



**Charter School Application
for New School Operators**

Revised July 2017

**Proposed Charter School:
Indianapolis (Indy) Steam Academy
Revised and Submitted 4/09/2018**

**Location:
Indianapolis-FAR EASTSIDE**

Applicants:
Yvonne Bullock, Ph.D.
CEO/Founder/Head of School
&
Board of Directors of Educating Children Matters, LLC

PROPOSAL OVERVIEW AND ENROLLMENT PROJECTIONS

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 regarding the submitted application.

IMPORTANT NOTE: The full application, including this form, will be posted on the Indiana Department of Education website. Applicants are advised that local community members, including members of the media, may contact the designated representative for questions about the proposed school(s).

Legal name of group applying for charter(s): Educating Children Matters, Inc.

Names, roles, and current employment for all persons on applicant team:

Jomo W. Mutegi, Board President, IUPUI Indianapolis

Tanya Peterson Mack, Vice-President, Procter & Gamble

Kamia Jackson, Board Secretary, Capital Group

Keith Wilson, Board Treasurer, Department of Defense and Accounting

Carmon Weaver Hicks, Director, Ivy Tech Community College

Davita Johnson, Director, Shrewsberry & Associates

April N. Stephens, HR Manager, Health & Science Innovations

Brandon A. Warren, Director, Indianapolis Public Schools

Yvonne Bullock, CEO/Founder/Head of School, Ivy Tech Community College

Designated applicant representative: Yvonne Bullock

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Provide the requested information for each school included in this proposal.

Proposed School Name	Opening Year	School Model	Geographic Community *	School District(s) in Proposed Location	Grade Levels at Full Enrollment
Indianapolis (Indy) STEAM Academy	July 30, 2019	STEAM – Science, Technology, Engineering, Arts, Mathematics	Far Eastside Indianapolis, Indiana	Indianapolis Public Schools, MSD Lawrence, Washington and Warren Township Schools	K-8 650 Students

Proposed Location: Far Eastside of Indianapolis (Zip Codes: 46226, 46229, 46218, 46219, and 46235)

Proposed Grade Levels and Student Enrollment

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

Proposed School Name:	Indianapolis (Indy) STEAM Academy	
Academic Year	Grade Levels	Student Enrollment (Planned/Maximum)
Year 1: (2019-20)	K-2	200
Year 2: (2020-21)	K-3	275
Year 3: (2021-22)	K-4	350
Year 4: (2022-23)	K-5	425
Year 5: (2023-24)	K-6	500
Year 6: (2024-25)	K-7	575
Year 7: (2025-26) Phase 1 - At Capacity	K-8	650 Maximum
Year 8: (2026-27)	K-9	725
Year 9: (2027-28)	K-10	800
Year 10: (2028-29)	K-11	875
Year 11: (2029-30) Phase 2 - At Capacity	K-12	950 Maximum

Do any of the proposed schools expect to contract or partner with an Education Service Provider

(ESP) or other organization for school management/operation?* Yes No

If yes, identify the ESP 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, identify the authorizer(s): _____

Planned submission date(s): _____

Please list the number of previous submissions (including withdrawn 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(s): Office of Education Innovation, Office of the Mayor, Joseph H. Hogsett

Submission date(s): August 10, 2017 and March 20, 2015

Note: The applicant is resubmitting this charter school application with corrections (identified in green font) to address concerns identified by Education One, LLC in the first full application review for authorization which include: (1) timeline for launching the school; (2) recruiting highly qualified teachers; (3) providing opportunities for academic success; and (4) securing funding sources to support the budget. The applicant has also provided additional responses that identify contingency plans, if problems arise with enrollment or staffing. These careful considerations will help to ensure that Indy STEAM Academy will be able to effectively implement this charter school plan.

PROPOSAL NARRATIVE

EXECUTIVE SUMMARY

I. Mission and Vision for Growth in Indiana

The **mission** of Indianapolis (Indy) STEAM Academy is to nurture the academic and creative talents of students through Science, Technology, Engineering, Arts, and Mathematics (STEAM) with a strong literacy foundation to ensure the achievement of all students, and prepare them for high school, college, and careers in a 21st century global workforce. The **vision** of the Indianapolis (Indy) STEAM Academy is to provide curriculum and instruction that provides a strong foundation in reading, and integrates science, technology, engineering, and mathematics to ensure that students have a deeper understanding of content knowledge and are prepared to take more rigorous coursework in high school and college. The Indy STEAM Academy plans to open **July 30, 2019** with a projected enrollment of 200 students grades K-2. The Academy will grow its enrollment each year by adding one additional grade level until it reaches eighth grade and a maximum capacity of 650 students. The Indy STEAM Academy understands the phenomenon of the “Middle School Drip” where students lose interest in science and tend to drop out of STEM programs at the end of their middle school years. To combat this phenomenon, the Academy desires to maintain its students by creating a STEAM High School in year 7 to ensure that its students remain in the STEM pipeline for college and careers in the workplace. The Indy STEAM Academy will provide mentoring, job shadowing, internships, and career fairs to help students identify STEM career pathways as they set goals for Academic Achievement (based on standards and levels of proficiency), Behaviors (academic mindsets, study skills, and social skills), and Career Pathways in their **ABC Plans** that will follow them from kindergarten to college. The vision of the Indy STEAM Academy is to ensure that students who remain in the Academy will graduate with an Associate’s Degree, or Core 40 with STEM Honors, or Technical High School Diploma, and receive admission to attend college.

The **targeted community** is the Far Eastside of Indianapolis, Indiana which includes the 46226, 46229, 46235 and 46219 zip codes. The total population is approximately 88,033 of which 50% is Caucasian, 44% is African American and 14% is Hispanic. There are 32,588 households in this community of which 36% are households with children. Twenty-three percent of the population is school age children. Approximately 46.29% of children live in poverty and 50.57% of adults ages 18 to 64 live in poverty. Approximately 21% of households are single parent families with children under the age of 18 years old. Approximately 19.38% of the population ages 25 years+ do not have a high school diploma, 34.93% have a high school diploma only, 4.48% of the population has some college, 7.07% have an Associate’s degree only, and 14.14% have a Bachelor’s degree or higher. There is an unemployment rate of 13.89%. Approximately 33.77% of households have an income below the poverty level. The average income per household is approximately \$37,000 (Polis Center at IUPUI, 2015). Indy STEAM Academy is a great fit for this community because it will provide educational opportunities to enhance the literacy and analytical skills of students in this community and help them become more prepared to take high school and college courses to get better jobs that will lead to economic advancement of this community and result in a better quality of life.

II. Educational Need

Science, technology, engineering, and mathematics are skills students need to be competitive in a global marketplace and to enhance our economy. On a **global level**, students lag behind their peers in other countries based on the results of the study conducted by the Program for International Student Assessment (PISA) which reports that the United States ranked 38th out of 71 countries in math and ranked 24th in science. These results support the need for students to become more proficient in math and science to meet the demands of the global workforce.

On a **national level**, the National Assessment of Educational Progress (NAEP) 2015 results show that the average math scores for 4th and 8th grade students have dropped for the first time since 2009. The proficiency rates for students scoring at or above in math is 40% at grade 4, 33% at grade 8, and 25% at grade 12. Approximately 18%

of 4th grade students and 29% of 8th grade students were rated “below basic” in math. The proficiency rates for students scoring at or above in science is 38% at 4th grade, 34% at 8th grade, and 22% at 12th grade. Approximately 24% of 4th grade students and 32% of 8th grade students were rated “below basic” in science. This clearly demonstrates the need to build a strong foundation in higher level math and science concepts in the earlier grades to help students become proficient before entering high school and college. There is a need to increase the number of African American and Hispanic students participating in STEM college programs and careers. There is a need to increase the number of females in STEM college programs and careers. Research indicates that women represent nearly 50% of the workforce but represent only 25% of the STEM workforce. Research indicates that in addition to the underrepresentation of women in STEM jobs, African-Americans and Hispanics are significantly underrepresented in STEM jobs. In 2011, 6% of STEM workers were African American, which is a 4% increase over the last 40 years. Hispanics represent 7% of STEM workers, which is a 5% increase since 1970 (Brooks, 2013). It is projected that by 2018, there will be 8.6 million STEM jobs available in the United States. It is also estimated that 3 million of these jobs will go unfilled due to the lack of highly skilled workers (U.S. Department of Commerce, 2011). Advanced math and science content knowledge is critical to the success of students beyond high school to expand their career options and increase their earning power.

On a **state level**, the percentage of students rated proficient or above as measured by the NAEP 2015, is 50% in 4th grade and 39% in 8th grade in math, 42% in 4th grade and 36% in 8th grade in science. These proficiency rates were higher than the national proficiency rates and Indiana ranked fourth in the nation on 4th grade math and eleventh in the nation on 8th grade math proficiency rates as many other states saw significant drops in math proficiency rates. “In Indiana, twenty-five percent of Black or Hispanic youth complete college on time, compared to forty-three percent of their White peers,” according to data from the Indiana Commission for Higher Education. **Indy STEAM Academy will start as early as Kindergarten to build a strong foundation in literacy and help students develop a deeper understanding of STEM content through practical application of skills to close this equity gap and ensure the postsecondary success of minority students.**

On a **local level**, Indianapolis has many STEM industries including Lilly, Dow, Roche, Rolls Royce, Cummins, and Raytheon. According to Georgetown University Center on Education and the Workforce, there will be a total of 115,570 STEM jobs in Indianapolis alone by 2018, which is an increase from 105,560 in 2008. The Indiana Department of Workforce Development projections of future demands in STEM fields in the year 2020, suggests there will be 401,408 STEM occupations across the State of Indiana. It is projected that there will be approximately 7,000 new STEM jobs each year in addition to replacements and retirements, yet many will go unfilled, which justifies the need to prepare more student to meet these workforce demands.

Targeted Population, Community History, Educational Needs, Challenges, and Rationale

The Far Eastside is a suburban, working class community located outside the interstate beltway around the City of Indianapolis and is approximately ten miles from downtown. Boundaries for this community include I-465 to the west, Pendleton Pike and 56th street to the north, Carroll Road to the east, and Washington Street to the south. The Far Eastside had its major growth and development during the housing boom from 1965-1980. Working and middle-class families moved out of the central city neighborhoods to the suburbs. People were attracted to the Far Eastside by the expanding employment opportunities at Fort Benjamin Harrison Army Base and several major manufacturing facilities. The Far Eastside continued to grow and prosper through the 1970's. The City of Indianapolis and Marion County were combined under one unit of government. However, many of the original municipal governments and township governments were not included in the reorganization. As a result, the Far Eastside is served by three fire and law enforcement entities, three school districts, two township jurisdictions, and two municipal jurisdictions; the City of Lawrence and the City of Indianapolis (CAFÉ, 2017).

The Far Eastside community has experienced many changes and challenges over the last twenty years. Some of these changes have resulted in economic improvements while others have threatened the economic stability of both the neighborhoods and businesses. The most significant economic challenge for the Far Eastside occurred in the early 1980's with the closing of Western Electric and Chrysler located in the Shadeland Avenue industrial corridor,

which employed many area residents. The closure of these plants caused a significant economic blow to the area. The Far Eastside community has experienced major demographic changes from a primarily white population to a more racially mixed population. The residents are younger, with over one-third of the population under the age of 18. The community has changed from virtually all homeowners to a mixture of home owners and renters (CAFÉ, 2017). The Community Alliance of the Far Eastside (CAFÉ) serves as a full-service resource to address the needs of residents in this community. CAFÉ has agreed to partner with Indy STEAM Academy to provide a high-quality education choice option for parents in this community.

Educational Needs of the Selected Community

The Far Eastside of Indianapolis was selected as the targeted community for Indy STEAM Academy because as mentioned earlier in this proposal, approximately 19.38% of the population ages 25 years+ do not have a high school diploma, 34.93% have only a high school diploma, 4.48% of the population has some college, 7.07% have only an Associate's Degree, and 14.14% have a Bachelor's degree or higher. **To address these academic needs, our Academy will provide a variety of extended learning opportunities to ensure the long-term academic success of students, meet our academic performance goals, and achieve Adequate Yearly Progress that exemplifies excellence for student learning.** Indy STEAM Academy will nurture the academic and creative talents of students through Science, Technology, Engineering, Arts, and Mathematics with a strong literacy foundation to ensure the achievement of all students. Indy STEAM Academy will instill the value for education, build a culture of hope for students to move beyond their current circumstances, develop self-confidence in their abilities to learn, and encourage students to take ownership for their learning to become successful productive citizens and adults. Indy STEAM Academy will put education at the forefront in this community to reduce poverty by increasing the number of students graduating from high school, entering college, and assuming STEM jobs in the Indianapolis area, state, national, and global workforce. The STEM workforce is the fastest growing industry in the United States. It is projected that 92% of STEM jobs will require some level of higher education. The annual salary of STEM workers is approximately \$75,000+ annually compared to non-degree jobs that pay approximately \$16,000 per year (U.S. Bureau of Labor Statistics), which is all the more reason for Indy STEAM Academy to provide this curriculum that will result in the economic advancement of families and the community.

Challenges of the Selected Community

The Far Eastside of Indianapolis was selected as the targeted community for Indy STEAM Academy because it has experienced significant economic challenges due to the closing the Fort Benjamin Harrison Army Base, and the loss of jobs due to the closing of major corporations like Western Electric and Chrysler. According to the Polis Center (2015), there is a high unemployment rate (4.6%) and a high violent crime rate among juveniles and adults (ranked 73 on a scale of 0-100) in this community. Residents have become increasingly concerned about the significant decline in the number of stores and other services in the area. Residents are concerned about the lack of youth services in the community to nurture and encourage youth to become responsible citizens and productive adults. Most importantly, they are concerned about the lack of community identity as well as the absence of connections and sense of community among the neighborhoods (Café, 2017). Indy STEAM Academy will bring parents, neighborhoods, and the community together by building a positive school climate with a sense of belonging where parents are actively engaged at school and participate in school/community outreach resources, programs, and services that also support them with helping their children at home with learning.

III. Target Population

The Indianapolis STEAM Academy will target children from low-income families, underrepresented minorities, and underserved students in the STEM workforce. The Academy plans to open with approximately 200 students in grades K-2 and increase the enrollment each year by one additional grade level until it reaches maximum capacity. The Academy understands the importance of building a strong foundation with students in the younger grades that leads to a deeper understanding of science, technology, engineering, and mathematics skills and concepts in preparation for more advanced content at the middle and high school levels as well as in college programs. The Far Eastside community is ranked 7 out of 10 as a high needs area and has a 70% service gap for students in grades K-

5. This also reinforces the need to provide a high quality educational choice for parents like Indy STEAM Academy due to the low performance of some schools in this target community (Illinois Facilities Fund, 2017). Indy STEAM Academy is committed to providing students and their families with instructional programs and services to ensure their academic success. The STEAM focus will enrich learning beyond the traditional classroom instruction focus provided in their current neighboring schools by providing engaging learning activities where students can create new technologies that solve real world problems.

IV. Community Engagement

Indy STEAM Academy's CEO/Founder met with several community organizations and has received letters of support from IUPUI Urban Center for the Advancement of STEM Education (UCASE), [Marian University Center for School Success and the Educators College Teacher Clinical Residency program](#), [Teach for America](#), [IUPUI Center for P-16 Research and Collaboration](#), I-STEM Resource Network, Big Brothers and Big Sisters of Central Indianapolis, and the Community Alliance of the Far Eastside (CAFÉ) Neighborhood Association. Indy Steam Academy seeks to partner with other community organizations including: [Trine University and the Boys and Girls Clubs Central Indiana Finish Line](#).

The Urban Center for the Advancement of STEM (UCASE)

IUPUI UCASE will provide the following supports: (1) mobile resource science labs that will come to the Academy to enhance learning opportunities for students; (2) undergraduate and graduate students who will work with teachers to help students in the after school tutoring and homework help programs, and assist classes with service learning projects; (3) provide professional development opportunities for teachers and teacher assistants with the implementation of the "Project Lead the Way" curriculum; (4) work collaboratively with the leadership team with the development of the STEAM summer camp program; (5) provide additional classroom teacher training and continuing education classes for teacher certification renewal; and (6) provide a fellowship for teachers who are interested in taking graduate level STEM content area courses through the Woodrow Wilson Indiana Teacher Fellowship Program.

Marian University

[Marian University Center for School and Community Success \(CS2\)](#) will partner with Indy Steam Academy (see Attachment #16) to provide a broad range of consulting services to support our staff, especially in the first two years of operation to ensure our success. The Center for School and Community Success will provide professional development for our Board directors, school leaders, and staff in the following areas: (1) Finance/ Accounting-setting up compliant accounting systems, internal controls, budgeting, and record keeping; (2) Special Education Policies and Administration-training with understanding special education policies, processes and systems to comply with state and federal requirements; (3) State Compliance and Reporting-establishing and maintaining timely and accurate reporting to state authorities; (4) Strategic Planning and Governance-establishing a five-year plan to accomplish academic and non-academic goals and objectives; (5) Teacher Leadership Development-training for principles of authentic leadership, systems thinking, and visioning to support a positive school climate and culture; and (6) Professional Development for staff during the school year that focuses on differentiating instruction, backwards design, assessments, analysis of data, student centered instruction and project-based learning to support the implementation of our instructional model.

[Marian University's Educators College](#) will partner with Indy STEAM Academy to create a pipeline of highly qualified teachers to support our instructional model through the **Teacher Clinical Residency Program**. The Academy will have two Clinical Resident Teachers in Years 1 and 2, three Clinical Resident Teachers in Years 3 and 4, and four Clinical Resident Teachers in Year 5 for a total of 14 teachers over the first five years of operation. Clinical Teacher Residents have Bachelor's degrees and are licensed to teach. They will work with the support of a Clinical Supervisor and Master Teacher provided by Marian University and will receive additional supports by our staff coaches. Clinical Resident Teachers will complete their residency, graduate from Marian University with Master's degrees, and are asked to commit at least three years of service at our Academy with "effective" or higher performance evaluations at the end of their residency program. This partnership will help our Academy recruit and retain highly qualified licensed teachers and establish a pipeline of teachers as our staff grows organically.

Trine University

Indy STEAM Academy seeks authorization from Education One, LLC and a partnership with Trine University. This partnership will provide the following opportunities for school leaders, teachers, and students: (1) School leaders will be able to participate in the **Lou Holtz Leadership Institute** which provides opportunities for school leaders to build real-world skills and apply practical leadership skills to build an innovative school culture; (2) The School leadership team will be able to participate in the “**Lunch and Learn**” program at the Academy where we discuss topics that focus on enhancing our workplace of learning, maintaining a positive school culture and climate through communication and collaboration; (3) **Participate** in the field experience and student teacher placement programs; (4) **Recruit teachers** from the Franks School of Education and Transition to Teaching programs; (5) provide **Continuing Education for Teachers** using a Virtual Education software program to receive Professional Growth Points (PGP’s) to renew certification; and (6) **Summer Camp opportunities** for students such as: **MINDSTORMS® Education (ages 7-12)**: This program is a great way to cultivate an interest in technology and science in young students. This hands-on course exposes students to basic robotics via **LEGO® MINDSTORMS®**. Students will learn how to build simple machines and mechanisms using a programmable brick and adding wheels, gears, levers and pulleys. **MINDSTORMS® Green City (previous LEGO camp experience ages 8-12)**: The Green City camp builds on the skills learned in the Education camp teaching campers the theme of renewable energy by exploring basic programming maneuvers and utilizing Green City training mats. Green City will challenge students to apply their programming and problem-solving skills by making their robots solve real-life engineering problems, each environmentally focused. **LEGO® Robotics Kids Camp**: Campers will have the option between two hands-on programs ranging from basic robotics for beginners to a more experienced renewable energy themed program.

