



Initial Proposal

*Providing high-quality educational opportunities
for students in the state of Indiana*

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The initial proposal questions are organized to solicit information efficiently and to aid quality review and decision making by Education One, L.L.C. **Education One staff reserves the right to reject initial proposals that do not adhere to the application specifications.**

Throughout the application review process, Education One staff will communicate important information to the charter school applicant designee via email.

Notice of Disclosure

All information submitted as part of the initial proposal (including financial information) is subject to the Indiana Access to Public Records Act (IC § 5-14-3) and subject to disclosure to the public there-under, including disclosure to the media. **In the event that it is the applicant's position that certain information submitted as part of the initial proposal falls within an exception to disclosure under the Public Records Act, the applicant must obtain an advisory opinion from the State of Indiana's Public Access Counselor prior to submitting any initial proposal materials.** If the Public Access Counselor's opinion supports the applicant's position, then any such information contained in the initial proposal that is considered non-disclosable must be clearly identified in the initial proposal as confidential. The initial proposal must further be accompanied by (a) a written statement specifying the particular exception or exceptions to disclosure under the Public Records Act applicable to the information sought to be exempted from disclosure, and (b) the written opinion from the Public Access Counselor that supports the applicant's position that the information is exempt from disclosure under the Public Records Act.

The applicant acknowledges that if the foregoing procedure is not followed, and an initial proposal is submitted, all information shall be subject to disclosure to the public unless Education One, L.L.C. determines that it must withhold from disclosure certain information in the application pursuant to the Public Records Act. Each applicant, by the submission of an initial proposal, acknowledges its understanding that all initial proposal materials are subject to disclosure under the Public Records Act and may be subject to review and copying by the public. Each applicant and its representatives, employees and agents acknowledges and agrees that Education One, L.L.C. Board members and staff, Trine University, the Indiana Department of Education, and any official, agent, employee or representative of the State of Indiana shall not be held liable or legally responsible in any way for any such disclosure pursuant to the Public Records Act, and such parties hereby waive any rights to redress or claims of action pursuant to any such disclosure.

Specifications

- The proposal must be typed and single-spaced, on white, 8.5"x 11" paper, with a minimum of 11-point font.
- If a particular question does not apply to your team or proposal, simply respond "Not Applicable."
- Do not exceed 15 pages for the narrative. Attachments do not count toward the page limit. Applicants completing the optional section on innovations may use an additional five pages, in which case the total narrative should not exceed 20 pages total.
- Complete all pages of the 5-Year Budget.
- Review your initial proposal for completeness before submitting.

Submission Instructions

- Send one electronic copy of the application as one PDF to lindsay@education1.org.

Education One, L.L.C utilized resources found from the National Association of Charter School Authorizers (NACSA) to create this comprehensive charter school initial proposal Information regarding NACSA and its resources can be found at www.qualitycharters.org.

OVERVIEW AND ENROLLMENT PROJECTION

Please provide information for the applicant group's designated representative. This individual will serve as the contact for all communications, interviews, and notices from Education One, L.L.C. regarding the submitted proposal.

Legal name of group applying for charter(s):	Lawrence County Independent Schools, LTD
Designated applicant representative:	Gary D. Conner
Office phone number:	
Cell phone number:	812-583-6689
Email address:	gdconner54@hotmail.com

Names, roles, and current employment of all persons on applicant team (*you may add lines as needed*):

Full Name	Current Job Title and Employer	Position with Proposed School
Albert Cross	Millwright-Welder; GM Bedford Castings	Chairman, Board of Trustees
Ryan Turner	Sales, Marketing, Manager and Owner; Homegrown Auto	Vice-Chairman, Board of Trustees
James Evans	Area Manager; CleanSlate of Southern Indiana	Secretary, Board of Trustees
Gerald (Jerry) Hill	Retiree; NSWC Crane / SAIC	Treasurer, Board of Trustees
Holly Arnold	Registered Nurse; Riley Physicians	Member, Board of Trustees
Jami Hardin	Photographer/Owner; Hardin Photography	Member, Board of Trustees
Chad Shock	Engineering Technician; NAVFAC ML PWD Crane	Member, Board of Trustees
Trisha Turner	Program Manager / Finance and Grants Specialist; Indiana University	Member, Board of Trustees
Greg West	Sr. Cyber Security Engineer; MANTECH International, LLC	Member, Board of Trustees
Gary D. Conner	Retiree; North Lawrence Community Schools	Headmaster

Provide school opening information (*you may add lines as needed*):

Proposed School Name	Opening Year	New Start or Phase-in/Takeover	*Geographic Community	Opening Grades	Grade Levels at Full Enrollment
Fayetteville Community School	2021	New Start	223 Old Farm Road Bedford, IN 47421	K – 4	K – 4
Springville Community School	2021	New Start	126 Brick Street Springville, IN 47562	5 – 8	5 – 8

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

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

Proposed School Name		Fayetteville Elementary School	
Academic Year	Grade Levels	Planned Student Enrollment	Maximum Student Enrollment
Year 1 (2021)	K-4	210	300
Year 2	K-4	231	300
Year 3	K-4	259	300
Year 4	K-4	299	300
Year 5	K-4	300	300
At Capacity	K-4	300	300

Proposed School Name		Springville Middle School	
Academic Year	Grade Levels	Planned Student Enrollment	Maximum Student Enrollment
Year 1 (2021)	5-8	172	350
Year 2	5-8	191	350
Year 3	5-8	211	350
Year 4	5-8	240	350
Year 5	5-8	276	350
At Capacity	5-8	350	350

Does the school intend to contract with a third party education service provider (ESP) to manage the educational program and operations of the school but not hold the charter directly? Yes No

If yes, identify the ESP or other partner organization: _____

Does the school intend to partner or be affiliated with an existing or planned charter management organization (CMO) through which a single governing board governs or will govern multiple schools? Yes No

If yes, identify the CMO or other partner organization: _____

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

Yes No

If yes, complete the table below, adding lines as needed.

Authorizer	Proposed School Name	Planned Submission Date	Decision Date

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

Authorizer	Proposed School Name	Submission Date

PROPOSAL NARRATIVE

EXECUTIVE SUMMARY

The Executive Summary should provide a concise overview of the school design being proposed and the applicant's goals and organizational capacity to execute the plan successfully.

Mission and Vision

1. State the mission and vision of the proposed school. The mission is a statement of the fundamental purpose of the school, describing why it exists. The vision statement outlines how the school will operate and what it will achieve in the long term. The mission and vision statement provide the foundation for the entire proposal.

The mission and vision statements, taken together, should:

- Identify the students and community to be served;
- Illustrate what success will look like; and
- Align with the purposes of the state charter school law and authorizer's stated priorities for new schools.

Mission: *The mission of Lawrence County Independent Schools (LCIS) is to inspire each student to reach his or her greatest potential personally and academically in a peaceful rural school learning environment by providing a challenging and a life-focused curriculum. Students enrolled in LCIS will develop essential life-long learning skills, critical thinking skills, character-building skills and knowledge to ensure that they will be adequately prepared to achieve success in high school and in an ever-advancing global society.*

Vision: *LCIS is intentionally and deliberately designed to be a peaceful rural-school learning environment choice that welcomes and supports all students regardless of their ability; physically, mentally or emotionally. Every student is important to us. Each student has very unique talents and abilities, and we are fully committed to further developing those very special talents and abilities academically and personally so that each student maximizes his or her potential. LCIS provides a safe, nurturing, peaceful and positive learning environment where all students feel appreciated, valued and respected and where all students will learn and achieve their best potential. LCIS inspires students to develop essential skills to be lifelong learners, future leaders and contributing members of our world.*

Beliefs:

