allocated within budget constraints to meet program needs.
- Continually improved programs by monitoring and observing providers of after-school instructional programs, providing feedback to help best meet student needs.

Positive Behavior Intervention System Team Member/Foundations Team (2008 – present)

- Guided the discipline team in analyzing student behavior data and developing effective strategies to promote positive behavior including organizing Service Learning Opportunities for students.

Education & Certification

Emerging Leadership Program – New Leaders for New Schools (2014-2015)

M.A. in Reading, Saint Xavier University (2011)

M.A. in Education Administration, Saint Xavier University (2008)

Certification of Completion/Education, Trinity Christian College (2004)

B.A. in Communications, Governors State University (2001)

Illinois Certificates: Type 03 Elementary Education, Type 10 Reading Specialist, Type 75 General Administrative, Endorsements – Reading, Language Arts, Social Science, Special Education (in progress)

Professional Affiliations

Kappa Delta Pi Education Honor Society, Member

International Reading Association, Member

International Reading Association, Classroom Teacher Awards Committee (2012-2013, 2013-2014, 2014-2015)

International Dyslexia Association, Member

Local School Council, Teacher Member

Awards & Recognitions

OfficeMax Chicago Outstanding Teacher Award (2012-2013)

AUSL Community School Grant Award Recipient, \$1,500 (2012-2013)

Rochelle Lee – Boundless Readers Grant Recipient (2011-2012)

Chicago Foundation for Education Small Group Grant Recipient, \$300 (2004, 2012, 2013, 2015, 2017-2018))

Donors Choose Grant Writer and Recipient over \$1000

Fishman Prize for Superlative Classroom Teaching Nominee (2011)

Miraldi Fellow Nominee (2011, 2012)

Israel School of Excellence

ELEMENTARY Student/Parent HANDBOOK 2018-2019

Staff will need to read and be familiar with the Student Handbook

Board of Education

Mr. Elijah Israel, President

Mr. Jagade Hurst, Director

Mr. Oscar Rogers, Secretary

School Leadership Personnel

La Wanda Hurst

School Administrator

Micahl Holloway

Administrator Assistant

Introduction and Greeting

Congratulations and welcome to a school dedicated to promoting high-quality education to our scholars every single day, every moment that they are entrusted to our care.

Israel School of Excellence, a youth outreach program of the Israel, The Church of Jesus, is a unique educational program which provides Christian instruction to children in grades K through 8. Our guiding value is excellence in education within a context of Christian beliefs, compassion and lifestyle. Israel, The Church of Jesus recognizes the value and the need for a church-based daycare, preschool and school system to serve our communities.

We recognize the important responsibility we have assumed, in partnership with families, to provide the physical care, educational instruction, and spiritual development that are vital in the lives of children. We also realize we can fulfill this responsibility only through the support of parents, the expertise and dedication of our staff, and the guidance of the Lord, Jesus Christ.

This handbook is designed as a means to share important information and policies of the Israel School of Excellence (ISOE). Please read it and keep it available for future reference. We appreciate your trust in us and please remember us in your prayers for the love, patience, and wisdom needed for this awesome task.

Principal

Israel School of Excellence is ultimately accountable to board members of Israel, The Church of Jesus (ICOJ). The school also has a Board which meets monthly with the School Principal. The ICOJ Board serves as the primary policy making, advisory and development group for the school. The School Principal reports to the ICOJ Board as it relates to policy, staff and development issues. The board shall also be a recommending group on behalf of the school to the Israel, The Church of Jesus when appropriate.

Daily operations are addressed by the School Israel School of Excellence is to provide students with the tools to one day become righteous men and virtuous women of God who can succeed and make a positive impact on society through standard education as well as biblical teachings. Principal who reports to the Director. The Principal is accessible to student families regarding school related concerns. There is a head teacher for the elementary division and a head teacher for the middle school students.

Mission Statement

Israel School of Excellence is to provide students with the tools to one day become righteous men and virtuous women of God; who can succeed and make a positive impact on society through exemplary education and biblical teachings.

Admissions Policy

Israel School of Excellence admits students of any race, gender, color, nationality or ethnic origin to all rights, privileges, programs and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, gender, color, nationality or ethnic origin in administration of its educational policies, admissions policies, tuition grant program, athletic and other school-administered programs.

Israel School of Excellence was established on the biblical principle that God gives parents the primary responsibility for educating their children. The school enters into a partnership with parents and educators to teach academics in the context of a Biblical Christian worldview. Israel School of Excellence policy is to offer enrollment to students of parents who desire a Bible-based education with academic excellence for their children. The Israel School of Excellence staff partners with families who also teach their children what it means to have a Christian lifestyle regarding personal and family relationships, such as demonstrating love for others, exhibiting a teachable character and sharing the belief that a biblical marriage is limited to a covenant relationship between a man and a woman (Matthew 19:4).

Academic Objectives

- At the Israel School of Excellence, we believe that all children can and will learn. To ensure that all children will reach their potential....
- We will maintain high expectations and promote academic excellence for all students.
- We will create and support a school environment in which all children and adults feel welcomed, respected, trusted, and an important part of the school.
- We will create an environment where we can learn together and support each other.
- We will foster a positive school climate of a caring community which respects and values the teaching of the Bible.
- In order to attain these goals, we will provide a balanced curriculum while continuing our focus on technology and the visual and performing arts as the center of our core curricular and instructional programs.

Vision Statement

ISOE: Innovators and thinkers that are successful in life and enrich the lives of others.

We are, creative problem solvers, driven to take initiative and ready to roll up our sleeves and get the job done, resilient and unafraid to fail. We Try – Fail – Learn – Try again! We are self-reliant, ethical, honest, and trustworthy.

Core Values

The core values of Israel School of Excellence are to provide:

- A solid spiritual, Biblical foundation (Psalm 102:25-27)
- Academic excellence (Matthew 22:37)
- Extra-curricular excellence (1 Corinthians 10:31)
- A low student-to-teacher ratio (Mark 4:34; Mark 9:35)
- Moral instruction (Philippians 4:8)
- An optimal learning environment (Isaiah 11:9)

Goals

The chief goal of Israel School of Excellence is to encourage character development within each student which will evidence itself in Spirit-led, self-disciplined, behavior in all areas of his or her life. The school endeavors to provide an atmosphere conducive to the student's spiritual, academic, physical, emotional, and relational development.

Because the Bible teaches that the fear of Lord is the beginning of wisdom as well as keeping the commandments (Psalm 111:10), this is the initial step in a child's spiritual development. In conjunction with providing opportunities for students to make this decision, steps are taken to assist them in becoming submissive to the Word and will of God for their lives.

Academic Policies

Achievement Testing

Our students are administered the ISTEP each spring. Results of individual test scores are given following these tests. Such tests serve two basic purposes:

1. We are able to monitor the progress of each student.
2. We are able to evaluate our classroom instruction and determine areas which need additional concentration, thus strengthening our overall program.

Benchmark Assessment Testing

Fountas and Pinnell Benchmark Assessment provides teachers with precise tools and text to observe and quantify to then interpret and use the data to plan meaningful instruction.

Standardized Testing Plan

ILEARN and IREAD testing will be administered every spring and/or when the testing window opens. All aspects of the tests will only be administered by a **licensed teacher**. A schedule will be provided to staff members to accommodate any staffing changes or substitutions.

Please keep in mind that any achievement test is merely one indicator of a child's ability and certainly not all conclusive.

Advancing to the Next Grade

A decision regarding promotion to the next grade will be based upon the completion of pupil performance objectives, attendance, standardized tests results and the student's overall ability and age. The decision will be made by the parents in consultation with the teacher and principal. Pupil performance will be monitored closely throughout the year to ensure no unexpected decisions. Promotion and/or retention decisions are generally finalized at the end of the fourth grading period.

Bibles

Every student should have his/her own copy of the Bible. The translation that is desired for all school memory work and study is the King James Version (KJV).

Cheating

Cheating, whether on assignments or during exams, is stealing and is therefore a very serious offence (See Disciplinary Procedures). Plagiarism is considered a form of cheating.