Teach for America

Indy STEAM Academy will partner with Teach for America to create a pipeline of highly qualified teachers to support the implementation of our instructional model. Teach for America will provide recruitment fairs where the Academy can meet and interview perspective teachers. This program will allow the Academy to recruit Novice Teachers who have a Bachelor’s Degree, are licensed to teach, and prepared to take on the responsibilities of a new and beginning classroom teacher. This will be a two-year commitment on the part of the teacher and the Academy. Teach for America will continue to provide training for teachers through Marian University College of Education and provide coaching and resources such as ISTEM Resource Network Science Kits for teachers in their program. Indy STEAM Academy will also provide professional development and supports for our Novice Teachers.

I-STEM Resource Network

I-STEM Resource Network supports K–12 teachers and education leaders working to implement high academic standards towards STEM literacy for all students. It also provides Indiana education leaders with new knowledge about teaching and learning. Indy STEAM Academy will use CSP grant funds to support the cost of training. I-STEM Resource Network will provide hands-on training for coaches, teachers, and teacher assistants with the implementation of the Indiana Science Standards, science curriculum and pedagogy, and the use of science kits to support physical, earth, space, and life sciences classroom instruction and the science inquiry process which is embedded in the standards and science curriculum.

IU Bloomington Center for P-16 Research and Collaboration

The Center for P-16 Research and Collaboration will provide consultants for the following professional development using CSP grant funds: (1) training before the start of the school year with the Engineering is Elementary curriculum modules; (2) training before the start of school and ongoing (during the school year) with the implementation of Positive Behavior Intervention and Supports (PBIS) and Culturally Responsive Classrooms to support our teachers with providing a safe and nurturing learning environment and creating a positive school climate and culture as we hold true to the mission and vision of Indy STEAM Academy; and (3) training for teachers during the school year to improve their knowledge of mathematics, strengthen their pedagogical skills and knowledge of uses of technology to support mathematics learning, enhance their dispositions to collaborate and reflect on their mathematical practices, and improve their overall teaching skills as they work with our STEAM coach to build and sustain their capacities as instructional leaders in their classrooms.

Big Brothers Big Sisters of Central Indiana will provide 4-6 hours per month of mentoring for students to support their awareness of careers in the STEM fields; build social skills and character development and provide support for parents who may struggle with working with their children at home to enhance their learning.

The Community Alliance of the Far Eastside (CAFÉ) Neighborhood Association will assist the Academy with community outreach and support for parents to meet the needs of students in the school community. CAFÉ has been very instrumental with providing a meeting space for our Board of Directors and a contact list of community pastors to seek support with reaching out to parents in their church congregations. A survey has been developed to assess the interests/demand of parents in the target community and to seek their ideas and feedback on what they would like to Academy to do to improve the quality of education of students in this community. This survey was administered at community places such as daycare centers, grocery stores, businesses, and churches during the months of October through December. **Indy STEAM Academy received significant acceptance from parents in response to our curriculum and instructional model as an educational choice for their children.** During our four days of recruitment activities at Head Start sites in the month of January 2018, 63 parents signed Letters of Intent to Enroll their children on site (see Attachment 14B and 14C). We conducted mini-surveys (see Attachment 14D) and collected 32 responses where 15 parents were “Very Interested” 15 parents were “Interested” and 2 parents responded “Maybe.” We did not have any parents check the “Not Sure” or “Not Interested” categories. **Indy Steam Academy collected contact information that includes the names of parents and students, gender, grade levels of students entering school, date of birth, interest of students and any special conditions, addresses, phone numbers, email addresses of parents.** **Indy Steam Academy will continue to provide follow-up responses and newsletters via email to all parents who have expressed an interest in our Academy.** Community meetings and focus groups will also be conducted to gather feedback or input regarding desired programs and services that parents would like our Academy to provide. **We will ask parents to serve on the Advisory Council to give parents an opportunity to participate in the planning process for our Academy. We will conduct quarterly meetings for representatives from our community partners to provide opportunities for them to share feedback during our planning and implementation years.** We will continue to distribute brochures (see Attachment 14E) throughout the community to solicit the interest of parents and staff. The Board of Directors Marketing Sub-Committee is working on a Marketing and Branding Plan using resources from IUPUI Kelly School of Business. The “Friends of Indy STEAM Academy” has been established with more than 25 volunteers “Boots on the Ground” who will assist the Academy with phone calls, distribution of campaign materials, and the recruitment of parents/students for the Academy. The website for the Academy **has been developed - visit www.indysteamacademy.org** and will serve as a digital resource to connect with parents, community, and fundraising efforts. The Board of Directors Fundraising Sub-committee is working on ideas to raise additional startup funds to support the Academy. Our first fundraising campaign will begin in the **Summer of 2018**, and we plan to seek donations throughout the year, especially the second week in **December 2018**, since research suggests that donors seek last efforts to give end-of-the-year donations for tax purposes during this month.

V. Education Plan/School Design

Provide an overview of the education program proposed for replication, including key innovations and non-negotiable elements of the school model. Briefly explain the evidence base that demonstrates the school model will be successful in improving academic achievement for the targeted student population.

Indy STEAM Academy will provide a traditional school year of 180 full-days of student instruction and an extended **7-hour school day**, which is one hour more than the traditional 6-hour school day in surrounding schools and districts. **The Academy recognizes that students may enter the Academy with limited skills and experiences due to poverty.** This additional hour per school day is a total of **180 additional hours of instruction**, which equals a total of an **additional 30 days of instruction per school year** which will help us mitigate the challenges which students bring and **close the achievement gaps among low-income, underserved, and underrepresented students from our targeted attendance areas.** In addition to the extended school day hours, there will be one hour of extended learning opportunities for students after school such as **after school tutoring** in reading and math to help students who may

enter below level to demonstrate proficiency; **homework help** for students whose parents are unable to assist them in the evenings due to work schedules, literacy or language barriers; and **enrichment and extra-curricular activities** including clubs, instrumentals, athletics, coding, robotics, Lego, dance, and drama to help students become well-rounded and provide opportunities for creative expression. Students will be able to select the activities of choice each quarter or may remain in the same activities throughout the semester or school year. The after school extended learning times will also be a benefit for parents who might need after school care for their children due to late work schedules.

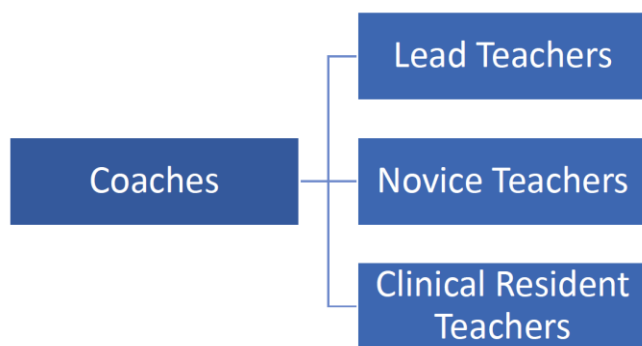
Fall, Winter, and Spring Breaks will be two weeks which are embedded in the academic calendar year where students are not required to attend school. However, during these break periods, Indy STEAM Academy will provide one week of extended learning opportunities for students to **tour STEM industries** to learn about jobs and different aspects of careers in STEM Industries, **visit science museums**, and **take college tours** to explore college campus life and programs to spark their interests in careers in the STEM workforce. The Academy will conduct fundraisers, collect donations, and seek corporate sponsorships to offset the cost to provide these extended learning opportunities. These extended learning opportunities will be a “good fit” for our targeted student population of students from low-income families, underserved minority students, and underrepresented students who might not otherwise have an opportunity to visit places within or outside their surrounding neighborhoods and community.

Students will have an additional learning opportunity at the end of the school year to participate in a **three-week summer school program** to receive interventions in reading and math to demonstrate proficiency and mastery of these standards. Students not needing summer school will have an opportunity to participate in enrichment learning opportunities including STEM summer camps and local, state, and national STEM competitions (Robotics, Lego, Coding) that occur throughout the school year and during the summer months.

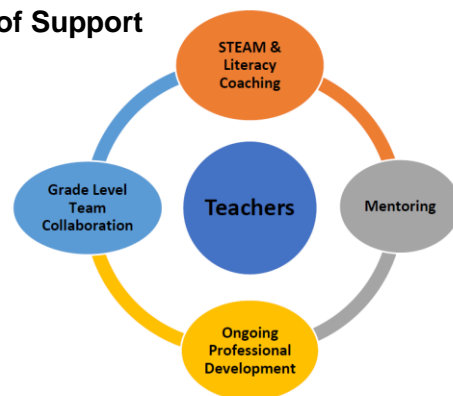
Instructional Model

Indy STEAM Academy will provide a strong foundation in reading, with the integration of science, technology, engineering, arts, and mathematics. Research confirms that the **Arts** component of the STEAM model develops the imagination, creativity, and critical thinking skills of students and supports a deeper understanding of content knowledge to prepare them to take more advanced coursework in high school and college. The Arts is a broad spectrum which includes liberal arts, language arts, social studies, fine arts (dance, music, theater and visual) and physical education. Teachers will provide instruction using the Indiana College and Career Readiness Standards for English/Language Arts, Science, Math, Technology Literacy, Computer Science, Social Studies, Health and Wellness, Physical Education to ensure that students have the knowledge, skills, and abilities to succeed in post-secondary education and have viable career opportunities. Research suggests that “when new teachers enter the STEM classroom for the first time, they need support with the pedagogical and subject matter content knowledge to effectively implement the inquiry-based curriculum that is aligned with practices in the Indiana Academic Standards” (Indiana Science Initiative, 2008). **To address this concern**, Indy STEAM Academy will provide multiple layers of support to help teachers with the implementation of the STEAM model.

Levels of Teachers



Levels of Support



The Academy will provide **STEAM and Literacy Coaches** who are experienced master teachers with content area specialist certification who will support all teachers with the implementation of the STEAM Instructional Model. Our coaches will provide demonstration (model) lessons, share instructional best practices, engage in ongoing conversations about instructional practices, and provide feedback with opportunities for teachers to reflect on their instruction and student learning during debriefing sessions. Our coaches will help teachers with lesson planning and the analysis of data to make instructional decisions during their weekly grade level team meetings. The Academy will use the “Train the Trainer” model by providing an opportunity for coaches to receive training and time for them to work on curriculum mapping, pacing, and alignment of instruction with the state standards six months prior to the start of school using CSP grant funds. The Academy will provide **one Lead teacher at each grade level**. Lead Teachers are experienced classroom teachers with a Master’s Degree, who have the opportunity to train to become coaches in the future. Lead Teachers work closely with coaches to help **Novice (new) teachers** with implementing the instructional model. Lead Teachers **will serve as mentors** for Novice teachers to help them acclimate as new and beginning teachers and support them as they learn to juggle instructional and non-instructional responsibilities. **Novice teachers** will receive help from coaches with their instructional practices and delivery of the STEAM instructional model as they work with their grade level team teacher leaders. STEAM and Literacy coaches will assist teachers with the implementation of the Indiana Academic Standards and ensure that all standards are covered for each grade level and content area. Teachers will use the Academy’s curriculum maps and pacing guides that deconstruct the standards and explain what they need to teach, and what students will know and be able to do at each grade level each quarter. **Teachers will work in their grade level teams with coaches and lead teachers to analyze data from diagnostic, formative, and summative assessments to determine what students know or need to know to develop lesson plans and create flexible student groups for learning** to build a deeper understanding of content through practical application of skills using authentic and relevant learning activities that enhance critical thinking and problem-solving skills. Novice teachers will have an opportunity to train to become a lead teacher as they acquire years of experience, additional college training, and additional professional development while working with the Academy. In addition to the support provided by our coaches and lead teachers, all instructional staff will participate in two weeks of professional development prior to the beginning of the school year that focuses on the core of the STEAM instructional model. This professional development will be funded using the CSP grant and provided by consultants from Project Lead the Way Launch Curriculum, I-STEM Resource Network and the Indiana Science Initiative, Engineering is Elementary, IUPUI P-16 Center for Research, Marian University Center for Community and School Success, Houghton Mifflin/Balanced Literacy, Pearson Balanced Mathematics, PowerSchool Student Information System, NWEA Map Growth K-2 Assessments, RTI/ Multi-Tiered Systems of Support including Special Education and ELL, PBIS, Character Counts, Technology training, and time to prepare their classrooms. **Teachers and assistants will also receive 10 additional days of on-going professional development and training during the school year** to support them with the implementation of the STEAM model. Our professional development model of support will build and sustain the capacity of teachers as we “grow” our teachers as STEM instructional leaders. Our Academy is also interested in participating in the Indiana Department of Education STEM Certification process. We will conduct a self-assessment to determine our readiness and capacity in Year One. We will complete the application process with hopes of being selected to participate in Cohort 5 (Years 2019-24).

The instructional design model engages students with reading and the integration of science, technology, engineering and mathematics through hands-on, practical application of skills and concepts by developing creative and innovative solutions for real world problems. **The student learning experience is reimaged** using instructional approaches such as Project Based Learning, 21st Century Learning Skills, Science Inquiry, and the Engineering Design Process.

Learning Environment

Classrooms are student-centered where the teacher serves as a “facilitator” of learning. During reading and math instruction, the teacher provides whole group, flexible small groups, paired groups, learning centers, computer assisted instruction and independent work practice. During the science, technology, and engineering block of instruction, students work in learning teams and collaborative groups that rotate each quarter. This model builds students’ self-confidence and encourages them to take ownership for their learning by completing design challenges

from start to finish. This model develops skills such as critical thinking, creativity, collaboration, communication, team building, and respect for diverse or alternative viewpoints needed to be effective in a STEM workplace.

Class Size and Structure

The minimum class size will be 18 students and the maximum class size will be 25 students per classroom. The projected enrollment is 200 students grades K-2 for Year 1. There will be three teachers at each grade levels K and 1 and two teachers at grade 2. **Seventy-five new students and** three additional teachers will be added each year as the Academy grows organically and students transition to the next grade level. There will be paraprofessionals assigned to each grade level team to assist classroom teachers with instruction and ensure that all students demonstrate proficiency on NWEA benchmark assessments and IREAD/ILEARN state standardized assessments.

Contingency Plan A: If in the event there are only 10-12 students for a given class, it will be the decision of the Head of School to combine students by grade spans (for example combine grades 1-2) to make a full class or use Title II funds (within guidelines) for Class Size Reduction purposes to accommodate the smaller class size. The number of teachers may be reduced, if there are not enough students to make a full class. To avoid losing a teacher, that teacher may serve as the Long-term Substitute teacher until a class is full. The Head of School will also use the wait list to create full classes. All classes will be balanced by September 30th (count day) of a given school year.

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

Instructional Strategies

The student learning experience is **reimagined** using instructional approaches such as **Project Based Learning, 21st Century Learning Skills, Science Inquiry Process,** and the **Engineering Design Process.** The instructional strategies described below **support the STEAM instructional model** and will build a strong foundation across content areas to help student gain a deep understanding of concepts through hands-on, practical application of skills and concepts by developing creative and innovative solutions for real world problems. Research suggests that project based learning and hands-on activities engage students with learning, helps students make connections with new knowledge, increases retention of information, improves students' attitudes towards learning, and fosters a sense of accomplishment when projects are completed which makes these instructional strategies a good "fit" for the targeted population. **These research-based instructional strategies are embedded in the Indiana State Standards and STEAM curriculum and are not taught in isolation.** Project Lead the Way, Engineering is Elementary (EiE), and I-STEM Science curriculums outline the science inquiry and engineering design process within the lesson plans provide for teachers.

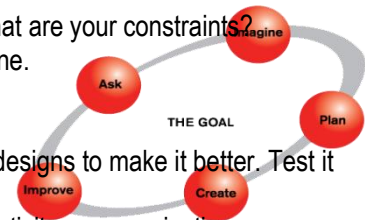
Project Based Learning. This hands-on instructional approach is integrated with the science inquiry approach. Classrooms are student-centered. Activities are hand-on and students work in learning teams or collaborative groups that rotate each quarter. Each grade level has specific science and engineering concepts to investigate. The project is framed by meaningful problems to solve or questions to answer. Students engage in a rigorous, extended process of asking questions, finding resources, and applying information. Students give, receive, and use feedback to improve their design process and models. Students present their work to their classes at STEAM assemblies and to parents at STEAM family night activities. **This learning by doing approach is embedded in the PLTW and EIE curriculums.**

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

Science Inquiry Approach. This instructional approach is integrated with the project-based learning approach. Students work in learning teams to solve research problems. Indy STEAM Academy will partner with the I-STEM Resource Network and the Indiana Science Initiative which provide science kits for experimentation with Physical, Life, and Earth/Space science. Students gain scientific knowledge by observing the natural and constructed world, making predictions, performing investigations and experiments, testing predictions with multiple trials, collecting data, evaluating investigations, and communicating their findings. [This learning approach is embedded in the Indiana Science Standards \(see Attachment 11C\) and I-STEM Science curriculum.](#)

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

- ASK:** What is the 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 instructional approach fosters critical thinking, creativity, communication, collaboration, and team building skills. Students take responsibility for developing a model from start to finish. Student use technology to plan their models and with making presentations. [This learning approach is embedded in Indiana Science and Engineering Process Standards \(see Attachment 12C\) the Project Lead the Way \(see Attachment 11E\) and Engineering is Elementary \(see Attachment 11F\) standards.](#) The curriculum outlines how to implement this process in the lesson plans for teachers to support their instructional delivery.

VI. Governance and Leadership

[Provide an overview of the proposed network governance, management structure and leadership team. Highlight the strengths of the proposed governing board and leadership team. Explain how the governance and management structure will provide for stable, effective governance and leadership for the proposed school replication plan over the long term.](#)

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

Below are some of the ways in which the Board of Directors will help ensure a high quality educational experience for our students:

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

SECTION I: EVIDENCE OF CAPACITY

Founding Group

Founding Group Membership

1. Identify the key members of the Founding Group for the proposed school(s). Identify *only* individuals who will play a substantial ongoing role in school development, governance and/or management, and will share responsibility for any school or for the network as a whole. These may include network leadership, proposed governing board members, school leadership/management, and any essential partners who will play an important ongoing role in the school or network development or operations.

The **Founding Board** is comprised of seven people who are well-respected in the community, experts in their respective fields, and have a vested interest in the success of the Academy, being from similar backgrounds as the students they will serve (**See Attachment 1 for full resumes and contact information**). Our Board members are:

Jomo Mutegi: President /Chair of the Policy and Governance Sub-Committee and Chair of the Capital Campaign Sub-Committee

Jomo Mutegi holds a Ph.D. in Science Education from Florida State University. Dr. Mutegi currently serves as an Associate Professor at Indiana University, Indianapolis School of Education. Dr. Mutegi's experiences as the Director for the Urban Center for the Advancement of STEM Education, extensive STEM research, research on science knowledge and middle school student learning, science instructional approaches, numerous presentations, research publications and children's books, and previous charter school board service will be an asset to the Indy STEAM Academy Board.

Tanya Peterson Mack: Vice President/Co-Chair of the Marketing (focus on branding) and Recruitment of Students Sub-Committee, Member of the Capital Campaign Subcommittee and Member of the Recruitment and Retention of Highly Qualified Teachers Sub-Committee

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

Kamia Jackson: Secretary/Co-Chair of the Marketing, and Recruitment of Students (with a focus on Enrollment Targets) and Non-Certified Staff Sub-Committee, Member of the Academic Achievement and Accountability Sub-Committee

Kamia Jackson holds a Master's Degree in Business Administration from Indiana Wesleyan. Kamia's service at the University of Phoenix and Martin University, experiences with strategic planning, academic program development, program evaluation, staff professional development and evaluations, community service, and previous board work will be an asset to the Indy STEAM Academy Board.

Keith Wilson: Treasurer/Chair of Finance Committee and Member of the Policy Sub-Committee, and Member of the Facilities Sub-Committee

Keith Wilson holds a Master's Degree in Business Administration, Financial Planning and Management from Regent University. Keith work with the Department of Defense Finance and Accounting Services. Keith's experiences with finance and accounting, business operations, project management, asset management, retirement plan management, and insurances will be an asset to the Indy STEAM Academy Board.