- *LCIS has a high expectation for student achievement and behavior.*
- *LCIS welcomes all students, regardless of their physical or mental ability. Every student is important to us.*
- *LCIS will serve the unique needs of every student.*
- *LCIS is dedicated to serving special students who have special needs. Every individual is important to us.*
- *LCIS will deliver specialized and personalized instruction to the physically impaired, emotionally impaired and mentally impaired.*
- *LCIS will deliver specialized and personalized instruction to the gifted and talented.*
- *All students will learn and achieve their maximum potential.*
- *LCIS will offer a variety of instructional techniques in order to provide students with the opportunity to reach their greatest potential academically and personally.*
- *Every student is very important to us, and we are committed to personally working with each student, regardless of ability, so that they will achieve their maximum potential.*
- *LCIS is deliberately designed to offer a peaceful rural school setting, culture and environment so that parents want to become actively involved in school programs and school activities. LCIS strongly encourages parental involvement.*
- *Parents are very important to us. They are the critical foundation for student achievement.*

- *LCIS has a concentrated and an in-depth curriculum in Math and English, and all students will become proficient in both.*
- *LCIS provides instruction, lessons and projects that actively engage students to think critically, communicate effectively and excel academically.*
- *LCIS provides all students, regardless of ability, with a rich targeted education program that integrates projects-based instructional activities blending Literature, Math Science, Social Studies, Art, Music and Technology to solve real-world problems. By using this approach, students acquire essential academic and social skills to achieve success in a global world.*
- *Each student is unique. Each student has very unique talents and abilities. LCIS will work to maximize each student's individual talents and abilities, and LCIS will provide targeted instruction to maximize each student's knowledge, confidence and character so that they are thoroughly equipped to be successful in high school and in life.*
- *LCIS challenges each student by providing a rigorous curriculum that is infused with character development and a community service commitment.*
- *LCIS will be a safe and secure place to be.*
- *All students will develop their personal strengths and have a positive self-image.*
- *All students will learn to work cooperatively with others.*
- *All students will learn to develop a connection to our community, our nation and our world.*
- *All students will have an opportunity to develop and enhance their unique leadership skills during the time they are enrolled in LCIS.*
- *All students will be strongly encouraged to participate in community-based projects.*
- *All students will be proficient in reading, writing, math, and problem solving, and students will be to apply the information learned in a practical manner.*
- *All students will learn to accept responsibility for themselves and their actions.*
- *All students will be engaged in project-based learning through STEAM.*
- *All students graduating from LCIS Middle School will be thoroughly and adequately prepared to be successful in a high school environment that is designed to support a college program and/or a vocational program.*
- *Technology will be used as a tool to support learning, communication and the production of outcomes.*

Educational Need and Anticipated Student Population

1. Describe the anticipated student population; students' anticipated educational needs; and non-academic challenges the school is likely to encounter.

Based on conversations with residents, educational, and community leaders, we are confident there is a strong need for a charter school that establishes high standards, adopts curriculum to support those standards, and actively involves faculty and parents in implementing the goals of the community.

Parents' concerns about the public schools included:

- *poor performance on Indiana ILEARN assessments for grades 3-8*
- *desire for better schools*
- *need for more challenging curriculum for grades K-8*
- *desire for hands-on learning for grades K-8*
- *need for more instructional time for grades K-8*
- *need for before and after school programs*
- *assistance for children experiencing difficulty*
- *inadequate school/home communications*
- *lack of information in the community about the schools*
- *school-board policy of universal bussing, with students bussed beyond fifteen miles and across the county*
- *larger class sizes due to the consolidation of schools*

We are confident that the quality of the instructional program during an extended school day, tutoring opportunities, very strong curriculum, and a focus on parent involvement will address these concerns, attracting applicants, and retaining students.

2. Describe the rationale for selecting the location and the student body.

North Lawrence Community Schools geographically embraces the city of Bedford and six rural, unincorporated communities in outlying townships. The rural communities are fiercely dedicated to their children, their respective community's elementary school and their way of life. At one time, each of these townships had their own K-12 school system and NLCS came about because of the consolidation of those systems in 1975.

The residents in the six surrounding rural areas of the county are very proud of their respective communities. Many residents within their respective communities are very community-oriented, and they are actively engaged in service projects and other volunteer work. Because of the small, rural community feel and the availability and closeness of community schools, many people purchased houses in the rural setting to raise their children in a serene rural community environment.

Based upon the NLCS School Board's planned intentions and actions, the residents in the three rural areas where elementary schools were designated to be closed, along with other residents of the community, rallied to appeal to the NLCS School Board to leave the schools open. Hundreds of community members attended NLCS School Board meetings. A large portion of the community demonstrated to the NLCS School Board that they were not supportive of the Board's plan. The NLCS School Board was unwavering in their intentions to close the schools and they also appeared to deliberately ignore the community outcry.

Due to concerns over school size, teacher-student ratio, and required transportation time to more distant locations, an NLCS Parent Group was formed to unify and solidify community actions. Even though there was significant community turmoil with the NLCS School Board's intentions, the NLCS School Board voted on January 6, 2020 to close the noted school buildings at the end of the 2019-2020 school year with the motion passing by a 4 to 3 vote.

For the rural residents involved, many felt the Board ripped the heart out of their respective communities. The three rural school buildings being closed were the newest school buildings within the school corporation, having been constructed or extensively remodeled in 2006. Before the NLCS School Board could act to close the three elementary school buildings, they had to restructure the debt remaining from the construction period. This debt was scheduled to be paid off in 2026. At some time before the closure vote, the NLCS School Board voted to alleviate the current debt structure on these buildings.

The three rural elementary schools slated for closure are Fayetteville, Springville and Heltonville. In addition to closing the three elementary schools, the NLCS School Board voted to close Shawswick Middle School and repurpose Stalker Elementary School located within the Bedford city limits.

Based upon community input and interest, a group of citizens came forward to pursue the establishment of a 501c3 non-profit organization that could support public charter schools in these communities. The group felt that there was enough support in at least two of the rural communities to establish charter schools. The 501c3 came together as the Lawrence County Independent Schools (LCIS) with an organization committee and they also established a founding Charter School Board of trustees to support the public charter school and assemble the required charter school application.

The public charter school is being intentionally planned to serve the communities of Springville and Fayetteville with a place-based curriculum designed to surpass the previous school's performance as measured by the Indiana Department of Education while maintaining the small, rural school learning environment. Lawrence County Independent Schools intends to support a K-4 / 5-8 split educational platform between the Fayetteville and Springville locations.

Education Plan/School Design

1. Provide an overview of the education program of the proposed school, including major instructional methods and assessment strategies and non-negotiables of the school model.

LCIS is being carefully designed to be a K-8 education platform having two classes per grade level with a maximum of twenty-five (25) students per class. Fayetteville will accommodate grades K-4, and Springville will accommodate grades 5-8.

Instructional Model: The LCIS Board is determined to provide a curriculum and an educational setting that is second to none. The K-8 curriculum is being designed to meet the individual learning styles of every student, regardless of ability. The teachers will meet in both vertical and horizontal grade level curriculum alignment teams to ensure that every student will be fully and adequately prepared to meet the challenges of the next grade level curriculum as they matriculate through the K-8 education setting. The lessons, strategies, and assessments will be aligned with currently adopted Indiana Academic Standards. The emphasis will be on providing essential support to students through classroom instruction, tutoring, instructional labs, project-based activities and online programs designed to reinforce and enhance classroom instruction. LCIS will also provide STEAM curriculum endeavors, projects-based activities, technology, robotics opportunities and foreign language in the education platform. In Math, students will have an opportunity to accelerate through Algebra and Geometry before graduating from the eighth grade. For accelerated students, they may be able to move into advanced courses beyond Geometry.

Curriculum and Instructional Design: LCIS will provide a school year of 180 full-days of student instruction, and an extended 7-hour school day, which is two hours above the State requirement of a 5-hour school day. This is a total of 360 additional hours of instruction, which equates to 51 additional days of instruction per school year. Daily instruction will include 90-minute blocks of reading and math, and during the week, two 60-minute sessions for Art, music and physical education, which coincides with teacher plan periods. Social Studies and Health and Wellness will be 60 minutes. Foreign language will also be incorporated into the curriculum beginning in the elementary grades. There will be one hour of afterschool activities that include tutoring, homework help, and extracurricular activities such as instrumental, drama, dance, choir, athletics, Lego®, and robotics. Identified students will participate in a three-week summer school program, STEAM camps and various competitive enrichment programs.