Confidentiality of Records

Children's records are open only to the child's teacher, the Principal, an authorized agent of the Ohio Department of Education or the child's parent or legal guardian. All records are kept secure in the School Office.

Grading System

A system of performance marks is used to indicate student progress in Kindergarten and Grade 1, and selected subjects in Grades 2-5. The performance marks are as follows:

- E - exceptional work above grade level
 - S - satisfactory development with skills at grade level
 - U - unsatisfactory
 - I - needs more time to accomplish skills but is working and improving
 - N - needs intense attention because skill presented is appropriate for the age and has not yet developed

As students progress through the elementary school, a system of letter grades corresponding to numerical averages is gradually introduced for selected subjects. The grading scale is:

- A Superior 90-100
- B Good 80-89
- C Average 70-79
- D Below Average 60-69
- F Failure 0-59

Report Cards

Report cards are issued quarterly for all students in grades K-8. The report card contains an evaluation of the student's citizenship as well as defining his/her academic progress. Report cards are to be signed and returned within one week of receiving them.

Special Subjects

Art – every class will have one period of art a week. Various projects will be undertaken throughout the course of the year. An art show will be presented each year.

Music – Every class will have a set amount of music time each week. This will consist of singing and some basic instruction in music theory.

Physical Education – Every class will have a physical education period each week. The physical education teacher will communicate what is suitable attire for each activity.

Electives – Middle School students will have the opportunity to choose from a variety of elective course offerings.

Textbooks (covering school owned books)

Many of the textbooks used at ISOE are owned by the school. They may be covered at the request of the teacher and must be used with great care. The school has put a large investment in reading materials. Writing in any school owned book is to be done only at the discretion of the teacher. Workbooks are usually owned by the student, are consumable, and need to be covered only at the discretion of the parent.

Your Bible should be the main textbook in every subject. As you grow in your understanding of Christian education, you will understand what that statement means. In a Christian school, all texts are understood and studied in the light of Biblical principles.

ATTENDANCE POLICY

The responsibility for a student being present at school rests upon the student and his/her parent(s) or guardian(s). All students are expected to attend school and to be on time. The Board at Israel School of Excellence believes that students miss important experiences when they are not in school. While it is true that the students have the opportunity to make up the academic work missed, it is impossible to make up the total educational experience that can only be gained by being in attendance. The Board also recognizes that legitimate reasons for absences do occur. ***We have a goal for all students to be present for at least 90% of the school days.***

Students should not attend school when they are ill. Students should follow proper procedures when returning from an absence.

1. **Compulsory Attendance:** All students who are enrolled at Israel School of Excellence are to be in their assigned classes at the required times.

2. **Attendance Exception:** Indiana law outlines a limited number of reasons a student may be absent from school in which the absence is not recorded on the student's records. A student participating in these events is counted as present at school provided the appropriate documentation is received from the proper official.

These absences include:

- Service as a Page to the Indiana general assembly
- Service on a precinct election board.
- Service as a helper to a political candidate or to a political party on the date of each general, city or town, special, and primary election
- Subpoena to appear in court as a witness
- Active duty in the Indiana National Guard
- Situations as determined by the principal or designee

3. **Documented Absences:** A parent must supply the school notification of the student's absence. A student may make up missed work for credit. A student is limited to ten (10) days of absences per school year with the exception of the following documented reasons:

- Medical and Dental Appointments
Death and Funeral of Family Member(s)
- Court appearances or appointments
- Religious observances
- Situations as determined by the principal or designee

Any student exceeding the ten (10) days, will be subject to Administrative intervention. Any student missing fifteen (15) days, may have his/her schedule altered in order to meet academic requirements.

4. **Undocumented Absences (Truancy):** A student who is absent from school and is not excused by the administration or does not present proper parent notification of the absence to the school is considered truant and will not receive credit for missed class work. Administrative intervention shall be initiated when a student is deemed a chronic absentee.

5. **Chronic Absenteeism:** Chronic absenteeism is defined as a student who has been absent for ten percent (10%) or more of a school year for any reason. Administrative intervention, up to, and including a schedule change for classes, shall be initiated when a student is deemed a chronic absentee.

7. **Dropping a Student from Enrollment:** A student should not be dropped from the enrollment nor should a teacher stop reporting a student as absent until an official notice is received from the office. After a student is dropped from enrollment, it is the teacher's responsibility to complete a withdrawal form and record grades on the student's permanent record folder in the elementary office.

6. Notification of Student's Absence:

Israel School of Excellence: The student must submit a note the day following the absence(s) to his/her elementary teacher from his/her parent(s) or guardian(s) stating the reason for the absence or the parent must notify the elementary office the day of the absence with a telephone call. No note will result in the student being counted as truant. This practice is required in all situations including prior discussions with school officials.

7. Tardies:

Israel School of Excellence: A tardy to school by definition at ISOE is assigned to a student who is not in his/her classroom at the sound of the tone at 8:45 a.m. A student arriving thirty (30) minutes after the start of the school day will be counted as absent for the morning. Any student exceeding ten (10) tardies per school year will require administrative interventions.

BELL SCHEDULE

8:30 – Breakfast begins

8:40 – Warning bell

8:45 – Tardy bell/classes begin

3:40 – Warning

3:45 – Dismissal

8. Student Responsibilities:

Requests to be absent from school shall be made in writing prior to the absence and shall be signed by a parent or legal guardian.

The responsibility for a student being present at school and in class rests upon the student and his/her parent(s) or guardian(s). The school will make a reasonable effort to notify the student and parent(s) or guardian(s) as the student approaches the maximum allowable limit of absences for school or class.

Students are responsible for making up all work missed for absences. Students will receive one day to make up the work for each day absent.

Israel School of Excellence Discipline Policy

The primary focus at Israel School of Excellence (ISOE) is on the academic success of every student. We seek to build within each child a love of learning, a sense of responsibility, self-discipline, a positive self-image, and respect for others.

Students are expected to make positive behavior choices that promote their safety, the safety of others, and a productive learning environment.

PHILOSOPHY

School discipline is a collaborative effort by the parents, guardians, students, and staff. The focus of the Israel School of Excellence (ISOE) Discipline Policy is to promote positive behavior choices by recognizing students who engage in consistent positive behavior.

However, mistakes are a natural part of growth. We help students reflect on errors in judgment and behavior and support them in learning how to make better decisions. We teach and model positive behavior including listening, cooperation, and mutual respect. We encourage students to make independent decisions and act responsibly towards others and with property. When this occurs, we believe that a very positive and productive learning environment will result, enabling students to strive for excellence.

STUDENT EXPECTATIONS

Students are taught and expected to possess Christ-like characteristics. Character education is an important aspect of young, developing individuals. Students are expected to behave in a Godly manner which means to be honest and respectful to themselves both physically and spiritually.. Students are encouraged to maintain appropriate hygiene, refrain from extramarital relations and abstain from the usage of drugs and/or alcohol. To address character education, hygiene, alcohol, drugs, sexually transmitted diseases, honesty, respect and restraint, we will utilize the curriculum **Overcoming Obstacles** which was design to be flexible enough to fit into the core content of classes providing students with life skills that they need.

Students are expected to abide by the following principles:

1. Respectful – Students should respond positively to any instruction given by those in authority. (Ephesians 6:5-7)
2. Honor – Students are expected to give honor to all those in authority in both attitude and action. (Romans 13:1-2)
3. Honesty – Students should never lie, deceive, mislead, or fail to tell the truth. (Romans 13:13)
4. Christ-like Behavior – In all attitudes and actions, students should live according to biblical principles and values. (Ephesians 2:10, 5:1)
5. Responsible – Students should keep their word and accept their necessary responsibilities. (Matthew 5:34-37)

STUDENT STANDARDS OF BEHAVIOR

In order to show respect, maintain safety, and focus on learning, I will:

1. Follow directions the first time.
2. Speak using polite language, volume, and tone.
3. Keep hands, feet, and objects to myself.
4. Be where I am supposed to be.
5. Take care of school property and personal belongings.
6. Walk quietly in the hallways so I do not disturb other classes.