Carmon Weaver Hicks: Director/Chair of Climate and Culture Sub-Committee

Carmon Hicks holds a Ph.D. in Adult Education from the University of Maryland at College Park. Dr. Hicks currently serves as a Full Professor of Psychology and Sociology at Ivy Tech Community College. Dr. Hick's additional experiences with higher education including Indiana University Purdue University Indianapolis and the University of Cincinnati and experience with research, community planning, assessments, program evaluation, student recruitment and retention, and grant writing will be an asset to the Indy STEAM Academy Board.

Davita Johnson: Director/Chair of the Facilities Committee and Member of the Finance Committee

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

Brandon Warren: Director/Chair of the Academic Achievement and Accountability Sub-Committee, Member of the Climate and Culture Sub-Committee, and Member of the Recruitment and Retention of Highly Qualified Teachers Sub-Committee

Brandon Warren holds a Master's Degree in Educational Leadership and a Bachelor's of Science in Elementary Education. Brandon serves as a lead teacher/instructional coach with the Indianapolis Public Schools. Brandon's experiences with curriculum, instruction, assessments, analysis of data, Response to Intervention (RTI), mentoring and professional development will be an asset to the Indy STEAM Academy Board.

April Stephens: Director/Chair of Newly Developed Sub-Committee: Recruitment and Retention of Highly Qualified Teachers and "Hard to Fill" positions.

April Stephens holds a Bachelor's of Science Degree in Business Management, and Human Resources training in Organizational Development, Effective Human Resources Management, and Diversity Compensation, Reward, and Recognition Management. April serves as a Human Resource Manager for Health and Science Innovations. April's experience with developing employee handbooks, payroll and benefits administration, recruitment, job search, interviewing, and hiring strategies as well as creating partnerships with community organizations and manufacturing companies will be an asset to the Indy STEAM Academy Board.

Other: Howard L. Stevenson from Stevenson Legal Group, LLC, serves as the attorney for the Indy STEAM Academy and is working on the 501 (c)(3) application.

The Indy STEAM Academy Founding Board of Directors has been organized since late August 2017 and is a working board that meets every second Tuesday of the month to discuss the development of the Academy plans. Board Committees meet each month as needed to support the development of the Academy for effective implementation. Bylaws have been established and officially approved and serve as a guideline for stable governance. The Board of Directors is utilizing the resources provided by Board on Track to ensure effective governance and leadership and will participate in professional development opportunities provided by this company. The Board will participate in training on November 2, 2017 which will focus on the topic: "Harnessing the Power of your Volunteer Board." In addition to monthly board meetings, the Board of Directors will participate in spring and fall trainings to review essential topics not limited to governance, legal issues, strategic planning, academic achievement and accountability, financial planning, fundraising, board self-assessments and leadership evaluations.

The Board of Directors will hold the Academy accountable for accomplishing the achievement goals identified in the strategic plan. The Academy leaders will be held accountable for accomplishing 5 measurable goals. These goals include academic achievement in reading, mathematics, and science with at least 75% proficiency or higher and one-year annual measurable student growth as measured by Dynamic Indicators of Basic Early Literacy Skills (DIBELS), NWEA MAP quarterly benchmark assessments, IREAD K-2 and the annual IREAD 3 and ISTEP+ assessments or new the I-LEARN State Assessments. The Academy non-academic goals are to retain at least 85% of its teaching staff, maintain at least 95% of its student enrollment, and increase the number of community partnerships by three new partners annually to enhance the implementation of the STEAM model. The Board of Governors will conduct school

visits both announced and unannounced to observe the quality of instruction, student and parent engagement, school culture and climate, and other key measures of a high performing Academy.

In addition to the academic accountability and school leadership, the Board of Directors will ensure financial compliance and oversight by reviewing and approving the annual budget at least 90 days prior to the start of the school year. The Board will review finances (revenues and expenditures) monthly and will compare financial reports against budget cash flow projections. The Business Manager will post transactions to the general ledger on a daily basis and payrolls will be subject to multi-level authorizations. The Business Manager and Superintendent/Principal will follow proper accounting, record-keeping, and financial policies and procedures. The Superintendent/Principal and the Business Manager will also meet monthly with the Board Finance Committee to ensure financial stability. These actions and more will ensure that the Board has strong financial controls and oversight.

The Board of Directors will maintain open communication and a positive working relationship with Education One. The Board will identify successes and challenges of the Indy STEAM Academy and submit all required reports to document progress towards accomplishing the academic, financial, and organizational goals and to demonstrate our commitment to compliance and accountability measures to maintain its charter.

Explain the Founding Group’s collective qualifications for establishing high-quality schools in Indiana and assuming stewardship of public funds, including your capacities in areas such as:

- ✓ School leadership, administration and governance
- ✓ Curriculum, instruction and assessment
- ✓ Financial, business and school operations management
- ✓ Performance management
- ✓ Parent and community engagement
- ✓ Facilities management
- ✓ Legal compliance

The matrix below summarizes the collective skill-sets of our Founding Board of Directors and Leadership:

Board Members	School Leadership, Administration, and Governance	Curriculum, Instruction, and Assessments	Financial Business and School Operations Management	Marketing, Recruitment, Parent and Community Engagement	Facilities Management, and Legal Compliance
Carmon Hicks	X	X		X	
Kamia Jackson	X	X		X	
Davita Johnson	X		X		X
Tanya Mack	X		X	X	X
Jomo Mutegi	X	X		X	
April Stephens	X		X	X	X
Brandon Warren	X	X		X	
Keith Wilson	X		X		X
School Leaders					
Yvonne Bullock CEO/Head of School	X	X	X	X	X
Business Manager TBD					

Parent Coordinator/ Enrollment Specialist TBD					
STEAM Coach TBD					
Literacy Coach TBD					
Lead Teachers TBD					

Provide, as **Attachment 1**, full resumes (including contact information) for the individuals named. Identify members of the Founding Group who are proposed as board members, school leaders, or other key staff members of the first school proposed in this application. **NOTE: There is no page limit for this attachment.**

Resumes are attached. Job descriptions for positions that have not yet been filled on the leadership team are also provided.

- Identify any organizations, agencies, or consultants that are partners in planning and establishing the school(s) proposed model, along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to school development.

The following organizations and/or partners will assist with the development and implementation of the Indy STEAM Academy and the instructional model as described below: (See Letters of Support in Attachment 16)

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

Indiana Department of Education (IDOE). Indy STEAM Academy desires to become a STEM certified school which will serve as a model school in Indiana through its commitment to the integration of science, technology, engineering and mathematics that prepares students to assume careers in the STEM workplace. A STEM certified school demonstrates a non-traditional approach to education by employing intensive inquiry and project-based student-centered learning and opportunities to engage with the community through STEAM activities at school and outside of the regular school day. STEM certified schools lead the way in instructional best practices and STEM integration while following educational policies and excelling under the system of accountability. The process of becoming a STEM certified school includes a IDOE tool for the school Self-Evaluation tool that will be used to assess the Academy’s preparedness to implement STEAM. The STEAM leadership team will work with the IDOE Elementary Specialist to complete the STEM certification application and with developing a STEAM Action Plan. Teachers will use methodologies, resources, materials provided by our partners and the IDOE to effectively implement the STEAM model. The Academy will participate in IDOE site visits to share how it is progressing with the implementation of the STEAM model. Professional development will be provided through IUPUI and the I-STEM resource Network during the school year and summer months. Accountability data will be collected to determine the effectiveness of instruction. Indy STEAM will continue to identify community partners to support the implementation of the model which is directly aligned with our accountability goals. Upon successful completion of the STEM certification five-year process, the school would receive this designation.

Marian University

Marian University’s Center for School and Community Success (CS2) will partner with Indy Steam Academy (see Attachment #16) to provide a broad range of consulting services to support our Academy, especially in the first two years of implementation to ensure our success. The Center for School and Community Success will

provide professional development for our School Board, School leaders, and staff with the following supports (1) Finance/ Accounting - setting up compliant accounting systems, internal controls, budgeting, and record keeping; (2) Special Education Policies and Administration-provide training with understanding special education policies, processes and systems to comply with state and federal requirements; (3) State Compliance and Reporting-provide support with establishing and maintaining timely and accurate reporting to state authorities; (4) Strategic Planning and Governance - establish a five-year plan to accomplish academic and non-academic goals and objectives; (5)Teacher Leadership Development – provide training with principals of authentic leadership, systems thinking and visioning to support a positive school climate and culture; and (6) Professional Development for staff during the school year with differentiating instruction, backwards design, assessments, analysis of data, student centered instruction and project-based learning to support the implementation of our instructional model.

Marian University’s Educators College will partner with Indy STEAM Academy to create a pipeline of highly qualified teachers to support our instructional model through the **Teacher Clinical Residency Program**. The Academy will receive two Clinical Resident Teachers in Years 1 and 2, three Clinical Resident Teachers in Years 3 and 4, and four Clinical Resident Teachers in Year 5 for a total of 14 teachers over the first five years of operation. Clinical Teacher Residents have Bachelor’s degrees and are licensed to teach. They will work with the support of a Clinical Supervisor and Master Teacher provided by Marian University and will receive additional supports by our staff coaches. Clinical Resident Teachers will complete their residency, graduate from Marian University with Master’s degrees, and commit to at least three years of service at our Academy with “effective” or higher performance evaluations at the end of their residency program. This partnership will help our Academy recruit and retain highly qualified licensed teachers and establish a pipeline of teachers as our staff grows organically.

Trine University

Indy STEAM Academy seeks authorization from Education One, LLC and a partnership with Trine University. This partnership will provide the following opportunities for school leaders, teachers, and students:

(1) participate in the Lou Holtz Leadership Institute which provides opportunities for school leaders to build real-world skills and apply practical leadership skills to build an innovative culture; (2) participate in the “Lunch and Learn” program where the school leadership team will discuss topics that focus on enhancing our workplace of learning, and maintaining a positive school culture and climate through communication and collaboration; (3) participate in the field experience and student teacher placement program; (4) recruit teachers from the Franks School of Education and Transition to Teaching programs; (5) provide Continuing Education for Teachers to receive Professional Growth Points (PGP’s) to renew certification; (6) provide local Summer Camp opportunities for students such as: MINDSTORMS® Education (ages 7-12), LEGO® MINDSTORMS®, and MINDSTORMS® Green City, and LEGO® Robotics Kids Camp: The Academy will provide fundraisers throughout the school year to off-set the cost for students to participate in these summer enrichment activities.

IU Bloomington Center for P-16 Research and Collaboration

The Center for P-16 Research and Collaboration will provide consultants for the following professional development using CSP grant funds: (1) provide training before the start of the school year with the Engineering is Elementary curriculum modules; (2) provide training before the start of school and ongoing (during the school year) with the implementation of Positive Behavior Intervention and Supports (PBIS) and Culturally Responsive Classrooms to support our teachers with providing a safe and nurturing learning environment as well as with creating a positive school climate and culture as we hold true to the mission and vision of Indy STEAM Academy; and (3) provide training for teachers during the school year to improve their knowledge of mathematics, strengthen their pedagogical skills, their knowledge of uses of technology to support mathematics learning, and enhance their dispositions to collaborate and to reflect on their mathematical practices, and improve their overall teaching skills as they work with our STEAM coach to build and sustain their capacities as instructional leaders in their classrooms.

Teach for America

Indy STEAM Academy will partner with Teach for America to create a pipeline of highly qualified teachers to support the implementation of our instructional model. Teach for America will provide recruitment fairs where the Academy can meet and interview perspective teachers. This program will allow the Academy to recruit up to two Novice Teachers who have a Bachelor's Degree, are licensed to teach, and prepared to take on the responsibilities of a new and beginning classroom teacher. This will be a two-year commitment on the part of the teacher and the Academy. Teach for America will continue to provide training for teachers through the Marian University College of Education and provide coaching and resources such as ISTEM Resource Network Science Kits for teachers in their program. Indy STEAM Academy will also provide professional development and supports for our Novice Teachers.

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

Project Lead the Way will provide professional development for teachers with the implementation of the Indiana science standards and the Project Lead the Way Launch program for students grades K-5. Project Lead the Way captures the curiosity of students and engages them in hands-on activities that build knowledge and skills in the areas of computer science, engineering and biomedical science. These programs help students develop skills such as problem solving, critical and creative thinking, communication, collaboration, and perseverance to be successful in high school, college, and careers. Through our partnership with Trine University, middle and high school students will be able to receive dual credit for PLTW coursework towards a degree at Trine University.

Big Brothers Big Sisters of Central Indiana will provide mentors for students and one-to-one support with the social and emotion development of students using Positive Behavior Interventions and Supports (PBIS) and Character Counts programs that instill the core values our academy and reinforces a positive school climate and culture. Big Brothers and Big Sisters of Central Indiana will work diligently to foster positive home/school communication and supports for parents and help them with working with their children at home to ensure their success at school.

Community Alliance of the Far Eastside (CAFÉ) is the neighborhood association for our school community. CAFÉ will help our academy with community outreach to parents and leaders in the community. CAFÉ has provided the academy with a list of 20 pastors in the surrounding neighborhood. Indy STEAM Academy will visit churches on Sundays to speak with their congregations about the STEAM instructional model and goals to ensure the achievement of all students. There are four failing (F) schools and four (D) below proficient schools in the proposed school attendance area, which supports the need to provide a high quality educational option for parents and their children in this community. CAFÉ will assist the academy with distributing brochures and will provide access to one of the largest Head Start programs in the city, which will serve as a pipeline for students entering kindergarten. Indy STEAM Academy will target children from low-income families, underserved minorities, and underrepresented students in the STEAM workplace.

3. Explain the circumstances and motivations that brought the Founding Group together to propose this school replication plan.

The Indianapolis (Indy) STEAM Academy is the "brainchild" of the CEO/Founder, Yvonne Bullock, Ph.D. Dr. Bullock spent much of her preschool years with her great grandmother who watched her while her parents worked. Dr. Bullock's parents instilled the importance of education as a means to escape poverty, the desire to

be the “best that you can be,” and to make a difference in the lives of others through education. Dr. Bullock had many impressionable teachers who fostered a love for learning and the arts having played the piano since age three. Dr. Bullock became a math and science college preparatory teacher in the assignment for her fourth-grade math teacher who had become ill with cancer. She later became a second-grade teacher at the school where she attended as a child, again wanting to give back to a community that had given so much to her. Dr. Bullock assisted the school district with the development of a College Preparatory Magnet School Program and also worked with her mentor to develop a program to support students who were suspended or expelled from school, which later became an Alternative School for the same student population. Dr. Bullock has always had a passion to make a difference in the lives of students thus serving in several administrative capacities including a school superintendent. Dr. Bullock observed the life of her stepson taken away at the age of 15 years old by a 17-year-old in a “drive-by” shooting on the Far Eastside of Indianapolis, Indiana. This young teenager never had an opportunity to live out his dreams. It has been Dr. Bullock’s life-long desire to start her own school, so she founded Educating Children Matters, Inc. in 2015. Dr. Bullock has worked over the past two years searching for other educators and community leaders who share the same vision of providing high quality educational choices for children from low income families, helping underrepresented minority children, and inspiring underserved students like girls who dare to dream of becoming engineers, scientists, or mathematicians. There is a need to restore a community riddled with violence and crime where 46% of children and 50% of adults ages 18 to 64 live in poverty. Indy STEAM Academy will nurture the academic and creative talents of students and prepare them for high school, college and careers in the STEM workplace, which is the second largest industry in the world including right here in Indianapolis, Indiana. The Board of Directors and CEO/Founder hopes that Education One will give us an opportunity to make a difference in the lives of students by authorizing Indy STEAM Academy.

School Leader and Leadership Team

1. For the first proposed school described in this application, identify the Principal/Head of School candidate and explain why this individual is well-qualified to lead the school in achieving its mission. Summarize the proposed leader’s academic and organizational leadership record. Provide specific evidence that demonstrates the leader’s capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that he/she has completed or is currently participating in. Also provide, as **Attachment 2**, the qualifications and resume for this individual. If no candidate is yet identified, explain your timeline, criteria, and process for recruiting and hiring the school leader. **NOTE: There is no page limit for this attachment.**

The CEO, Ex-Officio of the Board and Head of School will be Dr. Yvonne Bullock, an experienced educator in the public urban, suburban, and rural school settings. Dr. Bullock has over 35 years of experience in education and has served as a classroom teacher, assistant principal, principal, assistant to the Director for School Improvement, Director for Teaching and Learning, Executive Director for Curriculum and Instruction, and Superintendent. As a school administrator, Dr. Bullock worked with one of five schools designated as the lowest achieving schools temporarily (LAST), which had a 19% achievement rate. Over a two-year period, the school improved from 19% to 56% and received the Blue Ribbon Award. Dr. Bullock, worked with her mentor (Deputy Superintendent) to revise the District-Wide Discipline Plan, and served on the team that created an alternative school (Project Succeed) for students that were suspended or expelled from school. Dr. Bullock has written and received awards for numerous grants including the Reading First, After School Sub-grant, 21st Century Learning, E2T2, SIG1003g, and Wilson Lips to provide additional resources for reading and math instruction and the integration of technology for instruction. Dr. Bullock assisted one middle school and two high schools that were designated to be taken over by the IDOE after many persistent years of academic failure. The high schools demonstrated achievement from “F to A” status in one year. The middle school improved from “F to A” status in 9 months and was recognized by Governor Pence for these accomplishments. Dr. Bullock has made several presentations including “Closing the Achievement Gap in the Midst of Restructuring” at the Illinois Department of Education No Child Left Behind Conference, “Closing the Achievement Gap” at the Superintendents Conference on Demographics, and “The Condition of Education in America” for the Regional Drifters conference. Dr. Bullock

serves on the board of the Children's Policy and Law Initiative of Indiana, is a volunteer for the Center for Leadership Development, is a member of the National Alliance of Black School Educators and many other educational organizations and is an active member of the Eastern Star Church. The resume for Dr. Bullock is included in **Attachment 2**.

2. Who will work on a full-time or nearly full-time basis immediately after approval to lead development of the school? How will this person be compensated?

Indy STEAM Academy was awarded the Charter School Program Quality Counts grant for \$900,000 from the Indiana Department of Education. The Academy plans to use CSP Grant funds for Year 0 Planning to hire a management/leadership team who will assist with the planning and preparations for the opening of school (see Attachment 19B).

The following persons will work full-time or nearly full time prior to the start of school.

Yvonne Bullock, CEO/Head of School will work full-time prior to the opening of school starting June 1, 2018 to work on marketing and recruitment of staff and students; solicit additional partnerships to support the implementation of the STEAM model; solicit bids and identify vendors for office and classroom equipment; order supplies, and materials for the start of school; work with IFF and Charter Schools Capital to prepare the school facility; and conduct fundraisers and solicit donations to support programs, services and extra-curricular activities. The Head of School will participate in community events and conduct parent information and orientation meetings.

Business Manager (TBD) will work full-time prior to the opening of school starting July 1, 2018 to assist with setting up all financial accounts including payroll for record keeping and managing all revenues and expenditures of the Academy. The business manager will assist with the ordering of instructional and non-instruction resources for the Academy, assist with vendor bids for services, and participate in the hiring of the custodial and cafeteria staff.

Office Manager (TBD) will work full-time prior to the opening of school starting August 1, 2018 to assist with setting-up the office and school files; assist the parent coordinator and enrollment specialist with enrollment and registration forms; assist with communications to staff, parents, and community members; and assist the business manager with ordering equipment, supplies, and materials for the start of school.

Parent Coordinator and Enrollment Specialist will work full-time prior to the opening of school starting August 1, 2018 with the recruitment and marketing team to implement the marketing strategies and community engagement activities to meet our student enrollment targets. The Parent and Community Engagement Coordinator will participate in community events to share information about the Academy and assist with planning and implementing parent information and orientation meetings.