LCIS will provide a rigorous standards-based curriculum and evidence-based instructional strategies that build a deeper understanding of content through the practical application of skills using authentic learning activities that enhance critical thinking and problem-solving skills to ensure that students are prepared to take advanced coursework in high school and college. Multiple layers of support for new and beginning teachers will be provided. Classrooms will be student-centered where the teacher serves as a “facilitator” of learning. During reading and math instruction, the teacher provides whole-group, flexible small groups, paired, and independent work instruction. This model builds students’ self-confidence and encourages them to take ownership of their learning by completing design challenges from start to finish. This model develops critical thinking, creativity, collaboration, communication, team building, and respect for diverse or alternative viewpoints needed to be effective in the workplace.

LCIS will set high, yet attainable, performance goals to ensure the academic success of all students. Teachers will use data from diagnostic, formative, and summative assessments and quarterly benchmark assessments to monitor student learning, differentiate instruction during small group instruction, and make informed decisions about teaching and student learning.

All students at LCIS are fully integrated into an interdisciplinary, inclusive, whole-child approach to education that prepares them for high school and a more global environment, equipping them for a lifetime of active participation in the building of community. The staff at LCIS believes that every student can learn and can achieve great things for themselves and/or the community.

Students at LCIS are immersed in a rigorous and engaging curriculum that is specifically designed to develop skills that are necessary to be a productive citizen in the twenty-first century. In addition to educational excellence in Reading, Writing, Mathematics, Sciences, Arts and Humanities, staff are committed to providing students with a nuanced informal social-emotional educational experience, to provide them with the interpersonal tools they need to be able to successfully engage with others throughout their lives, including those who see and experience the world very differently from themselves. LCIS is committed to helping students develop the will, skill and capacity to see themselves as obligated and inspired to contribute to the greater good for the remainder of their lives.

LCIS strongly believes learning should be differentiated in order to meet the learning styles of all students. The learning environment will involve using the traditional classroom setting where instruction will be combined with courses offering lab experiences and technology-based instruction. Students will also have the opportunity to participate in project-based opportunities.

The curriculum will be integrated across all grades. Beginning in the lower grades, the Core Knowledge Sequence will be the foundation of the curriculum in social studies, science, physical education, music, and art.

Instructional Strategies (Literacy): During Literacy, both the classroom teacher and the classroom aide will deliver small-group instructional activities, with the classroom teacher being primarily responsible for Reading Comprehension and the classroom assistant working with students on Phonics instruction using a station-rotation model. The daily schedule will include differentiated small group instruction to support the general classroom and to best instruct English Language Learners (ELLs) and Special Education (SPED) students during small group Literacy rotations.

A substantive amount of time each day at LCIS is dedicated to the teaching of skills, habits and behaviors that readers and writers need. Reading and writing are taught through a structure which comes out of Teachers College at Columbia University. This approach allows time for direct and individualized instruction, student application of the skill/strategy taught, and a reflection time.

The classroom time is highly structured, predictable, purposeful and well-planned. Classroom time allows for students to take initiative, create work, and learn in a way that is meaningful. The instructional platform is consistent with the authentic experiences, complex learning, negotiated curriculum and metacognitive experiences students have throughout their day. The environment engages them in the real work and problem-solving of readers and writers on a daily basis. This approach is founded upon the belief that students must be actively involved in and reflect upon their learning.

During the instructional platform, there are four consistent and predictable structures. The four structures are:

Connection: The mini-lesson is connected to the needs of the students and their work.

Teaching: A skill or strategy is directly taught to the students.

Active Engagement. The purpose is to build confidence with the newly learned information.

Linking: The teacher links the new strategy to the work the students are about to begin.

Students will receive 90 minutes of Literacy and 90 minutes of Mathematics instruction each day. Within this extended time, teachers execute school-wide systems and routines to ensure daily transitions (i.e. in-class transitions, restroom breaks, transition to lunch and transition to electives) are efficient and do not encroach on instructional time to keep students on task. As with successful models in business, industry and the professions, students will develop successful routines and timely habits.

Age-appropriate speaking will be incorporated to help build academic skills and habits to propel students forward through future academics and life, as students will develop over time to think clearly, and articulate their thoughts and ideas to a larger group with linguistic precision.

In Literacy and Math, students are taught Habits of Discussion, starting with the basics of sharing their thinking in complete sentences and the art of expressing both agreement and disagreement using aspirational language structure that can be mastered by their grade level. The Cognitively Guided Instruction (CGI) model will be used in mathematics, where students explain strategies to solve problems with classmates. Students develop the confidence and skills of articulating themselves clearly in grades K-4, so that when they move to grades 5-8, they can begin to engage in "Socratic" seminars and debates where they guard and defend their interpretation of different texts. This will serve them well as they move to high school and post-secondary studies and life beyond traditional education.

Instructional Strategies (Math): LCIS is committed to ensuring that students see themselves as mathematicians. Too often, students think they are either "good" or "bad" at math, without having a true understanding about what it means to be a mathematical thinker. Because of this, staff have adopted a set of Math Core Values based on the work of Jo Boaler of Stanford University. These values represent LCIS's most important thinking about the math experience for all learners. These core values encourage a positive and exciting engagement with math learning both at school and at home.

LCIS believes that all students need to understand the essential concepts of numbers and computation, geometry, data analysis, probability, problem-solving, measurement, and algebra. To do this well, the teaching of Mathematics has its own targeted time, as well as an intentional focus within a blended projects-based curriculum.

LCIS uses a Math curriculum called Saxon as the foundation for our K-5 Math program. Lessons incorporate increasingly complex visual models - seeing, touching, working with manipulatives, and sketching ideas - to create pictures in the mind's eye that help learners invent, understand, and remember mathematical ideas. By encouraging students to explore, test, and justify their reasoning, the curriculum facilitates the development of mathematical thinking for students of all learning styles.

For grades 6-8, LCIS utilizes the Open Up Resources curriculum. On a daily basis, students using Open Up Resources employ problem solving strategies, question, investigate, analyze critically, gather and construct evidence, and communicate rigorous arguments to justify their thinking. With the instructional materials, students can tackle mathematical ideas set in everyday contexts to help them make sense of otherwise abstract principles. Students are taught how to gather

and organize information about problems, break problems into smaller parts, and look for patterns that lead to solutions. Beyond the core Math curriculum, students explore Math through art and design in a blended curriculum.

From the start of their academic careers at LCIS, students learn the core values of respect, responsibility, integrity, perseverance and unity. Teachers and administrators will explain why these values are important and provide models for students to follow. Positive feedback is used to encourage appropriate student actions and discourage inappropriate student actions. During weekly grade-level Community Circles, teachers identify students publicly, and explain why they have been consistently displaying core values, so that important values and habits will become second nature for students' future academic careers.

Students will receive art instruction during the school day that supports them with the creation of their engineering design models and prototypes. In addition to this instruction, students will be able to participate in Drama, Dance, Choir, and Instrumentals one hour after school every day during our extracurricular programming.

The importance of community service will also be stressed by providing strategic opportunities for students to serve others in the surrounding area. All staff will engage in at least one community project per year, and families and community stakeholders will be encouraged to join and participate. Through community service, students will realize the power that lies inside of them to influence positive change for others.

Regardless of their future academic paths, students will become comfortable with technology in general, and learn not to be intimidated by technological change, all while maintaining the important humanistic values they are developing. As a result, all LCIS students will have an electronic course; age appropriate in grades K-4, and more deliberate and structured in grades 5-8. The courses will be consistent with suggestions by the Partnership for 21st Century Learning, a national organization committed to ensuring students have the knowledge and skills to thrive in an ever-evolving, technological world.