DISCIPLINARY ACTIONS

While most students consistently observe these standards and behave safely and appropriately, there are times when misbehavior warrants intervention and consequences. Teachers and other staff use a variety of classroom and behavior management strategies to address such behavior. When these strategies are not successful in changing that behavior and/or serious incidents occur, it is necessary for additional action to be taken. The following pages outline those disciplinary actions. Please Note: Careful consideration is given to individual situations, so that the school's response to the student is appropriate. Consequences

may be increased in cases of repeat offenses. Suspensions will be considered when behavior is disruptive and detrimental to the operation of the school.

Description of Expectations:

Classroom Behavior

Students are expected to listen and follow all teacher directions.

Possible consequences: Staff/student conference, removal from situation, referral to the administration, parent/guardian notification, parent/guardian meeting, loss of recess privileges, in-school suspension, suspension

Behavior in Halls

Students are to walk quietly in an orderly fashion through the halls at all times. This quiet will be respected during the instructional school day and with consideration for others who are working.

Possible consequences: Staff/student conference, removal from situation, referral to the administration, parent/guardian notification, parent/guardian meeting, loss of recess privileges, in-school suspension, suspension

Behavior in Restrooms Students are expected to respect the rights of others and act responsibly in restrooms. Any misuse of towels, toilet paper, soap, defacing of restroom facilities, and the like, constitutes destruction of property.

Possible consequences: Staff/student conference, loss of independent restroom privileges, supervised restroom visits, referral to the administration, fines for damages, loss of recess privileges, parent/guardian contact, parent/guardian meeting, in-school suspension, suspension

Behavior in Lunchroom The lunchroom should be a safe, comfortable, inviting, and clean environment where all interactions between students and adults are respectful. Students are expected to follow directions the first time they are given. They must keep voices low while enjoying their lunch, stay seated unless given permission to move by an adult, keep their eating space clean, and practice good manners. For health reasons, children are not allowed to share food of any kind with others.

Possible Consequences: Verbal warning, move to an assigned seat, exclusion from the lunchroom; suspension

Behavior on Playgrounds/Recess The playground should be a safe, pleasant, friendly environment where all interactions between students and adults are respectful. Students are expected to follow directions the first time they are given. They must walk in an orderly fashion to the playground, use the equipment responsibly, show respect for others by using appropriate language and leave the playground only when permission is given by an adult in charge.

Possible Consequences: Verbal warning, recess privileges contained to an assigned area, staff/student conference, removal from situation, referral to the administration, parent/guardian notification, parent/guardian meeting, loss of recess privileges, in-school suspension, suspension

Behavior on Bus The same standards of behavior that apply at school also pertain at the bus stop or while boarding, riding and unloading school busses. Students must respect the rights of others and must not pose a threat to anyone's safety. Students must not distract the bus driver.

Possible Consequences: *Staff/student conference, referral to the administration, loss of recess privileges, parent notification, parent/guardian meeting, assigned bus seat, loss of bus privileges, in-school suspension, and suspension*

Behavior During School Sponsored Activities/Field Trips Students are expected to conduct themselves in a respectful and responsible manner during school sponsored activities, programs and field trips. Behavioral expectations are consistent with school policies.

Possible Consequences: *Staff/student conference, removal from activity, referral to the administration, parent/guardian notification, loss of recess privileges, in-school suspension, exclusion from future activities, suspension*

Excessive Tardiness, Truancy, Leaving School Without Permission Students must be on time for school and in their classrooms by 8:50 a.m.; missing the bus and oversleeping are not excused reasons for being late to school. Students are to remain on school grounds in their scheduled classroom locations unless written permission for early dismissal has been provided to the school by a parent/guardian.

Possible Consequences: *Parent/guardian notification, referral to the administration after three unexcused tardies within a marking period, verbal notification, written parent notification, parent/guardian conference at school, in-school suspension, referral to pupil personnel worker, referral to law enforcement*

Dress Code School personnel may advise students about appropriate dress, footwear, and grooming for school, but they may not discipline students for their style of dress or grooming unless it:

- is likely to cause or causes a disruption to school activities or the educational
- environment; -endangers health and safety; -fails to meet a reasonable requirement of a course or activity, e.g., physical education class, specific field trips or day trips.
- is associated with gangs;
- is lewd, vulgar, obscene, or revealing; (lacks modesty)
- promotes the use of drugs, tobacco, intoxicants or inhalants.

Possible Consequences: *Staff/student conference, parent notification, referral to the administration, change of clothes, loss of recess privileges, parent notification, parent/guardian meeting, in-school suspension, suspension*

Fighting/Physical Aggression This includes: play fighting, pushing, wrestling, hitting, punching, shoving, kicking, slapping, spitting or throwing harmful objects, etc. involving two or more people. It is any form of physical confrontation.

Possible Consequences: *Staff/student conference, removal from situation, referral to the administration, parent/guardian notification, parent/guardian meeting, loss of recess privileges, in-school suspension, suspension*

Cheating or Plagiarism This is defined as using the work of others as your own.

Possible Consequence: *Staff/student conference, no credit for the work, referral to the administration, parent/guardian notification, parent/guardian meeting, loss of recess privileges, in-school suspension, suspension*

Inappropriate Use of the Computer Systems This is defined as accessing or using inappropriate materials including copying or transferring copyrighted materials and software without permission, sharing access to one's personal account, using unauthorized e-mail such as chain letter advertising,

instant messaging and chat rooms, cyber bullying, or tampering with any files of another student or staff member

Possible Consequences: *Staff/student conference, parent notification, referral to the administration, loss of recess privileges, parent/guardian meeting, in-school suspension, suspension, recommendation for expulsion, referral to law enforcement*

Incendiary Devices This is the possession of firecrackers, matches, lighters, caps or any other object which has potential to start a fire.

Possible Consequences: *Staff/student conference, confiscation of item, referral to the fire marshal or law enforcement, parent notification, parent/guardian meeting, loss of recess privileges, in-school suspension, suspension, recommendation for expulsion*

Physical Attack on Staff or Fellow Student This includes any aggressive physical battery on staff member or person. This includes any physical contact (hitting, touching angrily, pushing, shoving, kicking, biting, etc.) in an aggressive manner with the intent to do harm.

Possible Consequences: *Staff/student conference, referral to the administration, parent notification, parent/guardian meeting, in-school suspension, suspension, referral to law enforcement, recommendation for expulsion*

Threats and/or Verbal Abuse This includes any overt or implied verbal or physical threat. Examples include, but are not limited to, telling someone that you will hurt them whether in jest or as a serious suggestion, any conversation or discussion where you suggest action that will cause physical harm to someone, suggesting property destruction, and the like.

Possible Consequences: *Staff/student conference, referral to the administration, parent notification, parent/guardian meeting, loss of recess privileges, in-school suspension, suspension, recommendation for expulsion*

Teasing, Verbal or Non-Verbal This includes name-calling, put downs, making fun of the way someone talks or walks, making fun of someone's clothing or customs. Non-verbal examples include making faces, drawing inappropriate pictures, poking or pointing, and inappropriate hand gestures.

Possible Consequences: *Staff/student conference, referral to the administration, personal apology to student who was teased-- a letter of apology from the teaser must be signed by the teaser's parent(s) and returned to school the next day, loss of recess privileges, in-school suspension, suspension*

Malicious Pranks and Pseudo Threats This includes any act or substance used to cause disruption, panic, or an unsafe situation. This also includes deliberately misrepresenting substances as something they are not.

Possible Consequences: *Staff/student conference, referral to the administration, parent notification, parent/guardian meeting, loss of recess privileges, in-school suspension, suspension, referral to the fire marshal or law enforcement, recommendation for expulsion*

Inappropriate Language/Gestures This is the use of profanity, obscene language, or gestures, which are not acceptable in school or on the school grounds. All students and staff are entitled to an environment free from profane, hateful, or obscene language and gestures.