STEAM and Literacy Coaches will work 6 months prior to the opening of school starting January 2, 2019 to assist with the alignment of the STEAM curriculum and Indiana Academic Standards; develop curriculum maps and pacing guides to support teachers with instructional delivery; the STEAM Coach will participate in Project Lead the Way professional development for the "Train the Trainer" model; the Literacy Coach will participate in Balanced Literacy "Train the Trainer" model; both coaches will participate in training for Instructional Coaching to support classroom modeling and demonstration lessons, observing specific teaching practices, providing supportive feedback, and providing opportunities for teachers to reflect on teaching practices. Coaches will assist with planning professional development and trainings that will begin the first two weeks prior to the start of school, and with planning ongoing professional development 10 days during the school year.

Technology Specialist will work 6 months prior to the opening of school starting January 2, 2019 to assist with the installation of technology for office, classroom, staff, and student use. The technology specialist will assist the Parent and Community Engagement Specialist to assist with the electronic registration of students and participate in training of PowerSchool with the data entry for the student information management system, data warehouse, teacher gradebook system and parent portals.

3. Describe the responsibilities and qualifications of the first proposed school's administrative/management team (beyond the school leader). If known, identify the individuals who will fill these positions and provide, as **Attachment 3**, the qualifications and resumes for these individuals. If these positions are not yet filled, explain your timeline, criteria, and process for recruitment and hiring. **NOTE: There is no page limit for this attachment.**

The Indy STEAM Academy's administrative/management team beyond the school leader will include:

- Business Manager, (TBD) will be hired July 1, 2018.
- Office Manager, (TBD) will be hired August 1, 2018.
- Parent Coordinator/Enrollment Specialist will be hired August 1, 2018.
- STEAM Coach, (TBD) will be hired January 2, 2019.
- Literacy Coach, (TBD) will be hired January 2, 2019.
- Technology Specialist, (TBD) will be hired January 2, 2019.
- Grade Level Teacher Leaders will be hired in March 2019.

The qualifications and experiences for each of the above positions are described in the job descriptions in Attachments 3A-G. The Academy will advertise these positions on the Indiana Department of Education website, at University and College Career Development Centers, in the local newspaper, Education Week Newspaper Job Bank, Indeed Job Bank, and using the Academy's website and social media to recruit staff. The process for hiring includes the online application process. Applications for these positions should be submitted within 30 days of the posting date. Applications will be reviewed by the Interview Committee. Potential candidates will participate in an informal telephone screening process. Candidates recommended to move forward in the selection process will be invited to interview. The formal interview process will be comprised of three steps: (1) Writing Assessment where candidates respond to school related scenarios; (2) Question and Answer session where candidates provide oral responses to questions essential to their role and responsibilities, and interpersonal skill sets which are rated using a rubric; (3) Demonstration of Skills and Presentation relative to their role and responsibilities and the use of technology to support their roles which are rated using an interview rubrics. A complete background and references check will be conducted for candidates designated to move forward in the selection process. Candidates will be notified of their status in the application process within 5-10 business days following the formal interview. Candidates recommended for hire will be submitted to the Board of Directors for review and potential approval. New hires will participate in an onboarding process which includes the new employee orientation with the leadership team, review of the staff handbook, school policies and procedures, emergency plan, technology equipment check-out, integration of technology (emails and passwords for student information system). All school leaders will develop an action plan that includes a professional development component within the first 30 days of service.

Governance

Notes:

As used in the application, the term "organization" applies to any applicant or partnership among groups applying to replicate a school model in Indiana. Thus, it may include an existing school proposing to replicate; an existing school network or CMO applying directly for a charter; a governing board proposing to contract with a CMO or other education service provider (ESP); or other entities and arrangements. *In the case of an applicant proposing to contract with a service provider, applicants should provide requested information for the governing board and/or the CMO, as applicable.*

Legal Status and Governing Documents

For the entity proposing to hold the charter(s), provide the following governance documents as **Attachment 4**:

- 501(c)(3) Letter of Determination from the Internal Revenue Service (or evidence that the applicant has applied for federal tax-exempt status from the IRS);
- Copy of the Articles of Incorporation; and
- Copy of Board Bylaws.

- *NOTE: Applies only to non-profit corporations based outside of Indiana: Evidence that the proposed charter holder is registered to do business in Indiana.*

NOTE: There is no page limit for this attachment

See Attachment 4.

IMPORTANT NOTES:

- *Education One, L.L.C. awards charters only to nonprofit corporations that either have received, or have applied for, federal tax-exempt status from the IRS. **A proposal will be considered incomplete if the applicant does not meet these criteria.***
- *Applicants should note the following requirement for Indiana charter holders as stipulated in IC § 20-24-3-3: “The organizer’s constitution, charter, articles, or bylaws must contain a clause providing that upon dissolution: (1) all remaining assets, except funds specified in subdivision (2), shall be used for nonprofit educational purposes; and (2) remaining funds received from the [Indiana Department of Education] shall be returned to the department not more than thirty (30) days after dissolution.”*

As Attachment 5, provide one (1) complete and signed Statement of Assurances form.

Statement of Assurance Form – See Attachment 5 *NOTE: Please use the provided form included in this RFP.*

Governing Board

1. **Governance Structure and Composition.** Describe the governance structure. Will the new school(s) have an independent governing board, or will there be a single network-level board governing multiple schools? Describe the current and desired size and composition of the governing board. In addition, list the name of each current board member within the proposal narrative. In Attachment 6, provide a completed and signed Board Member Information Sheet for each current Board member for the governing entity/charter holder. *NOTE: Please use the provided form included in this RFP. If a Board member’s resume has already been included in Attachment 1, a duplicate resume should NOT be included in Attachment 6.*

IMPORTANT NOTE: *If a charter is awarded by Education One, L.L.C., each Board member of the governing body (i.e., the legal entity that has been awarded the charter) is required to undergo an expanded background check prior to execution of the charter agreement.*

The Indianapolis (Indy) STEAM Academy will be governed by an independent governing board. The Board of Directors currently has eight members. The Bylaws suggests five to nine members to comprise a full board. The Board of Directors are identified in the chart below. Resumes for the Board of Directors are provided in **Attachment 1** and the Charter School Board Member Information Sheets are provided in **Attachment 6**.

Board of Directors	Office/Position	Sub-Committees
Jomo W. Mutegi	President	Policy and Governance (Chair) and Capital Campaign
Tanya Peterson Mack	Vice-President	Marketing, Recruiting and Student Enrollment (Co-Chair), Capital Campaign (Chair), and Finance
Kamia Jackson	Secretary	Marketing, Recruiting and Student Enrollment (Co-Chair) Academic Achievement and Accountability
Keith Wilson	Treasurer	Finance (Chair), Facilities, and Policy and Governance
Carmon Weaver Hicks	Director	Culture and Climate (Chair)
Davita Johnson	Director	Facilities (Chair) and Finance
April Stephens	Director	Highly Qualified Teacher Recruitment and Retention

		(Chair) Marketing and Recruiting
Brandon Warren	Director	Academic Achievement and Accountability (Chair) Culture and Climate
Yvonne Bullock	CEO/Ex-Officio	All Sub-committees

2. **Governing Entity’s Responsibilities.** Explain how the proposed governance structure and composition will help ensure that there will be active and effective oversight of all Indiana charter schools in the network’s portfolio.

Not applicable.

3. **Procedures.** How many times has the current board met to date? What will be the planned frequency and focus of meetings if the school is approved? Identify any standing subcommittees the board expects to have. Describe how the school and governing board will comply with Indiana’s Public Access Laws as described within IC § 5-14. Additional guidance is available from the Office of the Public Access Counselor at <http://www.in.gov/pac/> and at (317) 234-0906 or (800) 228-6013.

The Board of Directors have met monthly since its inception August 2017. The Board of Directors meet the second Tuesday of each month at 6:00 PM. The Board of Directors Sub-committees meet twice per month or as needed and determined by the Sub-committee chairs. The current meetings focus the planning and development of the Charter School. Once the academy is authorized, the focus of meetings will be geared toward the effective implementation of the instructional model and achieving the academic and non-academic goals of the academy. The Board of Directors will comply with the Indiana Public Access Laws by notifying the Indianapolis Star Newspaper at least 48 hours (excluding weekends and legal holidays) in advance of meetings; posting the notice meetings at the entrance of the Academy, on the Academy’s website and on the authorizer’s website; holding meetings in public; allowing the public to attend the meeting except when the Board is in executive session; require at least a quorum of members to be physically present at the location where the meeting is conducted; and making copies of the minutes and other non-privileged documents available upon request and on the Academy’s website.

In addition to the role of governance and oversight, the Board of Directors are committed to ensure the success and furtherance of the mission of Indy STEAM Academy by establishing the following subcommittees:

Board of Director Sub-Committees	Description
Academic Achievement and Accountability	To ensure the academic achievement of all students and with accomplishing the academic and non-academic goals of the Academy.
Climate and Culture	To ensure a safe, nurturing, engaging, and collaborative school environment.
Finance and Facilities	To ensure a stable and sustainable fiscal health of the Academy and provide a facility that will accommodate the needs of the staff and students.
Marketing, Recruitment, and Enrollment	To ensure marketing and branding of the Academy, to recruit qualified non- certified staff and recruit students to achieve the staffing and enrollment targets.
Recruitment and Retention of Highly Qualified Teachers	To ensure the recruitment and retention of highly qualified certified staff, to achieve staffing targets, and establish effective human resources onboarding processes.
Capital Campaign	To ensure additional funding sources to accomplish the mission and effective implementation of the instructional model of the Academy.
Policies and Governance	To ensure that policies are in place and kept up-to-date for the governing body and for the effective operations of the school. To ensure the self-evaluation of the Board and evaluation of the CEO to achieve the mission of the Academy.

4. **Ethics and Conflicts of Interest.** Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Provide, as **Attachment 7**, the board's Code of Ethics and Conflict of Interest policy. **NOTE: There is no page limit for this attachment.**

The Board of Director's Code of Ethics and Conflict of Interest Policies have been adopted by the Board and will be included as Articles X and XI in the Bylaws. Please see **Attachment 7**

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

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

The **STEAM Community Advisory Council (SCAC)** will be comprised of key community stakeholders including businesses, higher education institutions, social and civic organizations, community leaders, and representatives from established community partners that meet once per quarter to provide feedback on the progress of the Academy. The SCAC will provide monetary and/or in-kind resources and support including mentoring, career fairs, job-shadowing, industry tours and college tours; help with fundraising projects, community service projects, and assist the Academy with networking to solicit other community partnerships and resources to support the implementation of the STEAM instructional model and accomplish the academic and non-academic goals of the Academy.

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

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

It is the desire of the Indy STEAM Academy to resolve any complaints in a fair and prompt manner. Prior to the initiation of a grievance, the parent or student should discuss the concern/problem with the person directly involved in an attempt to resolve the problem. If the matter is not resolved, the matter shall be presented in writing to the Head of School using the Complaint Form and follow the resolutions steps identified as follows:

First Resolution Step:

The parent or student should initiate a complaint by completing a Complaint Form, stating the claim, detailed statement of the facts in support of the claim, and the relief requested. After submitting the form to the CEO/Head of School for review, the CEO/Head of School will meet individually with all parties to get a clear understanding of the complaint. The CEO/Head of School may determine that it is necessary to meet with both parties involved (if applicable) to resolve the dispute and collaborate on a solution to amicably resolve the

matter. The CEO/Head of School will provide a written response on the Complaint form and return it to the parent within five (5) business days of the initial meeting decision. If the parent is not satisfied with the decision of the CEO/Head of School, the parent may appeal to the Policy and Governance Committee (proceed to the second resolution step.)

Second Resolution Step: The parent may appeal in writing the decision of the CEO/Head of School to the Board of Directors Policy and Governance Committee. The CEO/Head of School will forward the Complaint Form with the enclosed resolution to the Policy and Governance Committee. The Policy and Governance Committee will review all information relative to the complaint/grievance and request a meeting with the complainant within (5) five business days. The Policy and Governance Committee will meet with the parent and any parties involved to review the complaint and shall provide a written decision to the parent within five business days of the meeting. If further discussion is needed to resolve the complaint, the Policy Committee may refer the parent to the Board of Directors. If the parent is not satisfied with the decision of the Policy and Governing Committee, the parent may appeal to the Board of Directors (Third Resolution Step).

Third Resolution Step: The parent may request to meet with the Board of Directors in Executive Session. The Board Secretary will contact the parent and other persons involved with the meeting date and time of the hearing. The Board of Directors has the power and duty to action as deemed appropriate to resolve the matter. If the parent remains dissatisfied with the decisions to resolve the problem at all three steps of the resolution process, the parent may proceed to the fourth resolution step.

Fourth Resolution Step: If after presenting the complaint to the Board of Trustees, the parent believes that the Board has not adequately address the complaint, the parent may present the complaint to the Academy's authorizer, which may investigate and respond to the complaint. The authorizer has the power and duty to take remedial action as deemed appropriate to resolve the matter.

Contact Information for the Authorizer:

Lindsay Omlor, Executive Director
Education One, LLC., Trine University,
Shambaugh Room 208
One University Avenue
Angola, IN 46703
260-665-4600

School Management Contracts – “Not Applicable”

If the applicant does not intend to contract with an Education Service Provider (ESP), mark “Not Applicable” and skip to next section.

Not applicable. There is no Attachment 8.

IMPORTANT NOTE: Any contract with an ESP will be null and void until approved by Education One, L.L.C. Once approved by Education One, the parties may execute the contract and subsequently must submit an executed copy of the contract to be kept on file with Education One. This contract is subject to Indiana's Public Access Laws, including public records requests.

If any proposed school intends to contract with an Education Service Provider (ESP) for school management, provide the following information (and provide the requested documentation as Attachment 8):

- a. A brief overview of the ESP's founding year, mission, leadership team, and current geographic footprint;
- b. A summary explanation of how and why the ESP was selected, and the due diligence conducted (including a list of other ESPs assessed during the due diligence process, if any);
- c. A term sheet setting forth a proposed duration of the contract that aligns with the charter term; roles and responsibilities of the school governing board, the school staff, and the service provider; scope of services

and resources to be provided by the service provider; performance evaluation measures and mechanisms; detailed explanation of compensation to be paid to the provider (both management fees and all pass-through expenses, such as for curriculum licensing or technology); financial controls and oversight; methods of contract oversight and enforcement; investment disclosure; and conditions for renewal and termination of the contract;

- d. A draft of the proposed management contract detailing all of the above terms;
- e. Explanation of the relationship between the school governing board and the ESP, specifying how the governing board will monitor and evaluate the performance of the service provider, the internal controls that will guide the relationship, and how the governing board will ensure fulfillment of performance expectations;
- f. Disclosure and explanation of any existing or potential conflicts of interest between the school governing board and proposed service provider or any affiliated business entities; and
- g. Evidence that the service provider is authorized to do business in Indiana.

NOTE: There is no page limit for this attachment. Please ensure the section on ESP compensation is clearly articulated, and includes a detailed description of the management fee, as well as all pass-through expenses, such as for curriculum licensing or technology costs. The Education One application evaluation team should be able to easily discern the total dollar amount and percentage of annual revenues that is paid to the ESP.

Network Vision, Growth Plan & Capacity

Note: As used in this application, the term “organization” applies to any applicant or partnership among groups applying to replicate a school model in Indiana. Thus, it may include an existing school proposing to replicate; an existing school network or CMO applying directly for a charter; a governing board proposing to contract with an education service provider (ESP); or other entities and arrangements. *In the case of an applicant proposing to contract with a service provider, applicants should provide requested information for both the governing board and the ESP, as applicable.*

Provide the following information about the organization’s growth plan and capacity to carry out that plan with quality and integrity.

1. Provide, as **Attachment 9**, the organization’s 5-year business plan addressing the plan for network expansion in Indiana (and in other states, if applicable). If no business plan has been developed, please answer the remaining questions in this section. **NOTE: Experienced CMOs and ESPs are required to submit business plans containing all components of a traditional business plan. There is no page limit for this attachment.**
Indy STEAM Academy does not have a five-year business plan. Responses are provided for the questions below:
2. If not clearly described in **Attachment 9**, or if no business plan exists, describe the organization’s strategic vision, desired impact, and five-year growth plan for developing new schools in Indiana and other states, if applicable. Include: number and types of schools; planned opening years; all currently targeted geographies and criteria for selecting them; projected numbers of students; and measurable impact on student achievement.

Five Year Growth Plan

Indy STEAM Academy does not have a five-year business plan; however, the Academy’s strategic vision for the growth of the Academy, desired impact to achieve its mission, and five-year growth plan for expanding this Academy is identified in **Attachment 9**. The Academy seeks to become authorized to implement this educational model at one location then expand the grade levels to include middle and high school. The Board of Directors has not discussed developing new schools in Indiana or other states. The Academy will open with 200 students grades K-2. The Academy will grow its enrollment each year by adding one additional grade level and 75 new students each year until it reaches eighth grade and a maximum capacity of 650 students grades K-8 in Year 7 (2025-26). As identified in **Attachment 9**, this will be Phase 1 implementation of our model. The Indy STEAM Academy understands the phenomenon of the “Middle School Drip” where students lose interest in

science and tend to drop out of STEM programs at the end of their middle school years. To combat this phenomenon, the Academy desires to maintain its students by creating a STEAM High School in Year 8 (2026-27) to ensure that its students remain in the STEM pipeline for college and careers in the workplace. This will be Phase 2 Implementation of our model. The Indy STEAM Academy will provide mentoring, job shadowing, internships, career fairs, and industry visits to help students identify STEM career pathways as they set goals for Academic Achievement, Behaviors (academic mindsets), and Career Pathways in their **ABC Plans** that will follow them from kindergarten to college. The vision of the Indy STEAM Academy is to ensure that students who remain in the Academy will graduate with an Associate's Degree, or Core 40 with STEM Honors, or Technical High School Diploma, and receive admission to attend college.

3. If not clearly described in Attachment 9, or if no business plan exists, **summarize the organization's capacity to support and ensure the quality and long-term success of the new school(s) proposed.** If the organization's existing portfolio or growth plan includes schools in other states, explain how Indiana fits into the larger growth plan and how the organization will support and ensure quality in the schools planned for Indiana.

Capacity to Support and Ensure the Quality and Long-Term Success of Indy STEAM Academy **Indy Steam Academy has identified the following support structures to ensure the long-term success of our new school:**

(1) Charter School Program Quality Counts Grant Award for \$900,000 (See Appendix A)

Indy STEAM Academy has been awarded the CSP grant of \$900,000 for the first three years of operation, which includes Year 0 for Planning to support the expenses and development of a new start-up charter school. The funds for this grant will provide personnel during the planning year (Head of School, Business Manager, Office Manager, Parent and Community Engagement Specialist, Technology Specialist, Literacy Coach and STEAM Coach) to assist with the planning and start-up of the new charter school (see pp. 19-20 for additional details). In addition to personnel to assist with planning, these grant funds Years 0, 1 and 2, will support the salaries of the STEAM and Literacy Coaches (see the job descriptions in Attachment 3). These grant funds Years 0, 1, and 2 will provide equipment (computers, I-Pads, printers, 3D printers, copy machine, SmartBoards, laminator, poster maker, science equipment, playground equipment, etc.) to support the implementation of the STEAM instructional model. These funds will provide supplies and materials for classrooms and office needs; contracted services for consultants who will provide professional development, legal fees, internet access and file server support, phone service, website development, Board of Director training, etc.) These funds will provide stipends for professional development for all instructional staff 10 days prior to the start of school to support the school launch and implementation of the STEAM Instructional Model. These funds and resources will ensure a strong and successful start and will ensure the long-term success of our school as we maintain these resources using our general fund budget and as we secure additional grant resources in future years to come.