Assessments and Student Promotion: *LCIS will hold each student accountable for meeting the highest academic standards set by the state of Indiana. K-8 students must demonstrate mastery of the Indiana Academic Standards and also meet the standards of the Core Knowledge Sequence. Students must demonstrate proficiency in all required areas in order to be promoted to the next grade level.*

In grades K-8, data will be used to assess the student's progress. The data analysis will include student grades, ILEARN scores, iRead 3 results, AIRWays scores, and STAR assessment (Piloted) results. Students may be retained for one year in the same grade. Every effort will be made to ensure that a student is successful. Remediation programs, learning labs, and tutoring will be provided for those students who show a deficiency in attaining the standards.

The school will immediately notify parents of those students who struggle and have difficulty in mastering essential skills. Intervention will take place at the earliest signs of difficulty. The teachers will work with the student and the parent in developing an Individual Learning Plan. This plan will be used to monitor the student's growth and performance as they progress through the year.

LCIS will use a "team" approach in determining the most effective ways in which to help students. The teacher will play a pivotal role in monitoring those students that are academically at-risk. The teacher will work with the student and his or her parents to establish an intervention plan that will address the areas in which the student may need support. The plan will clearly define areas of concern and how to address these concerns. The goals of the plan will be specific. The critical component to this process is that all stakeholders work together and communicate on a regular basis to keep one another abreast of any concerns or changes in the student's behavior. Tutoring programs will be established to work with students in small groups or on an individual basis. Students will also be able to work with online remediation programs. The teacher will meet with parents to get their input and keep them informed regarding the progress of their child.

Exit Standards: *In order to set students up for future school success LCIS has adopted rigorous exit and promotion standards.*

LCIS's promotion policy is rooted in a balance of understanding that while students learn at different rates and may experience plateaus at different times as they grow, mastery of grade-level academic standards is the best measure for promotion to the next grade level. This operating platform ensures that a student can be successful in the academic opportunities and challenges of the next grade-level. We anticipate that our school design and its multi-tiered support system will allow students to earn promotion each year. If a student does not demonstrate readiness for the next grade even with such supports, the student may be retained. If student retention is determined, staff will develop an individualized plan with teachers and the family to support student success the next year.

Three factors will be considered for promotion: attendance, overall reading level, and grade-level standard mastery, as specified on the report card. In all grades, students who accumulate more than 15 absences during the school year will be considered for retention in their current grade level. Absences resulting from out-of-school suspensions will not be excused.

All promotion requirements will be communicated to families upon enrollment.

Our grading policy is based on demonstration of mastery of foundational skills, particularly reading, and the Indiana Academic Standards. Daily attendance is vital to student success, allowing the school to support students as they pursue academic success and simultaneously teaching students to take responsibility for their educational futures. Students who miss more than 15 days of school may be retained. LCIS will adhere to all regulations regarding extended illness during which LCIS will provide school support and tutoring and which does not impact attendance averages.

Staff will communicate regularly with families to ensure that every student is able to meet attendance requirements, including daily/weekly progress reports, four formal report cards, and the requirement that all classroom teachers speak with all families a minimum of one time monthly.

The building administrator, or designee, will closely monitor attendance day-to-day. The building administrator will meet with a family if their child has accumulated over five absences, and the school will work to create and support attendance action plans. In the rare occurrence of a student repeating a grade, the principal will meet with the student and his or her parent or legal guardian to discuss an action plan for the coming year. Interventions may include increased in-class support or mandatory tutoring instead of enrichment. LCIS will harmoniously work with families to determine the best course of action on an individual basis. Every attempt will be made to ensure the success of every student. Every student is important, and the staff at LCIS is dedicated to helping every student achieve success.

2. Describe the evidence that demonstrates the school model will be successful in improving academic achievement for the targeted student population.

The description should include, at a minimum, the following items:

- Basic learning environment (e.g., classroom-based, independent study, virtual),
- Class size and structure,
- Overview of the curriculum,
- Use of technology in delivering instruction (if applicable),
- Plans for ensuring the school is staffed with highly effective teachers, and
- Evidence-based support.

Basic Learning Environment: *The LCIS Board strategically designed the education platform to be a small, peaceful rural school learning environment choice that welcomes and supports all students regardless of their ability; physically, mentally and/or emotionally. The LCIS Board is leading the way in organizing LCIS. The LCIS Board is determined to maintain and enhance the engagement of everyone connected with the school. There will be a strong emphasis on parental involvement. There will be an emphasis on enhancing critical thinking, reading, oral and written communication, as well as Math and technology skills for all students. LCIS will serve the complete spectrum of students with a special emphasis on meeting the needs of low-achieving students, including those with IEP's. In addition to community support, LCIS will also strive to foster a strong partnership with businesses and industry within the region. The LCIS Board firmly believes that every student is extremely important. They also believe that each student has very unique talents and abilities. LCIS is committed to only employing individuals who both support these important values and are fully committed to further development these very special talents and abilities, both academically and personally, in our young people, so that each student maximizes his or her fullest potential.*

eLearning Program: *eLearning has quickly become a valuable tool and resource for students to continue their learning without interruption whenever weather or other circumstances prohibit students from being in a brick and mortar classroom. LCIS wants to ensure that students and parents are comfortable with the eLearning Program that will be put into place. Upon enrollment, students and parents will be made aware of the expectations for eLearning days. Practice and preparedness are the keys to a successful eLearning program and upon completion of LCIS' plan, students and parents will be provided training and assistance with completing their distance learning in a stress-free way.*

Class Size and Structure: *LCIS is intentionally designed to be a peaceful rural school setting for grades K-8. LCIS is a place where every student is appreciated, respected and valued, and it is a place where teachers want to help every child succeed. It is the*

desire of every staff member to encourage and challenge students to do their personal best. The culture for LCIS is intentionally designed in a manner where students want to come to school because exciting things are happening. At capacity, there will be twenty-five students per class. Once the school reaches maximum capacity in a grade level, LCIS will develop a waiting list for prospective enrollees for that grade level.

Use of Technology in Delivering Instruction: Technology will be used as a tool to support learning, communication and the production of outcomes. Additionally, LCIS will implement an eLearning program for students, and will ensure that students and parents are comfortable with the model put in place by building eLearning days into their school calendar. Upon enrollment, students and parents will be made aware of the expectations of eLearning days, and will be provided training and assistance with completing their distance learning in a stress-free way.

Plans for Staffing Effective Teachers: The board has hired a Headmaster contingent upon charter approval. The Headmaster will begin working with the Board to conduct interviews with prospective candidates for the other building principal assignment. Upon the approval of the charter, the Headmaster will then work with the Board to finalize the appointment of the building principal and the counselor.

The Headmaster and the other building principal will work with the Board in identifying, interviewing, and hiring the teaching staff and other personnel. For the newly authorized charter school, the Headmaster will interview all teachers and hire those who best meet the criteria for teaching in a charter school. These criteria include, but are not limited to:

- be a team player
- be self-directed
- have high expectations
- have a caring heart
- have a desire to help others
- respectful of authority
- possess good communication skills
- possess a strong work ethic
- show verifiable knowledge of content area
- have the ability to relate to students
- possess integrity

In addition to interviewing any existing NLCS staff that apply, the Headmaster will contact the surrounding universities' job candidate career fair coordinators in order to identify and interview prospective teacher candidates, attend college/university job fairs, reach out to Teach for America and access the IN-DOE School Personnel Job Bank. As part of the interview process, candidates will be expected to provide a portfolio containing his or her educational philosophy, resume, letters of recommendation, and evidence of exceptional work either as a classroom student (college) or as a classroom teacher (if the candidate has had teaching experience). The candidate will be asked to provide all pertinent information relating to classroom performance and expectations in an attempt to hire the best and most qualified teacher for the students of LCIS.

The Headmaster will establish a leadership team comprised of experienced, highly qualified teachers who will work with the staff in providing academic support, guidance, and professional development to ensure that students are being taught by well-prepared teachers who have strong content knowledge. The building principals, along with Lead Teachers, will track and analyze academic data and work with the respective building leadership teams to develop strategies designed to improve instruction. The counselor will also work with the leadership teams, teachers and administration to monitor the behavior, attendance, and grades of students. Teachers will be kept abreast of student performance and any issues that might interfere with the student's ability to be successful in the classroom.