Possible Consequences: *Staff/student conference, referral to the administration, parent notification, parent/guardian meeting, loss of recess privileges, in-school suspension, suspension*

Sexual Harassment Sexual harassment is defined as unwelcome advances, requests for sexual favors, and/or other inappropriate verbal, written, or physical conduct. (Refer to MCPS Policy ACF "Sexual Harassment" and MCPS Administrative Regulation ACF-RA "Sexual Harassment".)

Possible Consequences: *Referral to the administration, parent notification, parent/guardian meeting, loss of recess privileges, transfer to another class, in-school suspension, suspension, recommendation for expulsion*

Theft/Extortion is an act of attempting to secure money, property, or favors through a threat or implied threat of physical or psychological harm.

Possible Consequences: *Staff/student conference, referral to the administration, parent notification, parent/guardian meeting, return or replace the value of the item taken, loss of recess privileges, in-school suspension, suspension, referral to law enforcement, recommendation for expulsion*

Theft/Burglary This is taking something, which does not belong to you. Students must demonstrate a respect for the property of others. Any found articles must be returned to the office or the rightful owner.

Possible Consequences: *Staff/student conference, referral to the administration, parent notification, parent/guardian meeting, return or replace the value of the item taken, loss of recess privileges, in-school suspension, suspension, referral to law enforcement, full restitution.*

Insubordination/Disrespect This is willingly refusing to obey a lawful request of a staff member (e.g., principal, teacher, secretary, building service worker, bus driver, etc.). This includes not removing a hat when asked to do so, chewing gum when not allowed, bringing inappropriate items to school (all toys and games, to be returned only to an adult), or refusing to identify oneself.

Possible Consequences: *Staff/student conference referral to the administration, parent notification, parent/guardian meeting, loss of recess privileges, detention, in-school suspension, suspension*

Destruction of Property/Vandalism This includes breaking, damaging or defacing school or private property, including graffiti. This also includes misuse of materials or equipment that results in damage to school or personal property.

Possible Consequences: *Staff/student conference, referral to the administration, parent notification, parent/guardian meeting, loss of recess privileges, in-school suspension, suspension, restitution, recommendation for expulsion, referral to law enforcement*

False Fire Alarm False Fire Alarm is activating or causing the fire alarm to sound when there is no real evidence or sign of fire. Falsely reporting a fire endangers the safety of all.

Possible Consequences: *Administration/student/parent/fire marshal conference, loss of recess privileges, in-school suspension, suspension, recommendation for expulsion*

Weapons This is unauthorized storing, possessing, or carrying firearms, knives, or any other object (including look-alike or pretend weapons) which could be used as a weapon. This is a very serious offense and is strictly prohibited

Possible Consequences: *Staff/student conference, confiscation of weapon, referral to the administration, parent notification, parent/guardian meeting, return or replace the value of the item taken, loss of recess privileges, in-school suspension, suspension, referral to law enforcement, recommendation for expulsion*

Possession and/or Trading/Selling of Non- School Related Items This includes students having personal toys, trading cards, dolls, and other electronic gaming devices. The school is not responsible for the loss of these items. These items are not allowed in school and are best left at home.

Possible Consequences: *Staff/student conference, referral to the administration, confiscation of device for parent to pick up, parent notification, parent/guardian meeting, loss of recess privileges, in-school suspension, suspension*

Possession or Use of Destructive or Harmful Substances This is possession of matches, fire crackers, snaps, tobacco products, smoke bombs, stink bombs, pepper spray, or any other destructive or harmful substance.

Possible Consequences: *Staff/student conference, referral to the administration, confiscation of device for parent to pick up, parent notification, parent/guardian meeting, loss of recess privileges, in-school suspension, suspension, referral to the fire marshal or law enforcement, recommendation for expulsion*

Possession, Use, or Distribution of Illegal Drugs/Intoxicants/Inhalants/Smoking Materials This is possession of intoxicants, inhalants, smoking materials or controlled substances which are prohibited.

Possible Consequences: *Confiscation of substance, administrator/student/parent conference, referral to law enforcement, suspension, recommendation for expulsion*

DRESS REGULATIONS 2018-2019

Because we want our students to conform to the Christian principles of moderation and appropriateness in dress, as well as in all areas of life, we ask that parents see to it that students come to school properly dressed. BE AWARE OF WHAT YOUR CHILD WEARS! The type of clothing a person wears has a definite effect upon attitude, conduct, and work habits. In school, dress should reflect the fact that the student is working on the job of being educated. Dress should be appropriate for the activity involved and in good taste. If in doubt, do not wear the article of clothing and ask a teacher or administration for clarification. Some specific regulations are as follow:

1. Shorts are permitted for all students but must be as long as the outstretched fingertips at the side of the legs of the wearer. Students in 6th-8th grade students may only wear athletic shorts for gym class. During class time, they should wear walking style shorts (i.e. kahki or denim)
2. Students may not wear biking shorts or other clothing that is excessively tight or overly large. Clothing should be modest and loose fitting, not showing any undergarments.
3. Dresses, at a minimum, must fit the rule for length of shorts. This also applies to any dress that is worn with leggings underneath.
4. Shoes (must have backs on them) are to be worn at all times for students in grades PK-5.
5. 6th through 8th grade students may wear sandals (April 1 - October 31). Flip-flops or beachwear are not allowed.
6. No clothing that is deliberately torn or shabby. All clothing must be hemmed or have finished ends (not frayed, ripped, torn, or cut).

7. Sleeveless tops may be worn by students in grades Pre-K through 4th, but are not allowed for students in grades 5-8. No shirts or any type of top that does not come to the waist or exposes bare midriff during normal school activities is allowed. See-through clothing does not meet dress code.
8. Sweat suit or warm-up outfits may be worn in the grades Pre-K through 8th grade. Flannel or pajama pants are not allowed for anyone.
9. Any clothing that advertises alcohol, tobacco, drugs, rock music groups, movies, has occult symbolism (no skeletons, skulls, crosses), has sexual connotations, is disrespectful to authority, Christianity, education, etc., wording that is contrary to our school's goals and beliefs, or other wording that is deemed to be offensive may not be worn.
10. Face painting or bizarre hair styles/colors are not appropriate and the student will be asked to wash out or remove such things.
11. Students in grades Pre K through 5th grade must wear boots when there is snow on the playground. Boots should be clearly marked with the student's name or initials and must be worn when conditions warrant.
12. Hats may not be worn in the school building at any time.

As new styles of clothing or patterns develop the school may make adjustments, within our guidelines of modesty and propriety and in keeping with our school's mission, in the dress code. If a student's dress is inappropriate, the parents will be called and asked to bring a change of clothing to school.

If there is ever any doubt concerning the apparel of a student, the administrator will make the final decision. Parents and students have an obligation to the school and the community to consider proper dress for the school environment. Remember that we bear God's image and we are a constant witness to the entire community by our dress and actions.

The school assumes no responsibility for items lost or not claimed within a reasonable amount of time.

Lockdown, Fire and Tornado Drills

Monthly fire drills and scheduled tornado drills are handled and carried out in complete compliance with all local codes and guidelines.

Lunch

Children in school all day should bring a packed lunch. No refrigeration is available, so please plan lunches that will hold for several hours. Milk (white or chocolate) will be available at a minimal cost. Please do not pack any red juice, red punch or carbonated drinks. Due to codes and liability, the heating of lunches will not be allowed.

LunchRoom Rules

- No excess noise or loud talking
- No leaving your seat without permission
- Students must be seated properly at all times
- Absolutely no throwing of food
- Pick up all papers and garbage around the eating area and dispose of it properly as the teacher or lunch room monitor instructs.

Medications

The school is not authorized to dispense medication to a student unless the following requirements are met:

1. The school receives a completed medication authorization form. This form can be obtained from the School Office. The form must be completed by both the physician and parent before being returned to school.
2. Medications are not routinely given at school unless the student's physician indicates a need for the medication to be given during school hours.
3. The medication must be in the original container and labeled with the student's name.
4. No student should carry or administer his/her own medication. Exceptions apply to asthma inhalers and Epipens when the proper form is on file in the School Office.
5. Over the counter drugs such as Tylenol, Advil, Motrin, etc. are considered medication and cannot be dispensed without the proper form being on file in the School Office.