(2) Community Partnerships to Recruit, Support, and Retain Highly Qualified Teachers

Indy STEAM Academy has secured partnerships with IUPUI Indianapolis Center for the Advancement of STEM Education, Bloomington Center for P-16 Research and Collaboration, Marian University Center for Community and School Success, Marian University College of Education Clinical Residency Program, Teach for America, I-STEM Resource Network, and Project Lead the Way (See Attachment 16 and Community Engagement pp. 6-8 for additional details). These community partnerships will provide opportunities to recruit highly qualified teachers, develop a pipeline for new teachers, and support teachers with the implementation of the STEAM instructional model through ongoing professional development. Indy STEAM Academy recognizes the shortage of STEM trained teachers and the 100,000 in 10 National initiative to develop more STEM Teachers to address this shortage. However, Indy STEAM Academy plans to build the capacity of the teachers we recruit to develop them as STEM teachers through our job-embedded professional development opportunities before the start of school and ongoing throughout the school year. These community partnerships will provide training to help teachers enhance their knowledge in core content areas, deepen their understanding of how to implement instructional strategies including

project-based learning, science inquiry, and engineering design processes, and 21st Century learning skills which are embedded in the curriculum and Indiana Academic Standards (**See Attachment 11**). Indy STEAM Academy will continue to build the capacity of teachers by conducting a self-evaluation of our staff's capacity to implement the STEAM model. We will apply to participate in the Indiana Department of Education STEM School Certification process as Cohort 5 (2019-23). This process will also provide extensive support and professional development to ensure the long-term success of our Academy.

(3) Professional Development and Support Systems to Build and Sustain the Capacity of Teachers

Indy STEAM Academy has established ongoing professional development to build and sustain the capacity of teachers. The Academy has three layers of support to help teachers with the implementation of the STEAM instructional model. The Academy will provide **STEAM and Literacy Coaches** who will provide demonstration (model) lessons, share instructional best practices, engage in ongoing conversations about instructional practices, and provide feedback with opportunities for teachers to reflect on their instruction and student learning during debriefing sessions. Our coaches will help teachers with lesson planning and the analysis of data to make instructional decisions during their weekly grade level team meetings. The Academy will use the "Train the Trainer" model by providing an opportunity for coaches to receive training and time for them to work on curriculum mapping, pacing, and alignment of instruction with the state standards six months prior to the start of school using CSP grant funds. The Academy will provide **one Lead teacher at each grade level**. Lead Teachers work closely with coaches to help **Novice (new) teachers** with implementing the instructional model. Lead Teachers **will serve as mentors** for Novice teachers to help them acclimate as new and beginning teachers and support them as they learn to juggle instructional and non-instructional responsibilities. Novice teachers will receive help from coaches with their instructional practices and delivery of the STEAM instructional model as they work with their grade level team teacher leaders. STEAM and Literacy coaches will assist teachers with the implementation of the Indiana Academic Standards and ensure that all standards are covered for each grade level and content area. Teachers will use the Academy's curriculum maps and pacing guides that deconstruct the standards and explain what they need to teach, and what students will know and be able to do at each grade level each quarter. Teachers will work in their grade level teams with coaches and lead teachers to analyze data from diagnostic, formative, and summative assessments to determine what students know or need to know to develop lesson plans and create flexible student groups for learning to build a deeper understanding of content through practical application of skills using authentic and relevant learning activities that enhance critical thinking and problem-solving skills. Novice teachers will have an opportunity to train to become a lead teacher as they acquire years of experience, additional college training, and additional professional development while working with the Academy. In addition to the support provided by our coaches and lead teachers, all instructional staff will participate in two weeks of professional development prior to the beginning of the school year that focuses on the core of the STEAM instructional model. Teachers and assistants will also receive 10 additional days of on-going professional development and training during the school year to support them with the implementation of the STEAM model. Our professional development model of support will build and sustain the capacity of teachers as we "grow" our teachers as STEM instructional leaders.

(4) Extended Learning Opportunities to Ensure the Academic Success of Students

Indy STEAM Academy strives to serve students from low-income families, underserved minority students and underrepresented students in the science field. We recognize that students from our targeted population will enter with varying knowledge, skills, and abilities. To address the academic needs of all students, our Academy will provide a variety of extended learning opportunities to ensure the long-term academic success of students and to meet our academic performance goals and achieve Adequate Yearly Progress that exemplifies high quality learning. Indy STEAM Academy will provide a traditional school year of 180 full-days of student instruction and an extended **7- hour school day**. This additional hour per school day is a total of **180 additional hours of instruction**, which equals a total of **30 additional days of instruction per school year**. In addition to the extended school day hours, there will be one hour of

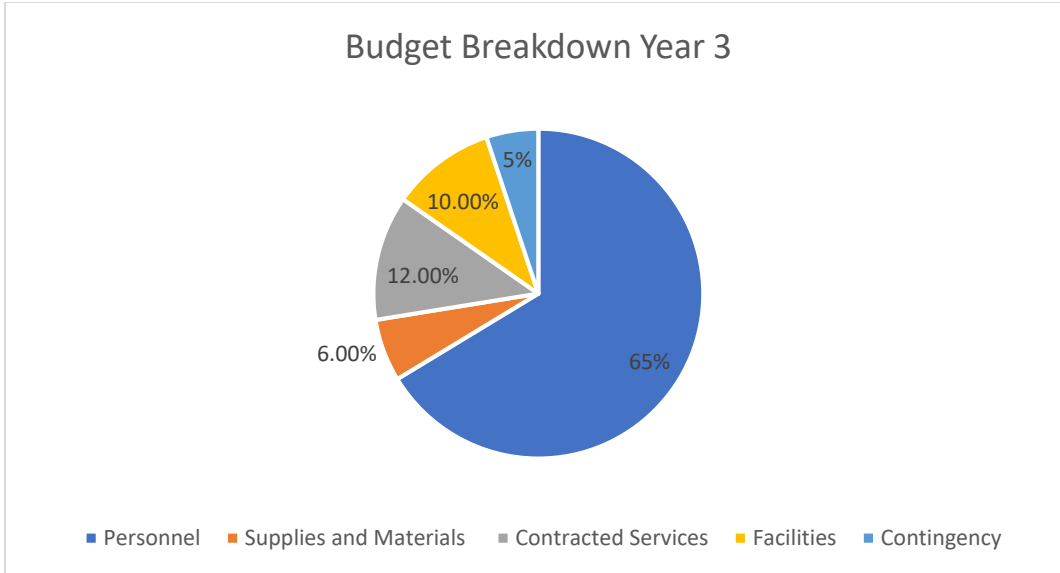
extended learning opportunities for students after school such as **after school tutoring** in reading and math to help students who may enter below level to demonstrate proficiency and close the achievement gap; **homework help** and **enrichment and extra-curricular** activities including clubs, instrumentals, sports, coding, robotics, Lego, dance, and drama to help students become well-rounded and provide opportunities for creative expression. Students will be able to select the activities of choice each quarter or may remain in the same activities throughout the semester or school year. The after school extended learning times will also be a benefit for parents who might need after school care.

Fall, Winter, and Spring Breaks will be two weeks which are embedded in the academic calendar year where students are not required to attend school. However, during these break periods, Indy STEAM Academy will provide one week of extended learning opportunities for students to **tour STEM industries** to learn about jobs and different aspects of careers in STEM Industries, **visit science museums**, and **take college tours** to explore college campus life and programs to spark their interests in careers in the STEM workforce. The Academy will conduct fundraisers, collect donations, and seek corporate sponsorships to offset the cost to provide these extended learning opportunities. These extended learning opportunities will be a “good fit” for our targeted student population of students from low-income families, underserved minority students, and underrepresented students who might not otherwise have an opportunity to visit places outside their surrounding neighborhoods and community.

Students will have an additional learning opportunity at the end of the school year to participate in a **three-weeks summer school program** to receive interventions in reading and math to demonstrate proficiency and mastery of these standards. Students who do not need summer school will have an opportunity to participate in enrichment learning opportunities including **STEM summer camps** and local, state, and national **STEM competitions** (Robotics, Lego, Coding).

(5) Fiscal Stability

Indy STEAM Academy will maintain fiscal stability based on revenues and expenditures and will have a small carryover in Years One and Two. The Academy will be able to sustain its expenditures after the completion of the grant and will save a contingency between 5-10% of the total Basic State Aid in the remaining Years Three, Four, and Five to cover any shortfalls that may occur if enrollment targets are not met (See Budget - Attachment 20). The pie chart below identifies the percentage of the budget used for the following expenditures for Year Three and demonstrates the Academy’s ability to sustain personnel, programs and services without the use of grant funds. The total revenues for Year Three are \$3,212,366. The chart below represents the percentage of expenditures based on the total projected revenues:



Personnel Salaries and Benefits 65%, Supplies and Materials 6%, Contracted Services 12%, Facilities 10% and savings through Contingency (non-expenditure) 5% of the total revenues received.

	Year 3	Year 4	Year 5
Revenues	3,212,366	3,868,493	4,555,650
Expenditures	3,184,867	3,776,611	4,263,133
Carryover	27,499	91,822	292,517
Cumulative Carryover	95,984	187,866	480,383
Contingency	106,715	259,165	304,900

- If not clearly described in Attachment 9, or if no business plan exists, provide **evidence of organizational capacity to open and operate schools successfully** in accordance with the growth plan. Explain results of past replication efforts and lessons learned, including how you have addressed replication challenges in other markets.

Indy STEAM Academy **is not replicating an existing school.**

Five Year Budget Summary

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Target Enrollment	Planning	200	275	350	425	500
Basic State Aid	-	1,219,600	1,679,950	2,134,300	2,591,650	3,049,000
CSP Grant Award	300,000	300,000	300,000	-	-	-
Revenues	300,000	2,530,060	2,847,161	3,212,366	3,868,493	4,555,650
Expenditures	300,000	2,506,470	2,805,266	3,184,867	3,776,611	4,263,133
Carryover	-	26,590	41,895	27,499	91,822	292,517
Contingency	-	-	50,309	106,715	259,165	304,900

The chart above provides evidence of the organization’s capacity to open and operate a school successfully with this Five-Year Budget Plan which identifies the targeted student enrollment, basic state aid, total revenues generated, expenditures to operate along with carryover funds, and savings - contingency funds if we fall short of the enrollment targets, or if State and Federal payments are delayed.

5. If not clearly described in Attachment 9, or if no business plan exists, describe the **greatest anticipated risks and challenges to achieving the organization’s desired outcomes** in Indiana. How will the organization meet these challenges and mitigate risks?

Greatest Anticipated Risks and Challenges:

1. Meeting and Maintaining Stable Enrollment Targets

Indy Steam Academy will have one year to plan (June 2018 through June 2019) to ensure a strong start. The Marketing, Recruitment, and Enrollment plans will enable the academy to achieve its enrollment targets. Indy STEAM Academy has assessed the need and demand for a STEAM focused charter school on the Far Eastside of Indianapolis which is our targeted community. During the survey conducted in January 2018, Indy STEAM Academy received overwhelming parent responses to our curriculum and instructional model as an educational choice for their children. During our four days of recruitment activities at different Head Start sites, 63 parents signed Letters of Intent to Enroll their children (see Attachment 14B and 14C). We conducted mini-surveys in the community (see Attachment 14D) and collected 32 responses where 15 parents were “Very Interested” 15 parents were “Interested” and 2 parents responded “Maybe.” We did not have any parents check the “Not Sure” or “Not Interested” categories. The Academy collected contact information that includes the names of parents and students, gender, grade levels of students entering school, date of birth, interest of students and any special conditions, addresses, phone numbers, email addresses of parents. The Academy will continue to provide follow-up responses and newsletters via email to all parents who have expressed an interest in our Academy and will continue our recruitment and enrollment efforts as proposed. The goal of our Academy is to retain 95% of our students each year to ensure that our enrollment targets are met. The Academy will use its extended learning day, innovative instructional model, academic, and extra-curricular extended learning activities as a “selling point” to recruit and retain students who might otherwise choose their neighborhood schools or other charter schools.

The following contingency plans are developed, if the Academy does not meet its enrollment targets:

Contingency Plan A: Reduce Staff and Expenditures

If enrollment targets are not met, the Academy will reduce the number of staff to accommodate the number of students enrolled. The Academy will reduce instructional supplies and materials, support supplies and resources, and contracted services by 25%, the facility expenditures would remain the same since the Academy would need to operate with the existing lease and utility costs. The chart below identifies a Five-Year budget with a reduction of 50 students less than the proposed targeted enrollment each year. The chart demonstrates that the Academy will be able to maintain staff, programs and services with reduced student enrollment revenues and expenditures.

Five Year Budget Reduction Summary

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Reduced Enrollment	Planning	150	200	250	300	350
Basic State Aid	-	914,700	1,219,600	1,524,500	1,829,400	2,134,300
CSP Grant Award	300,000	300,000	300,000	-	-	-
Revenues	300,000	1,899,795	2,135,370	2,409,275	2,901,370	3,416,738
Expenditures	300,000	1,869,230	2,102,574	2,361,090	2,872,356	3,245,901
Carryover	-	30,565	32,796	48,185	29,013	170,837
Contingency	-	-	60,980	152,450	182,940	213,430

Contingency Plan B: Maintain a Wait List

The Academy will maintain a “Wait List” of at least 10% more students than the targeted enrollment each year to ensure that our enrollment targets are met. The chart below identifies the ideal number of students to have on our wait list to ensure that our targeted enrollment is met. This wait list will provide a pipeline of additional students from which to draw to ensure that our enrollment targets are met, if there are “No Shows.”

	Year 1	Year 2	Year 3	Year 4	Year 5
Enrollment Target	200	275	350	425	500
Wait List	20	27	35	42	50

Contingency Plan C – “Over Enroll”

The Academy could “over enroll” the number of seats anticipated to ensure that the targets are met. The Academy has considered that there could be “No Shows” at the beginning of the school year for a variety of reasons, so this overage would balance the number of students needed to ensure that our enrollment targets are met. If all students “Show,” the Board of Directors would reserve the right to open additional classes to ensure stable enrollment.

	Year 1	Year 2	Year 3	Year 4	Year 5
Enrollment Target	200	275	350	425	500
Over Enrollment	225	300	375	450	525

Contingency Plan D – Last Resort - Use Contingency Funds to Cover Enrollment Shortfalls

Indy STEAM Academy could use contingency funds to cover enrollment shortfalls as identified in the chart below. The contingency funds are divided by the Basic State Aid per pupil amount (6,098) to determine the number of students that could be covered using these funds. However, the Academy is committed to meeting its enrollment targets, so these funds can be used for other unanticipated emergencies. There are no contingency funds for Year 1 to avoid supplanting Basic State Aid funds while using CSP grant funds.

Contingency Funds

	Year 2	Year 3	Year 4	Year 5
Contingency Savings	50,309	106,715	259,165	304,900
Students per BSA \$6,098	8	17	42	50

2. Recruiting and Retaining Highly Qualified Teachers

Indy STEAM Academy recognizes the shortage of STEM trained teachers and the 100,000 in 10 National Initiative that is currently in place to develop more STEM teachers to address this shortage. To address this concern, Indy STEAM Academy has developed a Board of Directors Sub-committee (Recruitment of Highly Qualified Teachers and Hard-to-Fill Positions) to specifically address this concern and ensure our ability to meet our teacher hiring targets using the following plans:

Plan A: Multiple Layers of Expertise

Indy STEAM Academy will hire a **STEAM and Literacy Coach** to assist all classroom teachers with the implementation of the STEAM Instructional Model and Balanced Literacy components. Indy STEAM Academy will hire **Lead Teachers** (one per grade level) to mentor Novice teachers and help them acclimate in their instructional and non-instructional roles. The Academy will hire **Novice Teachers** who have at least a Bachelor's Degree in Elementary Education or respective field who are appropriately licensed to teach in Indiana. Indy STEAM Academy recognizes that STEM content area knowledge is integral to our instructional model and plans to build the capacity of the teachers we recruit to develop them as STEM teachers through our job-embedded professional development opportunities which includes 10 days of training before the start of school and ongoing (10 days) throughout the school year (See Section III Professional Development Schedule). Teachers who are hired after the start of the school year will receive training with the STEAM core prior to being assigned to teach in a classroom. The Academy believes that our competitive salaries and benefits, professional development (coaching and mentoring), and opportunities to advance to teacher leadership roles will be a "selling point" to attract and retain highly qualified teachers and also help the Academy achieve its goal of retaining at least 85% of our teaching staff.

Plan B: Marian University's Educators College Teacher Clinical Residency Program

Marian University Educators College will partner with Indy STEAM Academy to create a pipeline of highly qualified teachers to support our instructional model through the **Teacher Clinical Residency Program**. The Academy will receive two Clinical Resident Teachers in Years 1 and 2, three Clinical Resident Teachers in Years 3 and 4, and four Clinical Resident Teachers in Year 5 for a total of 14 teachers over the first five years of operation. Clinical Resident Teachers have Bachelor's degrees and are licensed to teach. They will work with the support of a Clinical Supervisor and Master Teacher provided by Marian University and will receive additional supports by our staff coaches. Clinical Resident Teachers will complete their residency, graduate from Marian University with Master's degrees, and commit to at least three years of service at our Academy with "effective" or higher performance evaluations at the end of their residency program. This partnership will help our Academy recruit and retain highly qualified licensed teachers and establish a pipeline of teachers as our staff grows organically.

Plan C: Teach for America

Indy STEAM Academy will partner with Teach for America to create a pipeline of highly qualified teachers who are ready to accept the role and responsibilities of managing their own classrooms. The Academy will be able to recruit 2 Novice Teachers each year from this program. Once hired, these teachers will continue to receive training from Marian University and coaching from the TFA program as well as the professional development provided through by Indy STEAM Academy to ensure their success.

Plan D: Trine University

Indy STEAM Academy is in the process of planning to partner with Trine University to provide field and student teaching experiences for prospective teachers in the Franks School of Education. This potential partnership will create a pipeline of highly qualified teachers as the Franks School of Education provides a Bachelor of Science program with a major in elementary education program which is grounded in state and national standards in order to help students with teaching 21st century skills. The Franks School of Education is recognized for its graduates who are "prepared to teach" as first-year teachers.

Plan E: Multi-layer of Support to Implement the STEAM Instructional Model and Indiana Academic Standards

Indy STEAM Academy has established ongoing professional development to build and sustain the capacity of our teachers. The Academy has three layers of support to help teachers with the implementation of the STEAM instructional model. The Academy will provide **STEAM and Literacy Coaches** who will provide demonstration (model) lessons, share instructional best practices, engage in ongoing conversations about instructional practices, and provide feedback with opportunities for teachers to reflect on their instruction and

student learning during debriefing sessions. Our coaches will help teachers with lesson planning and the analysis of data to make instructional decisions during their weekly grade level team meetings. The Academy will provide **one Lead teacher at each grade level**. Lead Teachers work closely with coaches to help **Novice (new) teachers** with implementing the instructional model. Lead Teachers **will serve as mentors** for Novice teachers to help them acclimate as new and beginning teachers and support them as they learn to juggle instructional and non-instructional responsibilities. Novice teachers will receive help from coaches with their instructional practices and delivery of the STEAM instructional model as they work with their grade level team teacher leaders. STEAM and Literacy coaches will assist teachers with the implementation of the Indiana Academic Standards and ensure that all standards are covered for each grade level and content area. Teachers will use the Academy's curriculum maps and pacing guides that deconstruct the standards and explain what they need to teach, and what students will know and be able to do at each grade level each quarter. Teachers will work in their grade level teams with coaches and lead teachers to analyze data from diagnostic, formative, and summative assessments to determine what students know or need to know to develop lesson plans and create flexible student groups for learning to build a deeper understanding of content through practical application of skills using authentic and relevant learning activities that enhance critical thinking and problem-solving skills. Our professional development model of support will build and sustain the capacity of teachers as we "grow" our teachers as STEM instructional leaders

Plan F: Training with STEAM Curriculum, Textbooks, and Technology

Our textbook distributors will provide training with the implementation of the Houghton Mifflin Reading series; Pearson will provide training with the implementation of the Pearson Math series, NWEA MAP Growth Benchmark Assessment and DIBELS Assessment Training will be provided at the beginning of the school year and support with progress monitoring each quarter to help teachers with the use of data to make instructional decisions and monitor student achievement. Technology training will be provided before and throughout the school year to assist teachers with the use of PowerSchool and Technology Software platforms to support the integration of technology with the curriculum. Our community partners will provide training to help teachers enhance their knowledge in core content areas, deepen their understanding of how to implement instructional strategies including project-based learning, science inquiry, and engineering design processes, and 21st Century learning skills which are embedded in the curriculum and Indiana Academic Standards.