In accordance with Indiana Law and Regulations, all administrators and teachers will be evaluated annually (IC 20-28-11.5-4a and 4b). Evaluations will include observation of teacher practice, review of supporting evidence, and student achievement and growth data. The Headmaster and the other building principal will receive training and support, as needed, in evaluation skills to conduct the annual evaluation of all certificated employees. The Board of Trustees will conduct the annual evaluation of the Headmaster.

3. Summarize what the proposed school would do more effectively than the schools that are now serving the targeted population and how the school would achieve its goals.

It is the goal of all involved with LCIS to provide the students of this community with an education far superior to the education received at surrounding school corporations. LCIS is being intentionally designed to serve as a small, peaceful, rural school learning environment where staff members will be able to know every child by name, and every staff member will strive to make the school feel like a family environment. In addition to academic rigor, the staff wants to help every child learn character building traits that will help them cope with life. The staff intends to personalize instruction. In addition to knowing the kids, the staff wants to actively engage with each family. The harmonious partnership involving the school staff, the parents and the students is essential in order to best serve our students. LCIS intends to make sure that each parent and each child feels appreciated, valued and respected each day.

In attaining the now empty school buildings in the Springville and Fayetteville communities, LCIS will allow students to remain in their own communities. Students will have a stronger sense of a rural community and the values reflected in those communities.

The sudden change in education brought about by the recent pandemic, has caused LCIS to focus on what effective distance education should look like. LCIS will more efficiently train parents and community members in the methodology and technology necessary to facilitate distance learning on both short term and long term basis. LCIS has developed a comprehensive e-learning plan that addresses school closures due to inclement weather, teacher professional development, and pandemic-like issues that many schools suffered with this year. Many schools in the surrounding areas struggled to provide an efficient and quality education.

The staff at LCIS will be valued as educational professionals by being granted the opportunity to have input in the educational process of their students. They will be better accommodated in the needs of their students and appreciated which will create a better environment for the families we serve.

Students will receive at least one hundred minutes of reading and language arts engagement and one hundred minutes of math engagement every day. A strong emphasis is being placed on the mastery of these disciplines. LCIS firmly believes that every student must master the academic standards for these disciplines in order to meet prerequisites for future career endeavors. Because of the curriculum focus, LCIS is intentionally devoting additional instructional time each day to math and language arts. In grades K-4, each classroom will have a full-time instructional assistant. The intent of providing a full-time instructional assistant in each classroom is to provide an extra set of helping hands and a caring heart as the teacher and the instructional assistant work with students.

LCIS, unlike surrounding corporations, will be offering foreign language beginning in the elementary grades so that students will be actively engaged in a bilingual learning platform as they enter, live, and cope in a global environment.

All students will be engaged in hands-on learning opportunities in all facets of the curriculum. Students will be engaged in STEAM-related projects-based learning opportunities. This approach will blend science, technology, engineering, arts, and math together to replicate real-world experiences. School personnel want to offer and engage students in Legos, robotics, and other technologies to cultivate and advance their creative imaginations.

LCIS will also develop a school-wide media program that will work with Indiana University School of Media to develop media skills for students to be college and career ready. School personnel want to use both the indoor classroom setting and the world outside as learning venues.

Among the varied outdoor school-related activities, school personnel would like to be able to develop and use the F2T, Farm to Table, program as a means to help students learn about food groups, plants, vegetables and gardening. School personnel will also take students on outdoor excursions to explore science and nature. The staff wants the universe to be the playground of instruction for students. Every child is important, and special curriculum plans will be developed for students with special needs. LCIS plans to support a significant number of children with special IEPs or Section 504 Plans.

4. For Blended Learning Operators Only: As described in IC § 20-24-7-13, Indiana statute defines a virtual charter school in the following manner: a virtual charter school “means any charter school, including a conversion charter school, that provides for the delivery of more than fifty percent (50%) of instruction to students through: (1) virtual distance learning; (2) online technologies; or (3) computer based instruction.” Describe the number of hours per day that instruction at your proposed school will be delivered through virtual distance learning, online technologies, and/or computer based instruction. Does your proposed education model meet the definition of a virtual charter school as defined under Indiana law? If yes, please ensure your budget assumptions reflect Indiana’s funding formula for virtual charter schools.

Not applicable

Community Engagement

1. Describe the relationships that you have established to generate community engagement in and support for the proposed school.

The COVID-19 Virus pandemic has created significant restrictions on large public meetings and has greatly limited our ability to accumulate local community testimonials of support from community families. We have opened a new Facebook page and website on May 19th, and have begun obtaining letters of support and "Student Information Form" which should give us confirmation of our

high expectations for first year enrollment. A copy of the "Student Information Form" can be found at: <https://forms.gle/2i8XXR94vBZcxsVs5>.

We have submitted a grant request to the Lawrence County Community Foundation for support of a "Good-bye to my School" event which will be held at each of the four elementary schools which are being closed and we expect other local businesses to help match the grant amount. All students that were enrolled in the four schools, along with their teachers and school staff will be invited. Due to timing on the grant award, that event will be held in early July.

On May 23rd, we held our first fundraiser, a community yard-sale event, which earned over \$1,000 and had a wonderful turnout with additional Student Interest Forms completed on-site. We have also begun creating marketing content for our schools to share both digitally and hard-copy via mailers to community residents.

There is a very small business/government community in the Springville/Fayetteville area. We will be getting letters of support from each of them.

- Perry Township VFD
- Springville General Store
- Mosier Enterprises
- Regional Veterinary Services
- Indian Creek Township VFD
- Gear Works Towing and Salvage
- Rogers' Group
- A-1 Excavating
- Springville Feeder Auction
- Rob's Auto Repair
- E&B Paving
- The SASSI Institute

A large number of churches in the area will also be asked to submit a letter of support.

Our State of Indiana and US Congressional Representatives will be asked for letters of support.

- Indiana State Rep., Chris May
- Indiana State Sen., Eric Kock
- US Representative, Trey Hollingsworth
- US Senator, Mike Braun
- US Senator, Todd Young

We have a number of our Board of Trustee members and community families who are current or former employees of two of the largest employers in the area. That includes Crane Naval Base and/or Indiana University and their support contractors. The possibilities for formal and informal partnerships are significant.

2. Describe how you have assessed demand and/or solicited support for the school and summarize their results.

Prior to and immediately following the January 6th meeting of the NLCS board of School Trustees in which authorized the closing of 5 schools in the district, the community began to voice its dissatisfaction with the level of trust in NLCS and the quality of education received from NLCS. Members of the community have become very vocal in their response to NLCS' consolidation and the response to the COVID-19 pandemic and school closures. The community outcry has been well documented in local press (WBIW.com; The Times Mail, a subsidiary of The Herald Times newspaper), on social media (specifically, personal Facebook pages, local community Facebook pages, etc.), and in messages directly to the School Board of Trustees or the Superintendent.

Members of the LCIS Board of Trustees have also heard from numerous staff members and teachers in NLCS that their working environment has suffered greatly. In many cases, they feel they are not afforded the tools or the opportunity to provide the kind of education that students should be entitled to. Many teachers are operating using materials that are outdated or are paying for their materials out of their own pocket. Staff members are reporting having to do tasks that are well outside their scope of work in support of consolidation, and at a time of worldwide pandemic, no less. These things have all been reported and recorded in NLCS public sessions in their Board Meeting audio and minutes. NLCS has also reported publicly that they are losing a great number of teachers to surrounding communities and we feel that departure is closely related to the reports we hear from teachers and staff of their working environments.

Additionally, following the public announcement of LCIS's formation and plan to open in Fall 2021, the community has been very positively responding to our local news, Facebook announcements, and our website. Within the first week of our announcement, we have already received over 100 student interest forms from prospective students. With continuing marketing efforts and community outreach in the local activities, news, and postal service announcements, we anticipate being able to reach additional families whose may have less availability to digital media to generate additional student interest.