Medical Emergency Plan

Health assistance is available during the entire school day. The School Office is equipped to care for minor wounds and illnesses. When a student comes into the School Office for care, a staff member will determine whether or not the student should remain at school or go home. If the student should need to go home, the appropriate person will be called and the student will remain in the School Office until being picked up. No student is to leave school premises for illness without first reporting to the School Office.

Precautions are taken to prevent accidents and to insure the safety of all children and adults. However, should an accident occur, if deemed necessary, the child will be taken by emergency squad to the hospital emergency room listed on the Emergency Contact Information form. Parents, or persons responsible for the child involved, will be notified immediately. Subsequent medical supervision, if necessary, is the responsibility of the parent or guardian. A report of any accident or illness will be completed and signed by the staff member(s) supervising at the time of the incident. It will then be placed in the child's file.

AIDS Policy

Each case of infection with the AIDS virus shall be considered on an individual basis. The decision about admitting or continuing to enroll an infected student will be based upon the behavior, neurological development, and the physical condition of the student. The expected type of interaction with others in the school environment and the probability of contagion will likewise be considered. A student known to be infected shall be admitted to the school subsequent to the unanimous approval of a screening committee

composed of at least the student's physician, a public health Principal, and the School Principal. If no agreement is reached by the screening committee, the matter will be referred to the School Board for further consideration. The School Board will then come to a decision after further consultation with the appropriate medical experts and the child's parents.

The parents or guardians of an infected student who has been admitted to attend school are responsible for securing such regular medical evaluations and biblical counseling as determined by the School Principal, as to permit a reliable assessment of any change in their child's condition which might affect attendance. Parents or guardians must authorize the release of the results of these evaluations to the School Principal. Their failure to secure such regular medical evaluations or to authorize the release of the results will jeopardize the child's continued enrollment.

A student previously excluded from school may be admitted or re-admitted, pursuant to re-evaluation under the admission procedures specified above, if there is sufficient improvement to warrant admission.

Morning and After School Routine

Students should not enter the main school building before 9:00 a.m. Students are dismissed to their classrooms at 9:00 a.m. Parents are asked to comply with the published Traffic Arrival/Dismissal Procedure. Please drive carefully and **slowly** through the parking lot at all times. **Please do not park directly in front of the school building at any time.**

Playground Rules

- All students are under the authority of the teachers/aides on duty
- No hitting or fighting
- No throwing stones or other objects
- No playing on the blacktop area without permission
- No pushing or shoving on the playground equipment
- No "ninja" kicking for real or play
- Permission to leave the area must be granted by the teacher/aide on duty

Recess (temperature guidelines)

Recess will be outside unless the temperature is 32 degrees or below factoring in the wind chill. **Please dress your student appropriately for outside winter activities.**

School Calendar

The ISOE calendar is created and published every year. It highlights all major academic deadlines and key social events.

School Closing for Inclement Weather

School closings and delays will be reported to the local television stations and on the school's Facebook page.

Soliciting and Selling

Soliciting and selling are not permitted on the premises of Israel School of Excellence for any purpose by staff, parents, students, or outsiders. Solicitation for charitable drives will be permitted only with prior permission of the Principal.

Student Release Policy

Parents must supply the school with a list of people who are authorized to pick up their child after school. A written note should be sent with the child on any day that another person will be picking him/her up. The School Office and the teacher will need to be aware of the change. Unfamiliar persons will be asked who they are and may be asked to provide photo identification. If the school is unable to verify the identity of this person, the child will not be released until parents have been contacted. Please ask any new person picking up your child to come into the school and identify him/herself to the teacher and/or School Office personnel before leaving with the child.

Student Transfer or Withdrawal from School

If it becomes necessary for the student to transfer to another school, such intention shall be reported to the Principal by means of a statement signed by the parents, or the parents shall contact the school personally. Approval for withdrawal will be granted after all school books or other school property has been turned in. Upon request of the school to which the student is transferring, an official report of performance marks and grades, together with other pupil records, will be forwarded after all financial obligations have been met.

The following criteria are used in determining financial obligation:

1. Families withdrawing from school because of being transferred or moving from the area are responsible for paying the tuition for the entire month of withdrawal.
2. A family leaving at the request of the School Board or Principal, for either disciplinary or academic reasons, is required to pay the tuition up through the day of withdrawal.
3. A family leaving to enroll in another area school must pay for the entire semester in which they leave.

Student records may not be released until all financial obligations have been met.

Summer Day Camp

A summer care/day camp is available for students entering grades 1 through 8. Registration takes place in early spring.

Telephone Use

The use of the school telephone by students is permitted at the discretion of the School Office staff in cases of extreme urgency. *Please note* that forgotten homework or other items, after-school social arrangements and the like are not considered to be extremely urgent.

Israel School of Excellence

Tuition & Book fees 2018-2019

Pre-K tuition rates (payable over 9 months, Sep-May)

Pre-K (half-day, 3 days) \$1,540

Pre-K (full-day, 3 days) \$2,599

Pre-K (half-day, 5 days) \$2,599

Pre-K (full-day, 5 days) \$4,149

K-8 tuition rates (payable over 10 months, Aug-May)

Kindergarten 3-day* \$4,145

One Child K (5 day)-8th \$7,985

Two Child K (5 day)-8th \$12,820

Three+ Child K (5 day)-8th \$17,115

Kindergarten students do not apply for the multi-child discounts.

***Tuition rates are divided into monthly payments. For those enrolling late or withdrawing early, a daily rate will be calculated.

Other Charges: Book Rental Fee (per student) \$200

Extended Care Hourly Rates

One Child	\$4.75
Two Children	\$7.00
Three Children	\$9.25

Extended Care rates are billed to the quarter hour.

Visitation Guidelines

We have an open door policy at Israel School of Excellence. Parents may observe and/or visit their child's class at any time during the day. However, we ask that you call the School Office to schedule a time for your visit. Please give consideration to the class schedule when planning a visit. Former students may visit during designated lunch periods only. Please call the School Office for correct times. For security reasons, ALL PARENTS AND VISITORS MUST REPORT TO THE SCHOOL OFFICE UPON ARRIVAL.

SPECIAL NOTE TO PARENTS: 8:45 – 9:00 a.m. is an important time for your child's class. Please respect each teacher and do not engage the teacher in conversation or linger in the classroom.

ISRAEL SCHOOL OF EXCELLENCE STUDENT IMPROVEMENT PLAN

Mission Statement

Israel School of Excellence is to provide students with the tools to one day become righteous men and virtuous women of God; who can succeed and make a positive impact on society through exemplary education and biblical teachings.

Academic Objective

- At the Israel School of Excellence, we believe that all children can and will learn. To ensure that all children will reach their potential....
- We will maintain high expectations and promote academic excellence for all students.
- We will create and support a school environment in which all children and adults feel welcomed,
- respected, trusted, and an important part of the school.
- We will create an environment where we can learn together and support each other.
- We will foster a positive school climate of a caring community which respects and values the teaching of the Bible.
- In order to attain these goals, we will provide a balanced curriculum while continuing our focus on technology and the visual and performing arts as the center of our core curricular and instructional programs.

Vision Statement

ISOE: Innovators and thinkers that are successful in life and enrich the lives of others.

We are... • Creative problem solvers • Driven to take initiative and ready to roll up our sleeves and get the job done • Resilient and unafraid to fail... Try – Fail – Learn – Try again! • Self-reliant • Ethical, honest, and trustworthy

Narrative Description of School

ISOE is located in the Black Oak neighborhood located on the far southwest side of Gary, Indiana. The residents in the Black Oak neighborhood in Gary are low income, making it among the lowest income neighborhoods in America according to information retrieved from Neighborhood Scouts. The neighborhood has a greater percentage of children living in poverty (67.7%) than found in 97.8% of all U.S. neighborhoods.