Plan G: Participate in the Indiana Department of Education STEM Certification Program

Indy STEAM Academy will continue to build the capacity of teachers by conducting a self-evaluation of our staff's capacity to implement the STEAM model at the beginning of the school year. We will apply to participate in the Indiana Department of Education STEM School Certification process as Cohort 5 (2019-23). This process will also provide extensive support and professional development to ensure the long-term success of our Academy.

Other Teacher Anticipated Risks and Challenges:

a) If a Teacher Withdraws/Declines Offer to Employ Before the Start of School

Indy Steam Academy will maintain "pool" list of teachers who have been ranked ordered from our interview process. If the first-choice candidate declines or withdraws, the second-choice candidate will be contacted. If the second-choice candidate is not available, the third-choice candidate may be contacted depending upon feedback from the interview team. The interview team may decide to seek new candidates and conduct additional interviews to fill this vacancy

b) If a Teacher Fails to Report the First Day of School

Indy Steam Academy will assign a Teacher Clinical Resident or Teach for America (TFA) recruit to the position

c) If a Teacher Fails to Return During the School Year for a Variety of Reasons

Indy Steam Academy will assign a Teacher Clinical Resident or Teach for America recruit to the position.

d) If a Teacher Provides a Letter to Discontinue Service for the Next School Year

Indy STEAM Academy will include this position as a vacancy and use its recruitment and interview process to fill this position or fill the position with a graduating Clinical Resident or TFA recruit

e) If a Teacher is Non-Renewed for the Upcoming School Year

Indy STEAM Academy will include this position as a vacancy and use its recruitment and interview process to fill this position or fill the position with a graduating Clinical Resident or TFA recruit

3. Academic Achievement to Meet Performance Targets

Indy STEAM Academy recognizes that students will enter school with different levels of knowledge, skills, and abilities. Our Academy recognizes some kindergarten students may not have the preschool experience, other students may enter below level or as non-readers due to poverty, limited learning experiences, language barriers, or social emotional issues. To mitigate these challenges, the Academy will implement the following supports to ensure the academic success of all students:

- a) **ABC Plan.** The Academy will develop “wrap around services” to address the needs of the whole child using the ABC Plan. The ABC plan is unique to our Academy. This plan will be created to address the academic needs of students (reading and math levels) using formative, diagnostic, and screening assessments at the beginning of the school year. The data from these assessments will provide a starting point for teachers to make informed instructional decisions to flexibly group students for instruction. Behavior supports will be identified to address the social and emotional skills development, and positive mind-sets of students. All students will have a “buddy” student, peer mentor and/or an adult mentor as needed through the Big Brother/Sister program. The Parent Coordinator will identify community resources and services as needed to support families who need assistance. All students will have a career plan that identifies goals and aspirations after completing high school and college. The ABC Plan is flexible and will be reviewed at the end of each school year.
- b) **Tier I Supports.** The Academy will provide multi-tiered systems of supports to help students take on rigorous core academic content area instruction. Teachers will provide **Tier I** supports during instruction by providing whole group, small groups, guided practice, independent practice, learning centers, and computer assisted instruction.
- c) **Success Time.** In addition to the core academic instruction, the Academy will provide **Tier II** interventions for 60 minutes during the school day that provide remediation, reinforcement and/or enrichment of skills using specific instruction based on the academic standards to help students demonstrate proficiency and measurable academic growth.
- d) **After School Tutoring and Homework Help.** The Academy will provide extended learning opportunities for students who are performing below level or who are not demonstrating proficiency in reading and math after school for one hour, three days per week. Students who need help with their homework will be able to remain after school as well. The homework help program will support students whose families or parents are unable to help their children at home with their homework due to late work schedules, or literacy and/or language barriers.
- e) **Extra-Curricular Programs.** The Academy will provide a variety of after school extra-curricular programs and activities to support the development of the “whole child” and foster creativity, innovation, and artistic expression through drama, dance, instrumentals, sports and clubs.
- f) **Fall, Winter, Spring Breaks.** Indy Steam Academy will provide opportunities for students to visit STEM industries, science museums, and colleges to explore courses, programs, and careers in STEM fields.
- g) **Summer School.** Indy STEAM Academy will provide summer school for three weeks at the end of the school year for students who are below level as identified by the NWEA MAP Growth benchmark assessments or who failed to pass the I-READ and/or ILEARN assessments.

- h) Summer Camps.** Indy STEAM Academy will provide enrichment opportunities for students to participate in STEM Exploration, Robotics, Lego, and Coding learning experiences. Students will also be able to participate in local, state, and national STEM competitions.

These learning experiences will nurture the academic needs of students, build a strong literacy foundation, a deep understanding of core content knowledge, develop critical thinking, creativity, communication, collaboration, problem solving, and reasoning skills that prepare students for advanced coursework in high school, and college to ensure their success in the STEM workforce. The above learning opportunities will help the Academy monitor the academic progress of students each quarter to ensure the achievement of students, meet the performance goals of the Academy, and Adequate Yearly Progress and Annual Measurable Growth as determined by the State Department of Education. The Academy will ensure the academic achievement of all students with at least 75% proficiency as measured by state standardized assessments and NWEA Growth MAP Benchmark assessments in Year One. The Academy will maintain at least 85% of its highly qualified teaching staff each year; maintain at least 95% of its student enrollment each year and provide at least three new community partnerships each year to support the implementation of the STEAM instructional model to demonstrate long-term success. The Academy will review feedback from monthly site visits and annual performance reviews provided by our authorizer Education One, LLC to ensure the success of our Academy.

If after implementing all of the contingency plans identified above, the Academy fails to meet its performance goals, the Academy will request an external review of the effectiveness of instructional programs and services and provide a SWOT analysis to determine the root causes of failure in addition to developing a School Improvement Plan under the guidance of the Indiana Department of Education.

Network Management

1. Explain any shared or centralized support services the network organization (including any ESP partner) will provide. Describe the structure, the services to be provided, the cost of those services, how costs will be allocated, and specific service goals. How does the organization know whether it is successfully delivering these services? *(In the case of a governing board proposing to contract with a management organization, service goals should be outlined in the term sheet and draft contract to be provided with the charter application.)*
N/A
2. Using the table below, define school- and organization-level decision-making authority as it relates to key functions, including curriculum, culture, staffing, corrective actions, etc. Indicate where primary authority for each function resides.

Function	Network/ Management Organization Decision-Making	School Decision-Making
Performance Goals	Oversight	Primary authority
Curriculum	Oversight	Primary authority
Professional Development	Oversight	Primary authority
Data Management and Interim Student Assessments	Oversight	Primary authority

Function	Network/ Management Organization Decision-Making	School Decision-Making
Grade Level Promotion Criteria	Oversight	Primary authority
Culture	Oversight	Primary authority
Budgeting, Finance, and Accounting	Primary authority	
Student Recruitment	Primary authority	
School Staff Recruitment and Hiring	Primary authority	
HR Services (payroll, benefits, etc.)	Primary authority	
Development	Oversight	Primary authority
Community Relations	Oversight	Primary authority
Information Technology	Oversight	Primary authority
Facilities Management	Oversight	Primary authority
Vendor Management / Procurement	Primary authority	
Other operational functions, if any Legal compliance and contractual relationships	Primary authority	

3. Provide, as **Attachment 10**, the following organizational charts:
- Network as a whole, aligned with the 5-Year Business Plan
 - School-level organizational chart for school in Year 1, and also at Full Capacity

NOTE: Limit attachment to five (5) pages.

The network and school-level organizational charts should clearly delineate the roles and responsibilities of the governing board, staff, and any Education Service Providers that will manage the school(s).

The Indy STEAM Academy does not have a large organizational structure or network at this time. However, the School-level organizational chart includes Year 1 and at Full Capacity based on the preliminary budget (**See Attachment 10**). An organizational chart is provided that identifies the roles and responsibilities of the Board of Directors. Additional network roles may be added in the future based on funding.

SECTION II: SCHOOL DESIGN

For this section, describe the design and plan for the school for which you are applying. If you are applying for multiple schools designed around the same model, simply state so.

Education Plan

Curriculum and Instructional Design

1. Provide a **framework** for the proposed instructional design that reflects the needs of the school's target population and will ensure all students meet or exceed Indiana's Academic Standards as described in IC § 20-31-3. Please also describe how the proposed instructional design will align with or exceed the Indiana State Standards. More information about Indiana's State Standards can be found at <http://www.doe.in.gov/standards>

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

- the **basic learning environment** (e.g., classroom-based, independent study, virtual)
- **class size and structure**,
- an **overview of the curriculum**,
- the **use of technology** in delivering instruction (if applicable),
- plans for ensuring the school is staffed with **highly effective teachers**, and
- **evidence-based support**.

Framework for the STEAM Instructional Design Model:

COMPONENT ONE: ENGAGES STUDENTS FROM DIVERSE ACADEMIC BACKGROUNDS

Engaging the minds of imaginations of students from diverse academic backgrounds such as students from low-income families, minority students, and underserved students in STEM career fields. Demographic student make-up: 75% African American, 15% Hispanic, 10% Caucasian, 85% Free and Reduced Lunch, 10% Special Needs, and 15% English Language Learners.

COMPONENT TWO: INTEGRATES STEAM

Learning experiences integrate knowledge and skills from science technology engineering arts and math with a strong foundation in literacy (STEAM Instructional Block, Reading and Math Blocks). STEAM Engineering Design Challenge experiences might take the form of one-class-period, one-week unit, four-week unit or quarter-long project depending upon the module and design components. The integration of content will help students from our targeted population develop a deeper understanding of concepts across content areas.

COMPONENT THREE: PROVIDES CONNECTIONS WITH NON-STEM DISCIPLINES

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

COMPONENT FOUR: PROVIDES ACADEMIC CONTENT BASED ON THE STANDARDS

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

COMPONENT FIVE: PROVIDES COGNITIVE TASKS AND PRACTICAL APPLICATION OF SKILLS

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

COMPONENT SIX: PROVIDES A VARIETY OF LEARNING OPPORTUNITIES AND EXPERIENCES

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

COMPONENT SEVEN: PROVIDES A COLLABORATIVE CLIMATE AND CULTURE

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

COMPONENT EIGHT: IMPLEMENTS ASSESSMENTS TO MONITOR STUDENT LEARNING

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

COMPONENT NINE: PROVIDES CONNECTIONS TO STEM CAREERS

Learning experiences place students in learning environments that help them to better understand and personally consider STEM careers (Extended Learning Opportunities, Career Fairs, Industry visits, Job Shadowing and College Tours). Students will have an opportunity to gain experiences outside of the classroom may not be afforded by their families.

COMPONENT TEN: INTEGRATION OF TECHNOLOGY

Learning experiences provide opportunities for students to use multiple technologies. (Examples: computer hardware and software, calculators, probes, scales, microscopes, rulers, and hand lenses to name just a few.) (Integration of Technology to Support Instruction). Students will learn how to use the internet and a variety of software programs to support their learning. The use of technology, especially computers/l-pads at school provides opportunities that some students may not have at home.

This framework is adapted from The STEM Education Quality Framework developed by the Dayton Ohio Regional STEM Center in collaboration with Dr. James Rowley of the University of Dayton’s School of Education and Allied Professions.

Education Plan and School Design

Indy STEAM Academy will provide a traditional school year of 180 full-days of student instruction and an extended **7-hour school day**, which is one hour more than the traditional 6-hour school day in surrounding schools and districts. **The Academy recognizes that students may enter the Academy with limited skills and experiences due to poverty.** This additional hour per school day is a total of **180 additional hours of instruction**, which equals a total of **30 additional 30 days of instruction per school year to ensure the academic achievement of students including low-income, underserved, and underrepresented students from our targeted attendance areas.** In addition to the extended school day hours, there will be one hour of extended learning opportunities for students after school such as **after school tutoring** in reading and math to help students who may enter below level to demonstrate proficiency and close the achievement gap; **homework help** for students whose parents are unable to assist them in the evenings due to work schedules, literacy or language barriers; and **enrichment and extra-curricular activities including clubs, instrumentals, athletics, coding, robotics, Lego, dance, and drama to help students become well-rounded and provide opportunities for creative expression.** Students will be able to select the activities of choice each quarter or may remain






in the same activities throughout the semester or school year. The after school extended learning times will also be a benefit for parents who might need after school care for their children due to late work schedules.

Fall, Winter, and Spring Breaks will be two weeks which are embedded in the academic calendar year where students are not required to attend school. However, during these break periods, Indy STEAM Academy will provide one week of extended learning opportunities for students to **tour STEM industries** to learn about jobs and different aspects of careers in STEM Industries, **visit science museums**, and **take college tours** to explore college campus life and programs to spark their interests in careers in the STEM workforce. The Academy will conduct fundraisers, collect donations, and seek corporate sponsorships to offset the cost to provide these extended learning opportunities. These extended learning opportunities will be a “good fit” for our targeted student population of students from low-income families, underserved minority students, and underrepresented students who might not otherwise have an opportunity to visit places within or outside their surrounding neighborhoods and community.

Students will have an additional learning opportunity at the end of the school year to participate in a **three-weeks summer school program** to receive interventions in reading and math to demonstrate proficiency and mastery of these standards. Students not needing summer school will have an opportunity to participate in enrichment learning opportunities including STEM summer camps and local, state, and national STEM competitions (Robotics, Lego, Coding) that occur throughout the school year and during the summer months.

STEAM Pedagogy

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

	Science	Science is everywhere in today’s world. It is part of our daily lives from cooking, gardening to recycling. We embrace the significance of science in things we do every day.
	Technology	Technology is transforming how we learn, work and play. We live in a digital 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.
	Math	Mathematics is the foundation of science, engineering and technology and helps students develop problem-solving, analysis, and reasoning skills.

Instructional Model

Indy STEAM Academy will provide a strong foundation in reading, with the integration of science, technology, engineering, arts, and mathematics. Research confirms that the **Arts** component of the STEAM model develops the imagination, creativity, and critical thinking skills of students and supports a deeper understanding of content knowledge to prepare them to take more advanced coursework in high school and college. The Arts (see Attachment 11G) is a broad spectrum which includes liberal arts, language arts, social studies, fine arts (dance, music, theater and visual) and physical education. Teachers will provide instruction using the Indiana English/Language Arts, Science, Math, Technology Literacy, Computer Science, Social Studies, Health and Wellness, Physical Education Standards (See Attachment 11: Vertical Articulation and Attachment 12: Exit Standards) to ensure that students have the knowledge, skills, and abilities to succeed in post-secondary education and have viable career opportunities. Research suggests that “when new teachers enter the STEM classroom for the first time, they need support with the pedagogical and subject matter content knowledge to effectively implement the inquiry-based curriculum that is aligned with practices in the Indiana Academic Standards, “(Indiana Science Initiative, 2008). **To address this concern**, Indy STEAM Academy will provide multiple layers of support to help teachers with the implementation of the STEAM model. The Academy will provide **STEAM and Literacy Coaches** who are experienced master teachers with content area specialist certification who will support all teachers with the implementation of the STEAM Instructional Model. Our coaches will provide demonstration (model) lessons, share instructional best practices, engage in ongoing conversations about instructional practices, and provide feedback with opportunities for teachers to reflect on their instruction and student learning during debriefing sessions. Our coaches will help teachers with lesson planning and the analysis of data to make instructional decisions during their weekly grade level team meetings. The Academy will use the “Train the Trainer” model by providing an opportunity for coaches to receive training and time for them to work on curriculum mapping, pacing, and alignment of instruction with the state standards six months prior to the start of school using CSP grant funds. The Academy will provide **one Lead teacher at each grade level**. Lead Teachers are experienced classroom teachers with a Master’s Degree, who have the opportunity to train to become coaches in the future. Lead Teachers work closely with coaches to help **Novice (new) teachers** with implementing the instructional model. Lead Teachers **will serve as mentors** for Novice teachers to help them acclimate as new and beginning teachers and support them as they learn to juggle instructional and non-instructional responsibilities. Novice teachers will receive help from coaches with their instructional practices and delivery of the STEAM instructional model as they work with their grade level team teacher leaders. STEAM and Literacy coaches will assist teachers with the implementation of the Indiana Academic Standards and ensure that all standards are covered for each grade level and content area. Teachers will use the Academy’s curriculum maps and pacing guides that deconstruct the standards and explain what they need to teach, and what students will know and be able to do at each grade level each quarter. **Teachers will work in their grade level teams with coaches and lead teachers to analyze data from diagnostic, formative, and summative assessments to determine what students know or need to know to develop lesson plans and create flexible student groups for learning** to build a deeper understanding of content through practical application of skills using authentic and relevant learning activities that enhance critical thinking and problem-solving skills which are embedded in the STEAM curriculum, textbooks, learning modules and Indiana Academic Standards. Novice teachers will have an opportunity to train to become a lead teacher as they acquire years of experience, additional college training, and additional professional development while working with the Academy. In addition to the support provided by our coaches and lead teachers, all instructional staff will participate in two weeks of professional development prior to the beginning of the school year that focuses on the core of the STEAM instructional model. This professional development will be funded using the CSP grant and provided by consultants from Project Lead the Way Launch Curriculum, I-STEM Resource Network and the Indiana Science Initiative, Engineering is Elementary, IUPUI P-16 Center for Research, Marian University Center for Community and School Success, Houghton Mifflin/Balanced Literacy, Pearson Balanced Mathematics, PowerSchool Student Information System, NWEA Map Growth K-2 Assessments, RTI/ Multi-Tiered Systems of Support including Special Education and ELL, PBIS, Character Counts, Technology training, and time to prepare their classrooms. Teachers and assistants will also receive 10 additional days of on-going professional development and training during the school year to support them with the implementation of the STEAM model. Our professional development model of support will build and sustain the capacity of teachers as we “grow” our teachers as STEM instructional leaders. Our Academy is also interested in participating in the Indiana Department of

Education STEM Certification process. We will conduct a self-assessment to determine our readiness and capacity in Year One. We will complete the application process with hopes of being selected to participate in Cohort 5 (Years 2019-24).

The instructional design model engages students with reading and the integration of science, technology, engineering and mathematics through hands-on, practical application of skills and concepts by developing creative and innovative solutions for real world problems. The **Arts** component of the STEAM model develops the imagination, creativity, and critical thinking skills of students across content areas. The **student learning experience is reimaged** using instructional approaches such as Project Based Learning, 21st Century Learning Skills, Science Inquiry, and the Engineering Design Process which are embedded in the Indiana Academic Standards and STEAM curriculum modules.

Learning Environment

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

Class Size and Structure

The minimum class size will be 18 students and the maximum class size will be 25 students per classroom. The projected enrollment is 200 students grades K-2 for Year 1. There will be three teachers at each grade levels K and 1 and two teachers at grade 2. **Seventy-five new students** and three additional teachers will be added each year as the Academy grows organically and students transition to the next grade level. There will be paraprofessionals assigned to each grade level team to assist classroom teachers with instruction and ensure that all students demonstrate proficiency on NWEA benchmark assessments and IREAD/ILEARN state standardized assessments.