Leadership and Governance

1. Provide an overview of the proposed network governance, management structure, and leadership team.

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

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

The Board of Trustees has full confidence in its first Headmaster. Headmaster Gary D. Conner has committed to at least two years as the founding Headmaster. As the past superintendent of the former school district responsible for the Fayetteville and Springville Elementary Schools, he brings contacts, relationships, and a teacher recruiting capability that is unique. He has served as a teacher, school administrator, and district superintendent. His passion for teaching children and his love for the schools that he attended as a youth is inspiring. He is uniquely and highly qualified and capable of addressing all aspects of school leadership and will ensure that this model is implemented with fidelity and enthusiasm.

The Founding Board of Trustees is currently comprised of nine individuals who are respected in the community and have a close relationship with the target families in the geographic area we plan to primarily serve. They can be trusted to provide governance and oversight for LCIS to ensure success. The Board of Trustees will uphold the mission and vision of LCIS to provide rigorous Math and English content knowledge through focused, place based instruction that will prepare K-8 students for either a vocational or a college prep focus as they transition to their choice of high school. The Board of Trustees are committed to the academic success of all of our students with special focus on our Special Population and At-Risk Students.

After the charter application is submitted the Board of Trustees will plan to offer training for Trustees. That training will include but not be limited to:

- The Public Records Act
- School Board Roles and Responsibilities
- Leadership and Stewardship

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

2. Identify the strengths of the proposed governing board and leadership team.

BOARD OF DIRECTORS QUALIFICATIONS AND EXPERIENCE		
Founding Members	Governance Roles	Qualifications and Experiences
Gary Conner	Headmaster of School Ex-Officio of the Board	School Leadership, Administration, Governance, Curriculum, Instruction, Assessment, Financial, Business, Human Resources, Performance Management, Parent and Community Engagement, Facilities Management, and School Legal Compliance.

Albert Cross	Board Chairman	Governance, Financial Business, Performance and Operations Management, Parent and Community Engagement, Marketing, Recruiting, Branding, and Fundraising.
Ryan Turner	Board Vice-Chairman	Governance, Higher Education Administration, Curriculum, Instruction, Performance and Operations Management, Community Engagement, Marketing, and Recruiting, and Human Resources
James Evans	Board Secretary	School Leadership, Administration, Curriculum, Instruction, Assessment, Performance Management, Parent and Community Engagement for special population students.
Gerald Hill	Board Treasurer	Governance, Financial, Business, Performance and Operations Management, and Facilities Management. Grant writing.
Trisha Turner	Board Trustee	Current year financial management and next year budget projection planning. Parent and community engagement, Legal Compliance, assist in media communication.
Greg West	Board Trustee	IT management and distance learning systems and programs. Community and Business partnerships.
Jami Harden	Board Trustee	Community family outreach, special population and at-risk student programs.
Holly Arnold	Board Trustee	Oversight of health, safety and emergency first aid programs, support fund raising planning and fundraising financial oversight, support of special population and at-risk student programs.
Chad Shock	Board Trustee	Oversight of facility maintenance programs, support major maintenance planning and budgeting, planning for the shuttle bus requirements, and for the future addition of a bus route/stop program servicing the primary geographic area.

3. Explain how the governance and management structure will provide for stable, effective governance and leadership for the proposed school long term.

Board Officers will have job descriptions that identify their roles and responsibilities as Board Officers. Board Trustees have worked as a team for only a few months, but have quickly united as a team which recognizes the strengths of each Trustee and matched each Trustee to the role and committees for which they seem to be best suited. Some of the roles and responsibilities of our officers are described in the chart below:

ROLES AND RESPONSIBILITIES	
Board Officers	Roles and Responsibilities
Chairman	<ul style="list-style-type: none"> ● Works with the Headmaster, other Board officers, and committee chairs to develop the agenda for board meetings; and presides at all board meetings; ● Serves as the Ex-Officio of all standing committees; ● Appoints Ad Hoc committees and focus groups; ● Ensures effective and efficient communication between committees and the Board; ● Oversees the implementation of board and organizational policies; ● Ensures that appropriate administrative practices are established and maintained; ● Ensures an effective system for the hiring and evaluation of the Headmaster; ● Reviews the operation effectiveness and sets priorities for further development; ● Works in conjunction with the governance committee to manage the development of the Board; ● Represents the Board in the community and at LCIS events and activities; and

	<ul style="list-style-type: none"> Assumes major role in fundraising activities.
Vice-Chairman	<ul style="list-style-type: none"> Discharges the duties as required in the absence of the Chairperson; Works with the Chairperson to assist in developing the agendas for meetings; Advises the Chairperson on appointing volunteers and key committee chairs; Supports and challenges the Chairperson in his/her responsibilities to address organizational priorities and governance concerns; Represents the Board in the community and at LCIS events and activities when the Chairperson cannot attend; and assumes other duties as delegated by the Chairperson.
Secretary	<ul style="list-style-type: none"> Provides direction for keeping legal documents including minutes of all meetings of the Board. Certifies and keeps the original or copy of By-Laws as amended or otherwise altered up-to-date Records the minutes of all meetings of the Board and meetings of committees. Minutes will record the time, and place of the meeting, the type of meeting (regular or special), how the meeting was called, how the notice was given, the names of member present or represented at the meeting and the proceedings thereof; Presents all minutes of the meeting to the board for approval; Ensures that all notices are provided in accordance with the By-Laws or as required by law; and Ensures the keeping and posting of meeting minutes according to Public Access laws.
Treasurer	<ul style="list-style-type: none"> Serves as the Chair of the Finance Committee; Provides direction for the financial management of the LCIS; Provides direction for the oversight of the LCIS's record keeping and accounting policies; Ensures the presentation of timely financial reports to the Board; Oversees the development and review of financial policies and procedures adopted by the Board; Ensures that assets are protected and invested according to Board policy Leads the Board in assuring compliance with federal and state financial reporting requirements; Presents recommendations of the auditor to the Board for approval; Plays a major role in fundraising activities; and Takes responsibility with assessing the financial health of the LCIS.

Additionally, the Board will have a number of standing committees that will remain essential for effective operations of the charter school. Board ByLaws provide guidelines for how committees will function. The Board Chairperson, in collaboration with the Headmaster, appoint committee chairs. The Board Chairperson and Headmaster are ex-officio members of all committees except governance committee. LCIS has four main standing committees as identified below:

STANDING COMMITTEES	
Board of Trustee Committees	Descriptions
Academic Achievement and Accountability	To ensure the academic achievement of all students and with accomplishing the academic and non-academic goals of the academy.
Governance and Development	To ensure the effective governance of the board. Facilitates the development of the strategic plan. Plans board trainings and facilitates board self-evaluations. Facilitates the evaluation of the Head of School. Plans board fundraisers.
Finance	To ensure a stable and sustainable fiscal health of the LCIS
Facilities	To ensure that a facility is secured that will accommodate the needs of staff and students and support effective implementation of the instructional model.
Ad-Hoc Committees	Descriptions
Marketing, Recruitment, and Enrollment of Students and Non-Certified Staff	To ensure marketing and branding of the LCIS, to recruit qualified non-certified staff and recruit students to achieve the staffing and enrollment targets.
To ensure marketing and branding of the LCIS, to recruit qualified non- certified staff and recruit students to achieve the staffing and enrollment targets.	To ensure the recruitment and retention of highly qualified certified staff, to achieve staffing targets, and establish effective human resources onboarding processes during the planning phase of the LCIS. This committee will be

	dissolved once the school opens and staff are hired to participate on the Recruitment and Retention committee.	
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4. Describe how the school will be contracting with the chosen ESP (if applicable).

Not applicable

Facility Plan (Applicant is in the Process of Identifying a Facility)

1. Describe, with as much detail, the plan for identifying a target location for the proposed school(s). Include the following:

- Brokers and/or consultants employed to navigate the real estate market,
- Plans for renovations,
- Timelines, and
- Financing

Not applicable

2. Describe the organizations capacity and experience managing the state and local health and safety requirements as described in IC § 20-26-7, 20-24 for facilities.

Not applicable

3. Detail the specific interactions the applicant group has had with state and local agencies to determine whether the identified facilities are suitable and affordable.