Neighborhood Scout's research also shows that this neighborhood has an income lower than 93.3% of U.S. neighborhoods. As of 2000, Black Oak had a population of 4,216, which was 84.7% white. It is Gary's only majority Caucasian neighborhood. Poverty levels in Black Oak are similar to Gary as a whole.

The typical household in Gary, Indiana earns only \$26,367 a year, less than half of the American median annual household income. In Gary, 37.6% of people live below the poverty line, the 11th highest poverty rate of any U.S. city.

A disproportionately large share of Gary's workforce lacks the education needed for high-skill, higher-paying jobs. Only 12.5% of area adults have at least a bachelor's degree, less than half of the 30.1% corresponding education attainment rate nationwide.
2016.

ISOE is currently located at the previous Grissom Elementary School which closed in 2014. Grissom Elementary School last recorded demographics was 56% White and 30% Hispanic with a mix multitude of races that makes up the last 14% of the student body in which 90% of the children were eligible for free lunch and 5% were eligible for reduced lunch.

ISOE plans to open in August 2018 with majority of its students from African American families that attend the Israel, The Church of Jesus congregation. It is estimated that 90% of the student population will be eligible for free and reduced lunch

The school is in its first year of reconfiguration. It now is a Kindergarten – 8th Grade building with an enrollment of 50 prospective students. Israel School of Excellence Elementary staff consists of 1 Principal/Teacher Leader, 1 full time nurse and are looking to hire 2 additional classroom teachers, 3 instructional assistants and other support staff. As a result of our data analysis, increased reading achievement continues to be a major goal Israel School of Excellence. The 90-minute Literacy Block has been enhanced by providing additional training to classroom teachers and instructional assistants, by utilizing the Teacher Leader as an on-site literacy specialist, and by implementing benchmarking and leveled reading. Reading non-fictional and informational text has become increasingly important. Israel School of Excellence Elementary adheres to the adopted curriculum of EngageNY with adaptations to meet Indiana Academic Standards. The curriculum is formally reviewed and modified on a subject-by-subject basis as we move towards a digital curriculum. The Indiana Academic Standards serve as the framework around which our curriculum is developed.

Assessments

A variety of both formative and summative assessments are utilized at Israel School of Excellence Elementary School in addition to ILEARN and IREAD-3. The summative assessments are long term in nature and help us look at student academic gains over the long term. The formative assessments are short term and inform our instruction of students. Many of the formative assessments are used to progress monitor students in the RtI (Response to Intervention) process.

Summative assessments include:

- Fountas and Pinnell Reading Benchmark Assessments-This assessment is given to students three times per year. It is administered on an individual basis and is more comprehensive than the running records, although it follows the same format. The Benchmark Assessments include comprehension questions in addition to the text decoding assessed in running records. The Benchmark Assessments are aligned to the Fountas and Pinnell Text leveling system, which we use to place students in reading material that is appropriate to their reading level.
- ILEARN - This assessment is given to grades 3-8 in both English/Language Arts and Mathematics. • IREAD-3 - This assessment is given to our third grade students in March each year. It assesses their reading ability and determines if they are ready to access fourth grade reading curriculum.

Formative/Progress Assessments include:

- Reading Running Records - Reading Running Records are given individually to students as a part of their small group reading instruction. They measure the student's ability to decode text. These running records help us plan for student instruction as they give us an indication if the text being used is on the student's independent reading level, the instructional reading level, or if the text is too challenging for the child. They can also be analyzed to determine what types of errors the student is making and what text clues they are able to use- structural, meaning, and/or syntax.

Israel School of Excellence
Strategic and Continuous School Improvement Plan
READING

SCHOOL WIDE IMPROVEMENT GOAL: 90% of the students will meet or exceed their Benchmark level goal in grades K-8 by the end of the 2018-2019 school year.

<u>Our Current Reality</u>	<u>Percent Reading at Fountas & Pinnell Grade Level Benchmark Spring 2019</u>	<u>Percent Reading at Fountas & Pinnell Grade Level Benchmark Spring 2020</u>
<u>N/A</u>		
K	70	80
1	70	80
2	70	80
3	70	80
4	70	80
5	70	80
6	70	80
7	70	80
8	70	80

ILEARN E/LA Areas of Greatest Concern:

- Literary Text • Nonfiction/Informational Text

<u>Strategies & Action Steps</u>	<u>Who is Responsible?</u>	<u>When will it be completed?</u>
Teach intentional instruction of Comprehension Strategies: inferring, sequencing, cause/effect, fact/opinion, questioning – through Reader’s Workshop approach and Harcourt Storytown	Classroom teachers	Ongoing
Use of Guided Reading Instruction Strategies during the reading block	Classroom teachers, SES staff, Title I	Ongoing
Classroom Language Lessons with a focus to improve the five pillars of reading (phonics, phonemic awareness, vocabulary, comprehension, fluency)	Speech/Language Therapist and Classroom teachers	Ongoing

Interventions

Interventions	Grade	Tier	Frequency	Duration
Phonemic Awareness Groups	K-1	1	Once a week	30 minutes
Guided Reading Groups	K-8	2	5 times/week	30 minutes
Leveled Literacy	K-4	2	5 days/week	30 minutes

Assessment Plan

<u>Formative Assessment</u>	<u>Progress Monitoring</u>	<u>Summative Assessment</u>
Fountas and Pinnell Assessments	Running Records	ILEARN
Running Records	Fountas and Pinnell Assessments	IREAD
	Coaching with Readers	

Grade Level Goals

Our goal is for each child to be reading at grade level or above (as determined by the attached chart). Students who do not meet that criterion on benchmark assessments are discussed at collaboration meetings to determine the best method of intervention instruction. Progress monitoring occurs frequently to measure growth and progress within the intervention.

*Effective 2018-2019 school year, students in grades K-8 will be benchmarked 3 times per year to measure reading progress. The first assessment will be given at the start of school. The second benchmark assessment will be administered in December, and the third in May. The final assessment will be in May.

The start of school benchmark data will determine guided reading and intervention groups for the following school year. Adjustments will be made after each benchmark period.

Professional Development

Core Professional Development: The reading specialist will work with teachers to implement research based comprehension strategy instruction. This occurs through collaborative planning, teaching model lessons, reflective communication following lessons, and data collection and monitoring.

Intervention Professional Development: Deepening our understanding of effective Tier I core reading instruction focusing on responsive instructional decision-making.

Analyzing ongoing reading data and adapting lessons in response to students' needs, altering classroom goals or objectives, and modifying student-grouping arrangements.

Assessment Professional Development: Teachers and instructional assistants were provided training on administering and scoring using the Fountas & Pinnell Benchmark Assessment Kit. Ongoing training provided as needed.

Teachers will receive a refresher on taking and analyzing a running record. Teachers will receive training on using Running Records to inform instruction.

MATH

SCHOOL WIDE IMPROVEMENT GOAL: Students in grades 3-6 will meet or exceed 90% ILEARN passing rates for Math. 70% of students in grades 4-6 will show typical and/or high growth for Math.

<u>Our Current Reality</u>	<u>Percent Passing Math Spring 2018-2019</u>	<u>Percent Passing Math Spring 2019-2020</u>
<u>N/A</u>		
3rd Grade ILEARN	80	90
4th Grade ILEARN	80	90
5th Grade ILEARN	80	90
6th Grade ILEARN	80	90
7th Grade ILEARN	80	90
8th Grade ILEARN	80	90

Goals- Identify best practices toward math instruction and utilizing that time

Strategies

- Curriculum adoption and PD implementation
- Bring in real world examples for problem solving
- Use technology for regular drill
- Focus on essential skills and intervene/common assessments

Parent Guardian Communication

- Weekly/monthly newsletters inform parents of Reading Strategies being taught and the reasoning behind it.
- Grades K-8 will have a standards based report card.
- Family reading night.
- Information on benchmarking will periodically be sent to parents informing them of their child's reading level and progress.
- Parent Teacher Conferences will be held in October to inform parents of their child's progress.

Strategic and Continuous School Improvement Plan **Reading/Language Arts**

2018-2019 Goal

Students in grades 3-8 will meet or exceed 90% ILEARN passing rates for ELA.