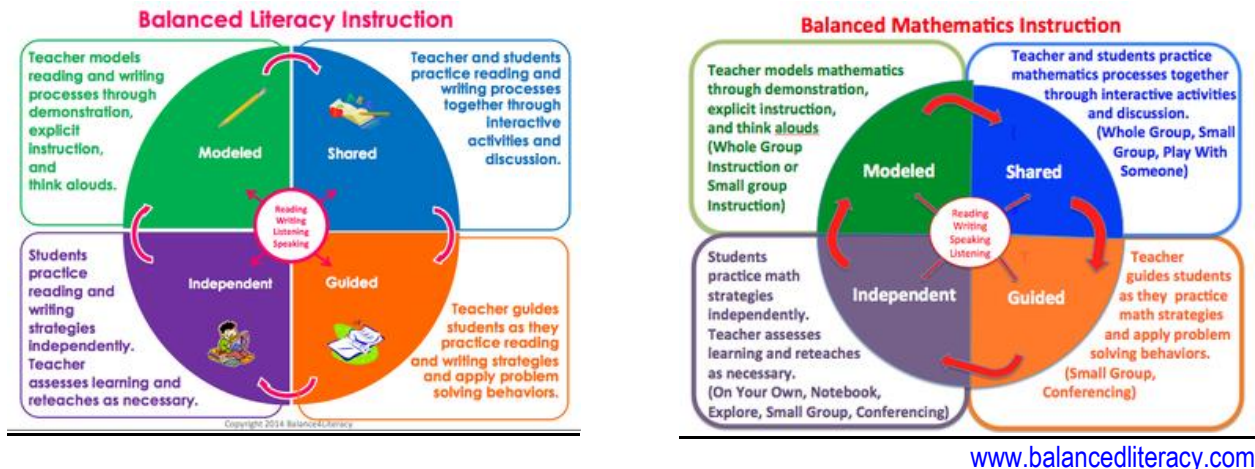
Contingency Plan A: If in the event there are only 10-12 students for a given class, it will be the decision of the Head of School to combine students by grade spans (for example combine grades 1-2) to make a full class or use Title II funds (within guidelines) for Class Size Reduction purposes to accommodate the smaller class size. The number of teachers may be reduced, if there are not enough students to make a full class. To avoid losing a teacher, that teacher may serve as the Long-term Substitute teacher until a class is full. The Head of School will also use the wait list to create full classes. All classes will be balanced by September 30th (count day) of a given school year.

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

Curriculum Overview

Balanced Literacy. Teachers will provide 90 minutes of reading/language arts instruction each day. During this block of time, teachers will provide direct, explicit, and modeled instruction with whole groups, guided practice instruction with small groups during guided reading time, and collaborative learning during shared reading instruction and independent reading practice. Components of the balanced literacy block: word study, read aloud, shared reading, guided reading, independent reading, and writing. Other learning opportunities during the literacy block include learning centers and computer assisted reading instruction. The Academy will use Houghton Mifflin Journey’s series as its core language arts program. Our balanced literacy curriculum builds a strong foundation for reading by focusing on the essential elements of reading: phonemic awareness, phonics, vocabulary, text comprehension, fluency, spelling, writing and grammar with the integration of critical thinking, listening, speaking, reading and writing skills that prepare students to progress from learning to read to reading to learn for a lifetime. **The Balanced Literacy curriculum is aligned with the English/Language Arts Standards (See Attachment 11A and 12A).**

Balanced Mathematics. Teachers will provide 90 minutes of math instruction each day. During this block of time, teachers will provide direct/modelled instruction with whole groups, guided practice with small groups, collaborative learning with shared math activities and independent practice worktime. Additional learning opportunities include working in math learning centers and using computer assisted instruction. The Academy will use the Pearson enVision math as its core instructional program. Our curriculum will provide a strong foundation in elements of math knowledge such as: number sense and numeration, operations and computations, patterns and functions, data and probability, measurement, geometry, and algebra. Our instruction will help students develop a deeper understanding of math concepts through practical application using real life situations and activities that are integrated with project design challenges and development of authentic engineering models. The Balanced Mathematics curriculum is aligned with the Indiana Mathematics Standards (See Attachments 11B and 12B).



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

- **Our science curriculum** (FOSS, Indiana Science Initiative/ I-STEM Resource Network) will focus on physical, earth, space, life, environmental science concepts. Students gain scientific knowledge by observing the natural and constructed world, performing and evaluating investigations, communicating their findings, and sharing their models.
- **Our engineering curriculum** (Project Lead the Way and Engineering is Elementary) will focus on chemical, mechanical, electrical, biomedical concepts organized in learning modules by grade levels. Teachers provide design challenges where students work in learning teams to create solutions to real world problems and issues. Students use the engineering design process to create design models. Students take ownership for their learning by completing projects from start to finish.

Our technology curriculum will focus the use and integration of technology to support instructional delivery enhance student learning. Students will have additional computer lab time (60 minutes) to learn keyboarding, email, internet use, educational websites, digital library, and coding skills. Students will use technology tools to collaborate with others, connect new information to prior knowledge, link learning to the world beyond the classroom setting, and to use their creativity for animation, video, narration, music, images, and text to support their projects and assignments. Students will have laptops or I-Pads that are assigned for use at school. Classroom teachers will have interactive whiteboards with student response systems and laptops to support instructional planning and delivery, administering assessments, monitoring student progress, maintaining data to make informed instructional decisions, collaborating with colleagues, and communicating with parents. (See Attachment 11D).

The chart below describes the relationships of science, engineering, and technology:

Science	Engineering	Technology
... seeks to describe and understand the natural world and its physical properties	... seeks solutions for societal problems, and needs, and wants	... can be used to describe almost anything made by humans to solve a problem or meet a need
... uses varied approaches and scientific methods such as controlled experiments or longitudinal observational studies to generate knowledge	... uses varied approaches such as <i>engineering design processes</i> or <i>engineering analyses</i> to produce and evaluate solutions and technologies	... results from the process of engineering
Scientific knowledge can be used to make predictions	Engineering aims to produce the best solutions given resources and constraints	Technologies are anything made by humans to fill a need or desire

Project Lead the Way (PLTW). Teachers will implement PLTW during the 90 minutes STEM Instructional Block. Indy STEAM Academy will partner with Project Lead the Way to provide the Launch (Grades K-5) and Gateway (Grades 6-8) programs. Project Lead the Way captures the curiosity of students and engages them in hands-on activities that build knowledge and skills in the areas of computer science, engineering and biomedical science. These programs help students develop skills such as problem solving, critical and creative thinking, communication, collaboration, and perseverance to be successful in high school, college, and careers. Project Lead the Way has leading Modules that guide instruction at each grade level that are aligned with the academic standards (See Attachment 11E).

Engineering is Elementary (EiE). Teachers will implement Engineering is Elementary (EiE) during the 90 minutes STEM Instructional Block. Engineering is Elementary is a nationally recognized engineering curriculum developed by the Boston Museum of Science. This curriculum will be used in conjunction with the PLTW to ensure that there are enough engineering activities at each grade levels from which to choose to support the design challenges each quarter. The EiE curriculum is also aligned with the Indiana Science Standards and will be implemented along with the I-STEM Resource/Indiana Science Initiative curriculum. The Engineering Design Process is embedded in the curriculum modular units (See Attachment 11F). The engineering design process fosters critical thinking, creativity, communication, collaboration, and team building skills that prepare students for the STEM workplace.

Fine Arts Curriculum. Teachers will provide 60 minutes of Fine Arts instruction which includes Visual Arts, Music, and Library Instruction on a rotating basis throughout the week. Indy STEAM Academy will integrate the arts to support science, technology, and engineering design. The arts will stimulate and develop the imagination, foster creativity and innovation skills, and refine critical thinking, collaboration, and communication learning skills. Teachers focus on developing the “whole mind” to nurture the creative talents of students. The fine arts curriculum is aligned with the academic standards (see Attachment 12G, and 12H) and will focus on Music and Visual Arts during the school day and Drama and Dance after school during extra-curricular activities.

Social Studies. Teachers will provide 60 minutes of Social Studies and Citizenship/Character Education instruction three days per week. Indy STEAM Academy will integrate skills that include reading, writing, listening, and speaking during Social Studies instruction. This curriculum develops an understanding of history, the culture and traditions of real people in real paces and how people work together to build communities, solve problems of the world, to develop an awareness and appreciation for diversity, develop social skills, and build character to become a productive citizen in society. The Social Studies curriculum is aligned with the Indiana Standards (See Attachments 11H and 12D).

Health and Wellness. Indy STEAM Academy will provide 60 minutes of Health and Wellness instruction two days per week. The overarching goal of school health education is to ensure that students become health literate and possess the skills and knowledge to lead healthy active lives. The Health and Wellness curriculum focuses on health promotion and disease prevention, identifying factors that influence health behaviors, identifying services and resource that promote healthy behavior, and practicing strategies that promote good health and reduce health risks. The Academy will use the Harcourt Health and Fitness series to support instruction. The Health and Wellness curriculum is aligned with the Indiana Health and Wellness Standards (See Attachments 11J and 12E).

Physical Education. Indy STEAM Academy will provide 60 minutes of physical education. The goal of physical education is to develop physically literate students who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity. The Academy will use resources such as the Shape America, Youth Physical Activity Toolkit, Let's Move initiative to support instruction. Our curriculum develops physical and nutritional wellness habits that students can incorporate into their everyday lives. This curriculum emphasizes individual and life activities as well as cooperative skills through team sports, games and group activities. The curriculum is aligned with the Indiana Physical Education standards (See Attachments 11K and 12F).

Use of Technology to Support the Delivery of Instruction

Indy STEAM Academy will provide the following cutting-edge technologies and software to tailor instruction:

Chromebooks and I-Pads: Students will be assigned a technology tool for use during the school day. Teachers will use these resources across all content areas where students may complete assignments such as PowerPoint and Prezi presentations, creating reports and providing reflections about their learning at the end of the lesson. Students will use computers/I-pads to conduct research using the Internet to find information. **Smartboards and Interactive Response Systems:** Teachers will use Smartboards to integrate multiple information streams into a coherent lesson that is individualized for their students. Interactive white boards provide an extraordinary opportunity to create classroom environments where students with different learning styles can engage and learn from each other. Teachers may provide formative assessments using Smartboards to assess student knowledge before the lesson and check for understanding during and after a lesson using interactive student response systems (clickers) where students can select their responses and receive immediate feedback from their teachers. Teachers will use **Computer Assisted Instruction:** Teachers will provide independent practice with reading and mathematics using computer assisted instruction such as Scholastic Reader which provides opportunities for students to read at their independent reading levels to build vocabulary, comprehension, and fluency skills. Teachers will use "Dreambox" a computer assisted math program for independent practice of math computations, problem solving and reasoning skills. Teachers will provide computers for students to create their engineering design plans and models. **3D Printers:** Teachers will be able to bring "science to life" by generating 3D models of images that normally would not be visible to the human eye. **Digital Microscopes:** Teachers will use digital microscopes to project organisms that would not be visible to the human eye.

Plans to Ensure that the School is Staffed by Highly Qualified and Effective Teachers:

Recruitment and Selection. Indy STEAM Academy is committed to ensuring that highly qualified and effective teachers are placed and retained in the classroom. Indy STEAM Academy realizes there has been a STEM Teacher Shortage over the past eight years, however great work is being done to resolve this teacher shortage. The initiative "1000K by 10," a project of the National Center for Civic Innovation has identified over 280 academic institutions, non-profit organizations, foundations, companies, and government agencies to retain 100,000 excellent teachers over the next 10 years. This initiative has already trained 30,000 new STEM teachers in the past 4 years and funds have been established to train "tens of thousands more teachers to improve their skills and encourage them to stay in the classroom longer. The Indiana Department of Education, I-STEM Resource Network, Project Lead the Way, Teach for America, and the University of Indianapolis (IUPUI) are local organizations that are partnering with the "Initiative 1000K by 10" to recruit, prepare and retain highly qualified teachers for STEM. Indy STEAM Academy has partnerships established with these organizations to recruit highly qualified teachers.

Indy STEAM Academy will recruit teachers with a Bachelor's Degree in Elementary Education and an Indiana Teacher's License then provide ongoing professional development to ensure their success with the implementation of the STEAM instructional model. The Bachelor of Science with a major in Elementary Education program at colleges and universities prepares students to provide classroom learning through multiple instructional strategies, including the science inquiry process, project-based learning, and STEM initiatives. The Bachelor of Science program with a major in elementary education program is grounded in state and national standards to prepare perspective teachers with core content knowledge and 21st century skills.

Several other measures will be taken to recruit the most qualified teachers: (1) The Academy will use our IUPUI College of Education partner to create a pipeline for recruiting undergraduate and graduate students who are prepared to teach; (2) The Academy will partner with Marian University's Educators College to create a pipeline of highly qualified teachers to implement our instructional model through the **Teacher Clinical Residency Program**. The Academy will receive two Clinical Resident Teachers in Years 1 and 2, three Clinical Resident Teachers in Years 3 and 4, and four Clinical Resident Teachers in Year 5 for a total of 14 teachers over the first five years of operation. Clinical Teacher Residents have Bachelor's degrees and are licensed to teach. Clinical Resident Teachers serve one year at our Academy then graduate with a Master's Degree. These residents will make a three-year commitment to our Academy to ensure the retention of highly qualified teachers; (3) The Academy will partner with Teach for America to recruit highly qualified teachers; (4) The Academy is seeking to partner with Trine University to provide field observation and student teaching experiences for undergraduate students at the Franks College of Education. Franks College of Education has a reputation for preparing highly qualified teachers who are ready to teach upon graduating. In addition to these partnerships, the Academy will post vacancy announcements and recruit through university and college job fairs and employment placement banks. The interview team will review applications and resumes of potential candidates; conduct telephone screenings; invite qualified candidates to participate in an interview and conduct writing samples, demonstration lessons; identify finalists among candidates then conduct reference and background checks. The interview team will compile recommendations for the Board of Director's starting in February 2019 and will complete the approval process for any remaining staff no later than June 30, 2019.

Evaluation Process. Indy STEAM Academy will implement informal and formal evaluations of teachers to provide ongoing feedback to support their instruction. Daily classroom walkthroughs will be used to provide informal feedback to support teachers with instructional delivery and classroom management. Coaches will provide specific informal classroom observations to support teachers with implementing instructional strategies and core content. Teachers will have an opportunity to reflect on their teaching practices and discuss effective instruction and classroom management. The Head of School will provide formal classroom observations with evaluation feedback using the Indiana Rise Evaluation model (See Appendix C).

Professional Development for Staff. Indy STEAM Academy will provide on-going, job-embedded professional development for all staff. Teachers will have a total of 20 professional development days during the calendar year that include 10 days of professional development before the start of the school year and 10 professional development days embedded in the calendar school year. Teachers will receive training with the use of our basal reading and math programs and local assessment tools from our vendors, service providers, and external partners which include: the I-STEM Resource Network, Project Lead the Way, Engineering is Elementary, Balanced Literacy, Balanced Math, Positive Behavior Intervention and Supports (PBIS), Response to Intervention (RTI), Character Counts, NWEA MAP K-2 and DIBELS assessments, and technology Integration using interactive whiteboards and laptops. Indy STEAM Academy will participate in the application process to become a STEM Certified school through the Indiana Department of Education. The STEAM Coach and Literacy Coach will provide on-going support for teachers with the implementation of the curriculum. Teachers with 0-5 years of experience will have a mentor and receive additional support to ensure their effectiveness. Our coaches and grade level team leaders will also assist with professional development during the school year and support grade level teams with curriculum mapping, lesson planning, administering assessments, analysis of data, and flexible grouping for Success Time.

Evidence-Based Supports to Ensure Academic Success

Differentiated instruction will be provided through daily small group and one-to-one instruction. Teachers will use data from diagnostic, formative, and summative assessments to determine flexible groups to meet the diverse learning needs of student in the classroom. The following approaches will be implemented to meet the learning needs of all students. Students with exceptionalities and limited English proficiency will receive additional instruction to support their learning.

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

Resource Teachers. The Special Education Resource teacher will provide additional instruction and support for special needs students and students with exceptionalities as identified in their Individualized Educational Plans (IEPs). The Resource teacher will use a “pull-out” and/or “push-in” model of support based on the IEP. Classroom teachers will provide accommodations for learning based on the individual learning needs of students with exceptionalities. The ELL Resource Teacher will provide additional instruction and support for students who have been identified as English Language Learners to support their language acquisition using the “pull-out” and/or “push-in” model based the Las Links assessment.

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

- **Tier I: Classroom Instruction, Diagnostic/Formative Assessments, and Flexible Groups**
The classroom teacher provides instruction based on data from diagnostic, formative, and summative assessments. In addition to whole group instruction, the teacher provides flexible small groups of instruction based on the skill levels of students. The teacher also provides independent work and learning center activities to enhance the proficiency levels of students. Students who do not demonstrate sufficient progress are moved to Tier II.
- **Tier II: Targeted Interventions** provide additional instruction for small groups of students based on specific skills where students are below proficiency. The teacher monitors students' progress and provides reinforcement until they demonstrate proficiency. Students demonstrating progress return to Tier I supports, those who do not are moved to Tier III supports.
- **Tier III: Intensive Systematic Interventions** provide individualized instruction that focus on a few key skills at a time to correct the skills gap using research-based instructional strategies provided by a specialist. Students who demonstrate progress return to Tier II supports, those who do not receive a comprehensive evaluation.

Positive Behavior Intervention and Supports (PBIS). The Academy will implement the Positive Behavior Intervention and Supports (PBIS) framework (see Attachment 15) to maintain a positive school climate and culture. Schoolwide expectations will be established and posted in each area of the building. Expectations will be taught and reinforced daily. Positive reward systems and consequences will be reinforced every day. Behavior goals will be established for students in their ABC Plans and teachers will work closely with parents to ensure student success.

Academic, Behavior, and Career (ABC) Plan. The Academy will develop an Academic, Behavior, and Career Plan (ABC Plan) to provide “wrap around” services and supports for all students. Adaptations will be made for students who have formal Individualized Education Plans. Individual academic, behavior, and career goals are established with parents and students at the beginning on the school year. Academic Performance goals will be established to ensure that students are proficient in reading, math, and science at each grade level. Goals will also be established for student behaviors to develop positive academic mindsets for learning, study skills, and social skills to be successful in our learning environment. Goals will be established for the transition to high school. College and career

aspirations will be identified and resources to help students maintain their goals in their desired career pathways. The ABC Learning Plan will be updated at the end of each semester and reviewed with parents and students at conferences. The Academy will use the Learn More Magazine provided by the Commission for Higher Education, Indiana Department of Education and Indiana Department of Workforce Development retrieved from <https://learnmoreindiana.org/students/k-5-students/>. Students will complete a planning checklist, explore career pathways, identify career interests and STEM jobs, learn about college, and parents will be encouraged to start a savings account for college using the Indiana College Choice 529 Savings Plan.