Not applicable

4. Explain the inputs, including specific sources of information, the applicant group has used to project all facility related costs. *These inputs should be reflected in the facility related expenses included in the 5-Year Budget.*

Not applicable

Facility Plan (Applicant has Identified a Facility)

1. Indicate the street address and applicable school district:

223 Old Farm Road Bedford, IN 47421	126 Brick Street Springville, IN 47562
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2. Describe the facility, including whether it is new construction, part of an existing public or private school building, or part of another type of facility.

The LCIS Plan is based on acquiring the existing Springville and Fayetteville Elementary School.

Fayetteville, Elementary School, Grades K-4

Fayetteville Elementary was used as a K-5 elementary school as part of the NLCS corporation through 2019-2020 school year. Constructed with limestone and stucco veneer in 2006 on 17 acres with 40,225 square feet of floor space, the building has geo-thermal heating and cooling and is handicap accessible. It has a new sprinkler system and security cameras were installed in 2016. It is located 0.2 mile off State Highway 158, which leads to an employee gate of Naval Support Activity Crane, IN. It is located

0.3 mile from the very well-equipped Indian Creek Volunteer Fire Department. The building is in very good condition with no major maintenance or repairs required.

Springville Middle School, Grades 5-8

The Springville Elementary School was used as a K-5 elementary school as part of the NLCS corporation through 2019-2020 school year. The original building was constructed in 1956 with additions in 1972, 1984, 1994, and a major remodel in 2006. It has 44,018 square feet of floor space located on 12 acres. The building has a fire alarm, sprinkler system, geo-thermal heating and cooling, and is handicap accessible. Security cameras were installed in 2003. It is located directly adjacent to State Highway 54/58 which is a primary east-west route across southern Indiana. It is also a major commuter route from the county seat and largest city in Lawrence County leading to the primary employee gate of Naval Support Activity Crane, IN. It is located 0.2 mile from the very well-equipped Perry Township Volunteer Fire Department. The building is in very good condition with no major maintenance or repair necessary.

3. Explain in detail any anticipated construction or renovation costs. These should be described in the budget narrative and reflected in the 5-Year Budget.

There are little to no anticipated construction or renovation costs. The two schools LCIS has interest in acquiring were completely renovated or new construction in recent history. Both schools were in working order at the close of the 2019-2020 school year.

4. If possible, provide a layout and description of the proposed facility, including the number of classrooms, common areas, recreational space, any community facilities, and any residential facilities.

Fayetteville School: Fayetteville School has 12 classrooms, a cafeteria, a gymnasium, a teachers' lounge, a large library, kitchen, cafeteria, and an office suite for administrative staff including principal, office manager, school nurse, and a conference area. The facility is located on over 17 acres with a large paved parking lot, playground and "outdoor laboratory" space where children are guided and encouraged to learn and explore the great outdoors.

Springville School: Springville School has 12 classrooms, teacher's lounge, cafeteria, office areas, a large all-purpose room (used as a cafeteria), a large gymnasium, library, separate rooms dedicated to music and art, three additional rooms dedicated to IEP's, a very large playground, and a large paved parking lot located on 12 acres.

5. Explain how the facility will meet the needs of the targeted student population and any students who are physically challenged.

Both **Fayetteville** and **Springville** schools are handicap accessible, and having been operated as public schools as recently as the completed 2019-2020 academic year, are expected to be ADA compliant. Any necessary upgrades or revisions to the facility to ensure compliance and accessibility will be made prior to the start of the 2021-2022 academic year.

Financial Plan

1. Present a detailed budget narrative that provides a high-level summary of the budget and how the budget aligns with the 5-Year business plan. The budget narrative should detail the assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising).
 - Per-Pupil Revenue
 - Anticipated Funding Sources: Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated, and include evidence of commitment for any funds on which the school's core operation depends.
 - Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.

State Revenues: The projected Year One budget anticipates the enrollment of 382 students in grades K-8 with the Basic Grant revenue of approximately \$6,300 per pupil with complexity for a total of \$2,407,654 (State Tuition Support). LCIS anticipates receiving the Charter Innovative Network grant, which is provided for new charter schools in the amount of \$286,500 at \$750 per pupil. LCIS also anticipates applying for the maximum amount of \$300,000 in grant funding under the IDOE's CSP Quality Counts grant. Finally, based upon our estimated 20% of enrolled students being Special Education students (79 students), we estimate receiving \$182,748 in grant funds for our Special Education program. The total estimated State revenues for Year One are \$3,176,903.

Federal Revenues: LCIS hopes to be authorized and able to apply for the Public Charter School Program Grant (PCSP) to cover pre-opening cost of \$100,000, plus additional start-up costs of \$300,000 to cover the costs of recruitment, salary of the Headmaster, Building Principal(s), and Lead Teachers, and professional development for teachers before the start of the 2021-2022 academic year. These funds would also assist with purchase of any necessary furniture, computers, and curriculum materials. Other federal revenues include IDEA Part B Grant (Special Education) totaling \$41,001 estimated at \$519 per pupil / 79 pupils; Title I funding at an estimated \$80,000; Title II funding at an estimated \$10,000; and Federal Lunch Program and Federal Breakfast Reimbursement at an estimated total of \$238,374. The total Federal revenues for Year One are \$769,375.

Other Revenues: LCIS has the desire to apply for other funding opportunities, both locally and regionally, however those opportunities have not been solidified as of the time of this application. We plan to utilize a partnership with Indiana Charters' grant management team to help identify the best opportunities and assist in submitting quality applications. LCIS will have student technology and textbook fees, but strive to keep each students' fees at no more than \$100/student. The total Other revenue anticipated for Year One is \$38,200.

LCIS's anticipated total revenues for Year One are \$3,984,478. We plan to operate within our means until we can secure additional grant funding sources. It is important to note that in Year Four, if our enrollment trends as we anticipate, we will require additional funding via grants or a line of credit – and if we are not able to obtain the additional funds needed to increase teachers and reduce class size, we will have to look at restricting enrollment for that year.

Expenditures: Year One

Salaries and Wages: Staffing expenditures for year one include salary and benefits for (1) Headmaster, (1) Building Principal, (1) Business Manager, (2) Office Managers, (24) Classroom Teachers (including 2 Special Education Teachers, 1 Physical Education Teacher, 1 Art Teacher, 1 Music Teacher, and 1 Information Technology Teacher), 1 Classroom Aide per Elementary Teacher for a total of 11, (1) Counselor, (1) Registered Nurse or Licensed EMT, (4) custodians, and (4) Food Service employees. The total cost for instructional staff is \$1,523,000. The total for administrative staff is \$223,000. The total cost for non-instructional and support staff is \$367,710. The total cost for Payroll Taxes and Benefits is \$696,592. The total for Personnel Expenses is \$2,810,302.

Instructional Supplies and Resources : Expenses include textbooks and consumable workbooks \$76,400; library books and media \$2,000; Classroom instructional supplies \$24,830; assessment materials \$28,650; instructional software \$15,000; and enrichment programs and materials including academic clubs, extracurricular clubs, and sport activities \$19,100; and computers/Chromebooks used by students for instructional purposes \$49,660. We anticipate having a 1:1 ratio of Chromebooks beginning in Year One, and maintaining a schedule of replacement along with increasing enrollment over the remaining four years' budget. The total for Instructional Supplies and Resources in Year One is \$215,640.

Supplies and Resources: LCIS anticipates that it will need to buy a desktop computer for each administrator (\$2,500) along with accompanying software (\$300). We anticipate needing operational supplies for the office, cafeteria, and custodians \$8,000. For our initial year, we anticipate our professional development costs to be lower, as we will be very particular of the staff we are recruiting – most of our professional development will be conducted "in-house," and will center upon further indoctrination of the vision and mission of the school and utilizing lead positions to mentor and develop less experienced teachers and staff, \$15,000. The total for Supplies and Resources in Year One is \$25,800.

Governing Board Expenses: The majority of any expenses the Board of Trustees would incur would be for legal retainer and fees of a local attorney, \$10,000. We have budgeted a modest supply cost of \$500 to include paper, pens, and postage for materials. The total for Governing Board Expense in Year One is \$10,500.