70% of students in grades 3-8 will show typical and/or high growth for ELA. All test will be administered by a licensed teacher.

Safe and Disciplined Learning Environment **Plan for Developing Healthy, Caring and** **Responsible Children**

Israel School of Excellence acknowledges that students achieve better in a environment in which they feel safe. Toward this end we have:

- Discipline plans and procedures which follow state and federal law
- A corporation level and a building level School Safety Team
- A corporation level and a building level School Safety Plan
- A corporation level and a building level Crisis Intervention Plan
- Trained School Safety Specialist on site (principal, nurse, a classroom teacher)
- Miss Manners; teaches manners and civility
- Conflict Resolution
- Peer Mediation
- Safety drills for fire, tornado, and Lock Down are practiced routinely
- Safe School Helpline for anonymous reporting of potential problems
- Video cameras in strategic parts of the building

- Identification Tags for students and staff
- A trained counselor is available to all students to deal with personal issues and to teach conflict resolution, social skills, and anger management
- New Staff orientation
- Anti-bullying Program
- PBIS to begin implementing in August 2018 with full implementation by August 2019 establishing procedures for behavior in every area of the building along with rewards for positive behavior and consequences for negative behavior.
- Students held to a high standard of behavior:
- Information on programs is sent to parents

Parent/Guardian will be informed of strategies to help promote student involvement in outside of school activities in the following manner: Information will be shared in the monthly school newsletter and the weekly classroom newsletter. Information will be shared on the school Facebook/Twitter page. Parents will have an opportunity to get information and ask questions at any time as well as Open house, Parent nights, PTO meetings, P/T Conferences throughout the year.

Israel School of Excellence Elementary
Strategic and Continuous School Improvement Plan
SAFE AND DISCIPLINED LEARNING ENVIRONMENT

GOAL FOR 2018-2019	SCHOOL WIDE IMPROVEMENT GOAL: The noise level in the hallways will decrease from level 4 to level 1 during lunch/recess cycles.
Who is Responsible	Strategies & Action Steps
Classroom Teachers	Will review the noise level chart with all students and explain the expectations for behavior in the hallways.
Lunch/ Recess Supervisors	Will remind the students of noise level expectations prior to leaving the cafeteria and before reentering the school building.
Classroom Teachers	Will monitor the students re-entering the building and display cards indicating the current noise level. Noise levels will be graphed daily and students will be rewarded for reducing noise level to a 1

Technology Initiatives

Technology is used in a variety of ways at Israel School of Excellence Elementary School.

Several of these strategies are listed below:

- YouTube will be used to download media clips pertinent to classroom lessons.
- School issued laptops to teachers will aid in the use of various applications such as using FaceTime for virtual field trips, finding locations on Google Earth, creating books with digital pictures, skills practice, etc.
- We will have several document cameras that are used to assist in presenting the curriculum.
- Our school webpage will be kept updated. It includes important information for parents and community members as well as pictures of activities at Israel School of Excellence Elementary School.
- The school's Facebook is another avenue used for parent communication eLearning days-students work from home and communicate through a Learning Management System (Google Classroom) with teachers.
- All staff members receive PD during that day. Think Central- A private learning environment accessed via the Internet using a subscription account.
- Students receive direct reinforcement of classroom lessons based on Scott Foresman textbooks through interactive skill reviews, games, and randomly generated chapter/unit practice, and state and national standardized assessment tests, which are designed to help instill confidence in students before they take the real tests in the classrooms.
- Visual learning tools such as Inspiration and Kidspiration encourage students to develop ideas and organize thinking creatively and confidently.
- A Summer Academy for e-learning will be provided for all staff.
- Technology handouts and tutorial videos pertinent to building technology are created, updated, updated, and published to the school homepage.
- Our ISOE technology team provides one-on-one technology training as requested to help staff members keep their technology skills current.
- Technology team will spend extended time with grade levels who receive new one-on-one devices to help them seamlessly integrate this new technology into their daily lessons.
- Teachers have the opportunity to use one school day to work exclusively on technology projects, either on their own at school or with a member of the technology team.
- Technology directors and possibly the School Administrator will attend the annual HECC (Hoosier Educational Computer Coordinators) conference.
- Interested teachers, and the principal will attend the ICE (Indiana Computer Educators) conference.

- Teachers are supported by the technology team in the areas of record keeping, report card design, and other project implementation and completion.

ISOE Professional Development 2018-2019

ISOE believes that our teachers are our most important asset; therefore, we feel professional learning communities (PLC) will be an important component of our professional development. "Professional learning communities operate under the assumption that the key to improved learning for students is continuous job embedded learning for educators." Learning by Doing, Second Edition.

In a PLC, collaboration represents a systematic process in which teachers work together interdependently in order to impact their classroom practice in ways that will lead to better results for their students, for their team, and for their school. Therefore their collaboration centers around certain critical questions:

1. What knowledge, skills, and disposition must each student acquire as a result of this course, grade level, and/or unit of instruction?
2. What evidence will we gather to monitor student learning on a timely basis?
3. How will we provide students with additional time and support in a timely, directive, and systematic way when they experience difficulty in their learning?
4. How will we enrich the learning of students who are already proficient?
5. How can we use our SMART goals and evidence of student learning to inform and improve our practice?

ISOE structures for providing professional learning opportunities include:

1. School-wide weekly collaboration time for PLC: Tuesdays @ 7:30 AM with additional weekly time determined by each building
2. Elementary schedules with daily common planning time for teachers of the same grade level
3. Summer Academy with the opportunity to learn when teachers are not planning for classes
4. Academic Coaching (Principal) work with teachers individually or in small groups. (model lessons, co-teach, observe/give feedback, and/or assist with researching resources)
5. Occasional opportunities for participating in conferences or workshops outside the district. (Because our budget is stretched providing local opportunities, conferences outside the district will be more limited. If a conference/workshop is determined to be

important to meet district/school goals, participant(s) need to complete the log, including how information was shared with others and the school impact.

6. Learning Connection: Participate in Communities as appropriate to job responsibilities (all staff)

Professional Development Time

- Before or After school
- During collaboration time
- During the school day using subs to replace staff
- Attending conferences or workshops
- School Improvement days
- Summer days with small stipend

Literacy

- Writing Units of Study (Lucy Calkins) professional development and implementation
- New teachers and new instructional assistants will be trained in teaching a guided reading group. (planning for instruction, administering a running record, scoring the running record, and utilizing that data to inform instruction).
- Indiana College and Career Ready Standards will be stressed through our guided reading groups- teachers and assistants will be given two documents to assist them in aligning their teaching points and literature responses to this. We will also look at a deeper understanding of knowledge aligned to these standards.
- Teachers will meet monthly together with literacy coach to discuss and monitor interventions of struggling students.
- New teachers and new instructional assistants will be trained in administering the benchmark assessment.
- All teachers K-8 will receive training in administering the benchmark assessment.
- Teachers in grades K-8 have the opportunity to work with collaboratively to develop units of study within the readers' workshop framework.
- Content teachers in grades 4-8, will develop the foundational knowledge and skills for teaching literacy (reading and writing) in the content area (Lucy Calkins, Heinemann, or other opportunities).

Math

- Eureka Math Institute training for administrators and lead teachers
- Lead teachers presented an orientation to Eureka Math for all math teachers, K-6
- Training in good math instruction and deepening our understanding of effective math practices
- Develop a study group for investigating effective math instruction
- What does effective math instruction look like?

- Real-life problem solving
- Curriculum meetings
- School visits

Lesson Design

- Teachers will look at how they design lessons incorporating learning objectives, effective questioning, and deeper understanding.