Purchased or Contracted Services: Expense include audit fees \$10,000; Payroll services using ADP \$2,000; Printing and Copy Machine Lease with Xerox \$6,000; Professional or technical support costs and travel \$4,000; Internet and Phone services \$5,000; Property and Liability Insurance \$72,000; travel (to/from Fayetteville/Springville School) \$3,000; postage \$500; student information services –PowerSchool, \$7,640; food service \$267,400; transportation services for fieldtrips and shuttles between schools \$6,000; Promotional expenses for generating enrollment \$2,000; Professional contract with Indiana Charters to include Administrative Consultation/Project Management, Data Management and Reporting, Special Education Director Services, Grants management,

Financial and Accounting Services, and PowerSchool Support Services, \$70,000. The total for Professional Purchased or Contracted Services in Year One is \$455,540.

Facilities Expenses: Expense include the estimated costs of utilities based upon data provided by the existing school corporation: \$52,000 for Electricity and Natural Gas, \$26,000 for Water (both schools operate on septic systems), and trash disposal of \$3,600. Additionally, we estimate \$4,800 annually for costs to maintain property, heating and cooling systems, and major equipment not serviceable by maintenance or custodial staff. Additionally, at the time of application submission, we have not yet identified the method by which we will obtain the building (as a donation from the township, or by outright purchase at asking price), we have estimated a \$400 per pupil payment toward a potential debt service for building acquisition, \$152,800. We anticipate maintaining that across the outlying four years. The total for Facilities Expenses in Year One is \$239,200.

Other Expenses: Other expenses estimated to be incurred in Year One include the Education One Administrative Fee and estimated bank fees of \$200.

INNOVATION

Education One is particularly interested in applicants that propose school models with strong potential to accelerate student success through dramatically different school designs, instructional strategies, use of technology, staffing models, governance arrangements, family and community engagement strategies, and other approaches.

Summarize the innovation(s) embodied in the proposed school design. The summary should include, at a minimum, the following:

- An explanation of how the proposed model is fundamentally different than typical school models, specifically those found in the district in which the charter school will be located
- Any available evidentiary basis for the efficacy of the model or for the ideas underlying the model
- An explanation of how the model will still permit Education One to hold the operator to the same high accountability standards to which it holds all authorized schools

It is the intention of LCIS to be different from area districts in every way. Providing our students with a small, warm, welcoming school in a rural setting is only one way that we strive to be different than the schools in surrounding corporations. In addition to providing students with a serene and loving learning environment, LCIS will provide an education that is superior to competing districts. It is the belief of the faculty of LCIS that the future of education lies in returning the responsibility of learning to the students. While other school corporations have the "sage on the stage" approach to learning, LCIS will provide students with the opportunity, materials, and guidance to explore, imagine, create and share as a community of learners.

Research suggests that inquiry based learning is more meaningful to students. Students retain their learning as they work to solve problems, build and develop projects, and share their ideas with other students. LCIS will not be satisfied with students working solely on workbook pages. LCIS will strive to develop programming that allows students to experience real world problems in a controlled setting with teacher guidance at the ready as students learn.

Instructional Strategies (Project-Based Learning): *This hands-on instructional approach is integrated with the science inquiry approach.*

Students work in learning teams or collaborative groups that rotate each quarter during the instructional block. Science and Engineering Modules from Project Lead the Way and Engineering In Elementary are aligned with core science concepts. Each grade level has specific science and engineering concepts to investigate. The project is framed by meaningful problems to solve or questions to answer. Students engage in a rigorous, extended process of asking questions, finding resources, and applying information across content areas. Students give, receive, and use feedback to improve their design process and design models. Students present their work to their classmates during the school day and to their parents at family nights. Research suggests that project-based learning and hands-on activities engage students with learning and help students make connections with new knowledge, increasing retention of information, improving students' attitudes towards learning, and fostering a sense of accomplishment when projects are completed. Students learn the 4Cs - critical thinking, communication, collaboration, and creativity that are fostered through the integration of STEAM.

Instructional Strategies (Science Inquiry Approach): *This instructional approach is integrated with the project-based learning approach.*

Students work in learning teams to solve research problems. The I-STEM Resource Network provides science kits for experimentation with Physical, Life, and Earth/Space concepts. Students gain scientific knowledge by observing, making predictions, performing investigations and experiments, testing predictions with multiple trials, collecting data, evaluating investigations, and communicating their findings.

Instructional Strategies (Engineering Design Process): Teachers guide students through the five-step lesson to plan and construct their design models: Students read stories about real-world problems to engage them in the design process:

ASK: What is the need or problem? How have others approached it? What are your constraints?

IMAGINE: What are potential solutions? Brainstorm ideas. Choose the best one.

PLAN: Draw a diagram. Make lists of materials you will need.

CREATE: Follow your plan and create a prototype. Test it out!

IMPROVE: What works? What doesn't? What could work better? Modify your designs to make it better. Test it out! Evaluate the design.

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

Core Knowledge Sequence is a research based, detailed outline of specific content to be taught. The sequence offers a coherent plan that builds year by year and helps prevent repetition and gaps in instruction. The content and skills guidelines outlined in the Core Knowledge Sequence are aligned with the Indiana Academic Standards. The goal of LCIS is to provide every child with an exceptional, quality educational experience. LCIS will strive to partner with Education One, local businesses, industry officials, and with Naval Surface Warfare Center, Crane Division (NSWC Crane) in the implementation of the STEAM and related program offerings. Through STEAM education, students will develop the ability to engage in inquiry, logical reasoning, collaboration, and investigation. The goal of STEAM education is to prepare students for secondary study and the 21st century workforce.

Science: Science is everywhere in today's world. It is part of our daily lives from cooking, gardening to recycling. We embrace the significance of science in things we do every day.

Technology: Technology is transforming how we learn, work and play. We live in a digital world with a global economy, so we embrace our world today and future technologies.

Engineering: Engineering is the practical application of science, technology, and math, which emphasizes how to solve real world issues using hands-on learning by designing models and prototypes ...It's Fun and Engaging!

Art: Fine Arts develop the imagination, creativity, and critical thinking skills of students across content areas.

Mathematics: Mathematics are the foundation of science, engineering and technology and helps students develop problem-solving, analysis, and reasoning skills.

As stated previously, instruction will take place in a traditional classroom setting where instruction will be combined with courses and technology-based instruction, and students that will provide practical, hands-on opportunities. The board intends to keep class size at no more than a teacher-student ratio of 1:25. Every effort will be made to keep class size limited to a realistic number that addresses the developmental needs of the students. Technology will be used to enhance and enrich the curriculum. Students will have broad access to technology through the use of computers, digital projectors, document cameras, etc. Additionally, a computer based instructional package consistent with the STEAM curriculum will be adopted for students in grades seven and eight to supplement their academic progress and heuristic interests.

School-wide Media Program: LCIS will also develop a school-wide media program that will work with Indiana University School of Media to develop media skills for students to be college and career ready.

Early Foreign Language: The school will be offering foreign language beginning in the elementary grades so that students will be actively engaged in a bilingual learning platform as they enter, live and cope in a global environment.

Other Educational Programming: School personnel will use both indoor classroom settings and the world outside as learning venues. Among the varied outdoor school-related activities, school personnel would like to promote and charter a middle school FFA chapter, enabling student leadership development and personal growth while developing a Farm-to-Table (F2T) program as a means to help all students learn about food groups, plants, vegetables, and gardening. Students would also gain early exposure to technology and agricultural programs and education options available at local high schools upon matriculation from our school.

Education One will be able to witness the efficacy of the programming at LCIS when they view the news broadcasts created by the students in our school's media club. Evidence of successful programming will also be evident when students are able to grow and harvest food as part of the farm to table programming. Students will demonstrate the value of the education they are receiving when they use engineering and design process skills during STEAM activities that will be prevalent at LCIS. The success of LCIS will not just be measured by standardized test scores, but also by the capabilities of students who are college and career ready.