PBIS

Meet with teams regularly (monthly) to continue team learning about the process Bullying Training by August 2019

- Teacher training
- Student training in each classroom
- Resources and anonymous reporting procedures placed on the ISOE website
- Volunteer training in each building

Assessment

DOE webinars for administrators/teachers/guidance counselors as needed

- ILEARN/IREAD
- Fountas and Pinnell Benchmark Assessment

Administrators:

Conferences, Workshops, and Networks throughout the state

Data focus during school board meeting

New Certified Staff

- Orientation Breakfast and Meeting
- Building Orientation

Strategies to Attract and Retain Highly Qualified Teachers-

We also offer many professional development opportunities through onsite workshops, coaching, and conference attendance. This again is more than our surrounding corporations. Israel School of Excellence Elementary has a high level of support for teachers through our administration and colleagues. This has led to a low rate of teacher turnover. Teachers want to come to ISOE and stay here throughout their careers. The teachers we hire are already Highly Qualified by passing the Praxis. We encourage their continued professional growth. We also provide our own staff development and our own mentoring program.

Early Childhood Transition-

Kindergarten round-up will be held each spring. Parents are given information about the school by the school team. Once parents indicate they have a child ready to start kindergarten, a personal contact is made to confirm attendance at kindergarten round-up. Round-up information is shared with area preschools, daycares, and is sent to local news media. Parents who have attended round-up are invited back for an informational meeting in the spring. Information is shared on classroom schedules, academic expectations, health services, attendance, school hours, speech and language services, counseling services, and early literacy and teachers are introduced. While the parents are involved with this orientation, the children are involved in craft and play activities in the kindergarten rooms. Kinderready, funded by ISOE, will be initiated in July, 2019. It provides a three-week kindergarten experience for incoming kindergarten students.

Assistance for Struggling Students-

- Israel School of Excellence adopted the Response to Intervention (RtI) model. This is a three-tiered model for instruction. Teachers work with other teachers, special education teachers, and high ability staff to provide different levels of support for students who are in need of a differentiated curriculum, be it high ability or struggling learners. Our school has a RtI team that supports teachers in the process and come together to meet on students when the need arises.
- Each goal identified in our plan has sections on meeting the needs of struggling learners.
- Communication is a key component of our tier model of support. Classroom teachers, and interventionist meet on regular basis to create fluid instructional program for struggling students. The high ability committee works to meet the needs of the high ability learners. This committee communicates with all teachers to support differentiation efforts to meet the needs of our high ability learners. There are various levels of support available to teachers. Teachers often work with the literacy coach to determine how best to help their students. The RtI leadership team provides support in knowing the next step for students. Data is initially used to identify students whose needs are not met through the general curriculum (Tier 1). Data is further used to develop a plan of action to meet each student's needs.

Strategic and Continuous School Improvement Plan
Attendance

Goal 2018-2019

SCHOOL WIDE IMPROVEMENT GOAL: Students will maintain and/or increase the attendance rate at 85% for the 2018- 2019 school year.

<u>Our Current Reality</u>	<u>2018-2019 goal</u>	<u>2019-2020 goal</u>
<u>N/A</u>	85%	90%

<u>Strategies & Action Steps</u>	<u>Who Is Responsible?</u>	<u>When It Will Be Completed?</u>
Maintain accurate attendance records	Secretary	Daily
Supply parents with guidelines from the school nurse to help parents make decisions on when a child is too ill to attend school and when to return to school after an illness	Director of Health Services	Registration
Identify students who are frequently absent/tardy per policy in the student handbook	Homeroom teacher	Ongoing
Attendance/tardy statistics included on each report card	Homeroom teacher	Each grading period
Personal contact with parent/guardian regarding multiple absences/tardies	Teacher	Ongoing
Written contact with	Principal	Ongoing

parent/guardian regarding excessive absences/tardies		
Contact DCS and/or Probation regarding excessive absences/tardies	Principal	Ongoing

Cultural Competency

Israel School of Excellence Expected Enrollement

<u>Category</u>	<u>Percentage of Students</u>	<u>Strategies</u>
Racial Make-Up	African-American- 95% Other- 5%	Currently, the percentage of non-African African students is very small. Each student's needs are considered on an individual basis and interventions are provided as appropriate
Language Minority	0%	Language minority students are assessed using WIDA. Once language proficiency is determined, an Individual Learning Plan is developed for each student to meet specific needs. Interventions such as Rosetta Stone, Reading Recovery, and peer tutors are used
High Ability	<u>N/A</u>	Identified high ability students are involved in a Levels of Service Talent Development model which involves deliberate efforts to discover, develop, and apply the many talents of our

		students. We believe that it is important for the school, the home, and the community to work together to provide appropriate and challenging learning experiences for children.
Special Education	N/A	ISOE with the assistance of the local public school will offer a full continuum of special education services designed to meet the needs of students with a diagnosed disability. The goal is to minimize the gap between the achievement of the special education students and the general education students.
Free & Reduced Lunch	95% estimated	To meet the needs of these students, ISOE has partnered with a variety of community agencies to provide medical care, meet clothing and housing needs, meet dental and vision needs, etc. The Israel Church of Jesus community services are made available to parents to assist them in attending school functions.

Statutes and Rules to be Suspended

511 IAC 6-7-6

IC 20-26-12-24

IC 20-26-12-26

IC 20-26-12-1

IC 20-26-12-2

511 IAC 6.1-5-5.

IC 20-31-4

Plan for Review and Revision of this Plan

Implementation

This plan will be implemented by Israel School of Excellence Elementary School staff members during the 2018-2019 school year.

Review:

The Israel School of Excellence Elementary School Improvement Team will meet quarterly during the 2018-2019 school year to review and evaluate progress on the action plan.

Revision:

The current plan will be revised in the first semester of 2019-2020 after all assessment data has been collected and progress toward goals has been analyzed. The revised plan will be submitted for approval to the ISOE School Board and submitted to SBOE .

Future plans will be written following the new guidelines implemented by the ISOE.

Israel School of Excellence (ISOE)

Background Check Policy

Expanded Criminal History & Child Protection Index Checks

To help ensure a safe environment and as required by state law, Israel School of Excellence (ISOE) will obtain for each individual hired for employment that is likely to have direct, ongoing contact with children as a result of the individual's position an **expanded criminal history check AND an expanded child protection index check**. The expanded criminal history check and the expanded child protection index check should be obtained by our organization prior to the individual beginning employment with the school. The individual will be responsible for the cost to the for obtaining the expanded criminal history check and an expanded child protection index check, if direct costs are associated with the check.

Each individual hired may be questioned about the individual's expanded criminal history check and the expanded child protection index check. Failure to answer honestly any questions related to the expanded criminal history check or the expanded child protection index check may be cause for termination of the applicant.

Any volunteer who may have direct, ongoing contact with children when performing services for the school, but who will be supervised by a certified staff member at all times while performing such services, must provide to the Corporation a limited criminal history check prior to beginning volunteer work for the ISOE. Any volunteer who may have direct, ongoing contact with children when performing services for the school, but who will not be supervised by a certified staff member at all times while performing such services, must provide to the ISOE an expanded criminal history check and an expanded child protection index check prior to beginning volunteer work for the ISOE. The volunteer will be responsible for all costs associated with obtaining the limited criminal history check or an expanded criminal history check and an expanded child protection index check.

Any entity which has a contract to provide services to the ISOE and whose employees have direct, ongoing contact with children when performing those services for the school, must provide ISOE with expanded criminal histories and expanded child protection index histories for such employees. The entity and/or the entity's employees are responsible for all costs associated with obtaining the expanded criminal histories and expanded child protection index histories. An individual who is working for such an entity may also be required to provide the individual's expanded criminal histories and expanded child protection index histories to the school upon its request to do so or to provide consent to the school for it to request expanded criminal histories and expanded child protection index histories of the individual. This provision also applies to an individual who has a contract to provide services to the ISOE.

Any information obtained from any criminal history check and an expanded child protection index check is confidential and shall not be released or disseminated except as required by law.

All school employees and individuals or entities that have contracts for services with the ISOE are required by state law to report convictions of certain crimes enumerated in state law to the ISOE. The superintendent or designee is responsible for implementing regulations to notify the employees, including volunteers, and the entities for contracted services of this duty. In addition to the crimes listed in the state law, the notice shall also include the convictions of the "attempted" crimes listed in the law.

LEGAL REFERENCE: I.C. 20-26-5-10 I.C. 20-26-5-11

Adopted this 16th day of May, 2018



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