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

2. [Specify instructional strategies that your school will implement to support the education plan and why they are well-suited for your targeted student population. Describe the methods and systems that teachers will use to provide differentiated instruction to meet the needs of all students.](#)

Instructional Strategies

The student learning experience is **reimagined** using instructional approaches such as **Project Based Learning**, **21st Century Learning Skills**, **Science Inquiry Process**, and the **Engineering Design Process**. The instructional strategies described below [support the STEAM instructional model](#) and will build a strong foundation across content areas to help student gain a deep understanding of concepts through hands-on, practical application of skills and concepts by developing creative and innovative solutions for real world problems. Research suggests that project based learning and hands-on activities engage students with learning, helps students make connections with new knowledge, increases retention of information, improves students’ attitudes towards learning, and fosters a sense of accomplishment when projects are completed which makes these instructional strategies a good “fit” for the targeted population. [These research-based instructional strategies are not taught in isolation; however, are used as an integrated approach to support instruction. These instructional strategies are embedded in the Indiana Standards and STEAM curriculum. Project Lead the Way \(PLTW\), Engineering is Elementary \(EiE\), and I-STEM Science curriculums outline the science inquiry and engineering design process within lesson plans provided for teachers to follow. Our coaches will model/demonstrate lessons using these instructional strategies and provide feedback to reflect on their instructional delivery and student learning using these approaches.](#)

Project Based Learning. This hands-on instructional approach is integrated with the science inquiry approach. Classrooms are student-centered. Activities are hand-on and students work in learning teams or collaborative groups that rotate each quarter. Each grade level has specific science and engineering concepts to investigate. The project is framed by meaningful problems to solve or questions to answer. Students engage in a rigorous, extended process of asking questions, finding resources, and applying information. Students give, receive, and use feedback to improve their design process and models. Students present their work to their classes and parents at STEAM family night activities. [This learning by doing approach is embedded in the PLTW and EIE curriculums.](#)

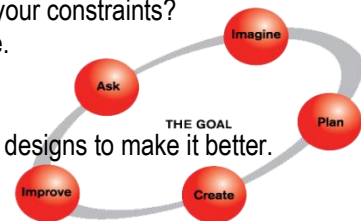
21st Century Learning. This instructional approach fosters a broad set of knowledge, skills, work habits and character traits that are critical to the success of students in the STEM workplace. Students learn the 4C’s: critical

thinking and problem solving, creativity and innovation, collaboration, and communication while developing content area knowledge. This **intentional approach** can be done while reading a story and discussing the characters or during a science experiment through the problem-solving experience. Students gain a deeper understanding of concepts, develop positive mindsets about learning, take responsibility for their learning both in and out of the classroom, and enhance their interpersonal and intrapersonal skills as they work in collaborative learning teams. **This learning approach is part of the Indiana Academic Standards and STEM curriculum.**

Science Inquiry Approach. This instructional approach is integrated with the project-based learning approach. Students work in learning teams to solve research problems. Indy STEAM Academy will partner with the I-STEM Network and the Indiana Science Initiative which provide science kits for experimentation with Physical, Life, and Earth/Space science. Students gain scientific knowledge by observing the natural and constructed world, making predictions, performing investigations and experiments, testing predictions with multiple trials, collecting data, evaluating investigations, and communicating their findings. **This learning approach is embedded in the Indiana Science Standards (see Attachment 11C) and I-STEM Science curriculum.**

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

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



The engineering design process instructional approach fosters critical thinking, creativity, communication, collaboration, and team building skills. Students take responsibility for developing a model from start to finish. Student use technology to planning and design their models and with making presentations. **This learning approach is embedded in Indiana Science and Engineering Process Standards (see Attachment 12C) the Project Lead the Way (see Attachment 11E) and Engineering is Elementary (see Attachment 11F) standards. The curriculum outlines how to implement this process in the lesson plans for teachers to support their instructional delivery.**

3. **Identify any key educational features that would differ from your current education model. Explain why you would implement these features, any new resources they would require, and how these features would improve student achievement.**

Indy STEAM Academy plans to add “Coding” to the curriculum. Coding is important because it powers our digital world. Every website, smartphone app, calculator, computer game, car, microwave, and even the washing machine relies on code to operate. Over the next 10 years, it is estimated that there will be 1.4 million jobs in computer sciences and approximately 400,000 graduates will be qualified to do them. Coding is a computer science and is aligned with the Indiana technology standards. Coding is writing step-by-step instructions that tell the computer what to do. The Academy will implement coding as early as kindergarten. Students study programming concepts, computational thinking, and digital citizenship. Students learn to make their own interactive game apps, websites, robots, drones, computer drawings, and stories they can share. The earlier students are exposed to these fundamental skills, the more deeply they will be able to absorb these concepts. Coding will help students with creating their engineering design models and can be easily integrated with the STEAM concepts. Coding engages students with learning across content areas, and develops problem solving and critical thinking skills. Coding fosters creativity, builds confidence with learning and develops persistence to accomplish difficult tasks. The Academy will not need additional resources to implement this educational feature. This feature will be integrated with the computer lab time, and the and the science, technology and engineering block of time during the instructional day. The Academy also plans to offer this feature in the afterschool program and during our summer STEAM camp.

4. As **Attachment 11**, provide a core curriculum scope and sequence by subject, for each grade level proposed, that demonstrates clear alignment with Indiana’s Academic Standards and the Common Core. The scope and sequence should clearly reflect how the school’s curriculum is integrated across subjects and grade levels served, and how it will result in proficiency. **NOTE: Limit attachment to thirty (30) pages.**

The Scope and Sequence for core content area subjects that support the implementation of the STEAM model are included in **Attachment 11**.

5. *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 (i.e., 87.5% ADM funding, no access to start-up grant).

Not applicable.

Pupil Performance Standards

State the proposed school model’s pupil performance standards, consistent with Indiana’s Academic Standards. In particular:

1. Provide, in **Attachment 12**, the school’s exit standards for graduating students *for each division of the school as applicable* (elementary, middle and/or high school). **Exit standards should clearly set forth what students in the last grade in each division will know and be able to do.** **NOTE: Limit attachment to fifteen (15) pages.**

Performance standards identify expectations for instruction, assessment, and student work. Performance standards incorporate content standards and define the level of work that demonstrated achievement of the standards. Indy STEAM Academy will promote students from elementary (K-5) to middle school (6-8) and from middle school to high school. The Academy will use the grade level standards for each exit grade span that identifies what students should know and be able to do by the end of each grade span. **See Attachment 12.** High School Graduation Requirements (High School only) Not applicable.

2. Explain the school’s policies and standards for promoting students from one grade to the next. How and when will promotion and graduation criteria be communicated to parents and students?

Promotion Policy

Indy STEAM will use the following promotion policies to ensure that every student is success and on track be promoted from one grade level to the next. These policies will be communicated to parents and students through the Parent/Student Handbook, at student and parent orientations at the beginning of the school year, and during parent/teacher conferences.

Whereas, Indy STEAM Academy is committed to the academic success of all students, the Academy will use multifaceted approaches to support student learning through the Response to Intervention (RTI) process, STEAM Ahead “Success Time,” Afterschool Tutoring, and Summer School to ensure student success at every grade level. Students will demonstrate levels of proficiency at each grade level to be promoted at the end of the school year to the next grade level. The following levels of proficiency are expected:

Grade Levels	Criteria	Proficiency Levels	Assessments
K-2	Reading Levels and Math Levels	≥75%	DIBELS, NWEA MAP Growth K-2 IREAD K-2
3-8	Reading and Math Levels	≥75%	IREAD 3, NWEA MAP Growth 3-8, and ILEARN 3-8

Students performing below 65% in reading and math as measured by the NWEA MAP Benchmark Assessments, IREAD K-2, 3, and ILEARN 3-8 assessments are required to participate in the following intervention services:

- **Success Time** - Five days per week during the school day for one hour (3:00-4:00 PM)
- **After School Tutoring** - Three days per week for one hour (4:15-5:15 PM)
- **Summer School** - Three weeks at the end of the school year from 8:00-Noon

Benchmark assessments using DIBELS and NWEA MAP Growth will be administered three times per year (Fall, Winter and Spring) to monitor students' progress and to determine levels of proficiency. The IREAD K-2 will be administered in late Spring to determine the students' levels of reading proficiency. Students in grades 3-8 will take IREAD 3 and ILEARN 3-8 to determine levels of proficiency in reading, math, and science

Grading Policy

The following grading scale will be used to measure the progress of students each quarter. Parents will receive quarterly reports at the parent/teacher conferences.

Grading Scale

Letter Grades	Percentages	Levels of Proficiency Rubrics
A+	98-100%	4 = Exceeds Standard (EXS)
A	95-97%	4 = Exceeds Standard (EXS)
A-	92-94%	4 = Exceeds Standard (EXS)
B+	89-91%	3 = Meets Standard (MTS)
B	84-88%	3 = Meets Standard (MTS)
B-	82-83%	3 = Meets Standard (MTS)
C+	79-81%	2 = Approaching Standard (APS)
C	75-78%	2 = Approaching Standard (APS)
C-	73-74%	2 = Approaching Standard (APS)
D+	71-72%	1 = Below Standard (BLS)
D	67-70%	1 = Below Standard (BLS)
D-	65-66%	1 = Below Standard (BLS)
F	0-64%	0 = Not at Standard (NAS)

High School Graduation Requirements (High Schools Only) - Not Applicable

High schools approved by Education One will be expected to meet Indiana Graduation Requirements, described in IC § 20-32-4 and explained on the Indiana Department of Education's website: <http://www.doe.in.gov/achievement/curriculum/indianas-diploma-requirements>.

1. Explain how the school will meet these requirements. Explain how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed those required by the State of Indiana, explain any additional requirements. Not applicable.

2. Explain how your graduation requirements will ensure student readiness for college or other postsecondary opportunities (trade school, military service, or entering the workforce). Not applicable.
3. Explain what systems and structures the school will implement for students at risk of dropping out of high school and/or not meeting the proposed graduation requirements. Not applicable.

School Calendar and Schedule

1. Provide, in **Attachment 13**, the school's proposed calendar for the first year of operation, as well as the weekly schedule of classes. Provide an overview of academic and non-academic programs, as well as the total number of instructional days in an academic year. Note the length of the school day, including start and dismissal times. Detail the number of instructional hours/minutes in the day for core subjects such as language arts, mathematics, science, and social studies. **NOTE: Limit attachment to ten (10) pages.**

The School Calendar and Schedules are provided in **Attachment 13**.

School Culture

1. Describe the culture of the proposed school and how this culture will promote a positive academic environment and reinforce student intellectual and social development.

The culture of Indy STEAM Academy is rooted in our core values which are based on the Six Pillars of Character: Trust, Respect, Responsibility, Fairness, Caring, and Citizenship to foster a positive school climate and culture. These core values are taught to students, reflected in behavior expectations, and modeled in all interactions among the members of our school community. Building strong character is fundamental to creating a positive learning environment and school culture which is the hallmark of our Academy. We believe the classrooms are social settings where staff students, parents create learning communities that influence students' academic and social success. Indy STEAM Academy will implement the Character Counts program along with Positive Behavior Intervention and Supports (PBIS) to promote a positive school climate and culture that reinforces student intellectual and social development. Positive Behavior Intervention and Support provides a framework for expectations and procedures to create a safe, nurturing and respectful learning environment. This framework will be explained further in the Discipline section of this application (**See Attachment 15**). The chart below describes the characteristics that we will model and instill each day to foster an environment where parents and community members feel welcome, students want to learn, and teachers want to teach.

Respect	Responsibility	Fairness
<ul style="list-style-type: none"> • Treat others with respect • Follow the "Golden Rules" • Be tolerant and accepting of other's differences • Use good manners • Be considerate of other's feelings 	<ul style="list-style-type: none"> • Do what you are supposed to do • Plan Ahead • Be accountable for your words actions and attitudes • Set an example for others • Be Diligent • Persevere • Do your best 	<ul style="list-style-type: none"> • Play by the rules • Take turns and share • Be open-minded • Listen to others • Avoid blaming others • Treat people fairly
Trustworthiness	Caring	Citizenship

<ul style="list-style-type: none"> • Be honest • Be reliable • Be loyal • Do what you say you will do • Have a good reputation • Have courage to do the right thing 	<ul style="list-style-type: none"> • Be kind • Be compassionate • Show you care • Express gratitude • Forgive others • Help people in need 	<ul style="list-style-type: none"> • Do your share to make the community better • Cooperate • Get involved in school/community activities • Be a good neighbor • Follow the rules • Protect the environment • Volunteer
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2. Explain how you will implement this culture for students, teachers, administrators, and parents starting from the first day of school.

The Character Counts program provides activities that instill the core values of the Academy. These evidence-based strategies support the academic, social emotional, mindsets and character traits to help students reach their academic potential and be successful in school. The Character Counts program is implemented schoolwide by focusing on one trait bimonthly. Teachers will provide instruction and students will participate in classroom and/or schoolwide activities that reinforce each theme to learn how to apply these core values to their daily lives. Providing social skills instruction and reinforcing expectations and procedures each day will strengthen relationships among students and staff and will reduce or prevent problems from occurring. The Character Counts Theme of the Month will be introduced on the first day of school during our morning announcements and reinforced in our first day of school student assembly. The Parent/Student Handbook will include the PBIS Framework, Character Counts Traits Matrix and a Parent Compact which will be signed by the student, parent, and teacher at the beginning of the school year. Banners and signs will be displayed throughout the school to reinforce a positive school culture and climate. We believe in celebrating the successes of our students and staff and honoring them for displaying these character traits with our “Student of the Month” and “Teacher of the Month” activities where one student from each classroom is recognized and one teacher is selected by students to be recognized each month. The Academy will implement school spirit days on Fridays to foster a sense of pride, belonging, self-confidence, self-discipline, and ownership for learning.

Character Counts Implementation Matrix:

Months	Character Traits
July-August	Respect
September – October	Responsibility
October - December	Trustworthiness
January – February	Caring
March - April	Fairness
May -June	Citizenship

3. Summarize, for illustrative purposes, a typical day from the perspective of a student in a grade level of your choice.

A Day in the Life of a Student at Indianapolis STEAM Academy

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

Arrival/Morning

- 7:30-8:00 Joy arrives at school and she is greeted at the front entrance by a classroom assistant and the Academy Head of School. Joy walks to the cafeteria to have breakfast. Breakfast ends at 8:00 a.m., so she walks to the gym to meet Mrs. Brown. If Joy finishes breakfast early, she can go to the gym and sit with her grade level classmates. Joy lines up with her classmates at 8:00 a.m., then follows Mrs. Brown to the classroom.
- 8:00-9:30 Joy goes to the closet to hang up her coat and book bag then she goes the charging station to retrieve her computer and puts it on the table where she and her teammates sit. Joy immediately begins the "Bell Ringer" math and language challenges for the day while Mrs. Brown takes attendance. Morning announcements are delivered over the intercom. Mrs. Brown reviews the learning goals for the day listed on the whiteboard.
- Joy gets out her math folder. Joy is learning about geometrical shapes (quadrilaterals) and their attributes. Mrs. Brown shares examples and explains the attributes using the whiteboard. Joy uses the practice sheet to match the examples of shapes with their attributes. Mrs. Brown shares several other examples on the whiteboard. Joy identifies one quadrilateral that does not belong using her interactive response clickers to check for understanding. Mrs. Brown shows examples of simple machines then asks Joy to explain what quadrilaterals are used to create the machine displayed. Joy shares her explanation with the class. Joy reflects on how shapes are used to create simple machines and makes notes in her math folder. Joy turns in her practice sheet, writes the homework assignment in her planner then puts her work away to get ready for reading.
- 9:30-11:00 It is time for the English/Language Arts block of instruction. Mrs. Brown presents a mini lesson on the reading and vocabulary skills for the day. Joy goes to the carpet for whole group reading instruction. She participates in word work and a shared reading activity on the carpet with Mrs. Brown. Mrs. Brown calls Joy's group to come to the back table to work on a guided reading lesson. After small group, Joy returns to her seat and works on her reading response and reflection journal on her computer where she develops sentences that explain the characters and setting of the story. Joy completes her mini lesson activity sheet then shares her responses with seat partner. Joy gets out her independent reader and reads several pages from her book, completes her vocabulary and comprehension check then logs her reading on her reading log. Joy uses her Chromebook to work on a computer assisted reading activity. Joy returns her computer to the charging station then gets ready for specials. Mrs. Brown reminds students to put their work in their reading bins.
- 11:00-12:00 Joy follows Mrs. Brown to the art room. Joy is learning how to use the "Smart Draw" software program as she teaches shapes, use of lines, and symmetry that are used to create a drawing of a simple machine. Joy use her computer to make sketches of shapes that she can use to craft her simple machine. Watch: Simple Machines: Science & Art Integration from the Teaching Channel Retrieved from: <https://www.teachingchannel.org/videos/teaching-simple-machines>. Joy shares her drawing with students at her table, puts her computer in the charging station and gets ready for lunch.

Lunch

- 12:00-12:30 Joy lines up for lunch and follows Mrs. Brown to the cafeteria. Joy gets her lunch (chicken, fingers, potato wedges, carrots with ranch dressing for dipping, apple slices, and milk). She sits with her friends and talks about her favorite book over lunch. Joy has read six books and is excited about reaching her goal to participate in the incentive reading program at the end of the quarter. Joy empties her food tray, lines up with her classmates then follows the classroom assistant to the playground for recess. Joy likes jump rope and takes turn jumping with her friends.
- 12:30-12:45 Joy hears the bell to line up, so she puts her jump rope in the container and lines up with her class. Joy meets Mrs. Brown on the playground and follows her to the restroom. After the restroom, Joy follows Mrs. Brown back to the classroom.

Afternoon

- 12:45-1:30 Today is Wednesday, and the class is working on their Social Studies unit about the Foundations of Government and how it provides goods and services to the community like fire and police protection, trash and snow removal, and public transportation. Joy is watching the presentation on the Smart Board. Joy's learning team is assigned to discuss Public Transportation and responds to the questions: What does this service do? How does the service help the community? What equipment/machine(s) does this service need? Does this service require a uniform? What interesting facts can you find about this service? Joy shares the responses from her group with the class. Joy finds it interesting how the bus driver uses the wheelchair lift (incline plane) to help handicapped people on and off the bus. Joy thinks about a simple machine she can create to help someone get their job done easier for her engineering design challenge.
- 1:30-3:00 It is STEM Block Time! Joy gets out her Chromebook. Joy is learning about six types of simple machines (wedge, wheel and axle, lever, inclined plane, screw, and pulley) and how they help people make their work easier. The engineering portion of the class is where students bring their designs to life! Joy sits on the carpet in the front of the classroom and listens to the story from their Engineering is Elementary Lesson 1 Unit about simple machines. Joy participates in the class discussion about the types of simple machines their teams may create. Joy works with her STEAM learning team to begin the goal setting and planning process for the design challenge. Joy discusses the plans they have made and exchange ideas about the design concept and the shapes learned in their art class that they could use to create their simple machine as a group. Joy keeps notes on her Chromebook. Joy returns her computer to the charging station and gets ready for Success Time.
- 3:00-4:00 Joy goes to Mrs. Smith's class for intervention. There are five other students in her group. Joy is working on understanding story structure. Joy has a graphic organizer called a story map where she is working on identifying characters, plot, setting, theme and problem/solution. Joy participates in the class discussion where the teacher explains how to use a story map. The teacher provides an example then Joy participates in shared reading activity with the teacher. Joy takes turns reading with the teacher and other students in the group. Joy participates in the discussion as they identify story elements. Joy returns to her seat to complete the story map. Mrs. Smith walks around to check for understanding. Joy turns in her work, gathers her belongings to return to Mrs. Brown's classroom. Joy checks her planner as Mrs. Brown reviews the homework assignment. Joy makes sure that she has her homework assignment written in her planner. Joy puts her favorite independent reading book, reading journal, math book, and planner in her book bag then lines up for dismissal.

Dismissal

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

4. Summarize, for illustrative purposes, a typical day from the perspective of a teacher of any subject or grade of your choice.

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

Mrs. Brown is a third grade self-contained teacher at Indy STEAM Academy. She has a Master's degree from IUPUI, and a strong background in science, which is why she was selected to serve as a grade level Lead Teacher. Mrs. Brown also serves as a member of the Academy's leadership team. Mrs. Brown has seven years of teaching experience and is excited to work in a school with a STEAM focus. Mrs. Brown has 25 students in her class and has a teacher assistant whom she shares with the other third grade teacher.

Arrival/Morning

- 7:15 Mrs. Brown arrives at school, checks her mailbox then goes to her classroom.
- 7:15-7:55 Mrs. Brown has 40 minutes to prepare before her students arrive.
- 7:55 Mrs. Brown picks up her class in the gym then returns to the classroom.
- 8:00-9:30 Mrs. Brown completes daily classroom routines and procedures like attendance and the collection of homework and other items while students are working on their "bell ringer" Daily Oral Math and Language activities. Mrs. Brown starts the day by reviewing the schedule and learning objectives for the day using "I Can" Statements.
- Mrs. Brown teaches a math lesson about geometrical shapes. Mrs. Brown uses the Smartboard to show examples of a square, rectangle, rhombus, parallelogram, trapezoid and kite. Mrs. Brown discusses the attributes of each shape with the class. Mrs. Brown has students use their interactive response system (clickers) to identify shapes that are not quadrilaterals to check for understanding. Mrs. Brown provides a practice worksheet where students match geometric shapes with their attributes. Mrs. Brown shows examples of simple machines that have quadrilaterals. Mrs. Brown ask students to describe the shapes they see in each machine. Mrs. Brown reviews the answers to the practice sheet and summarizes the lesson. Mrs. Brown has students turn-in their practice sheets and reminds them to write their homework in their planners.
- 9:30-11:00 Mrs. Brown implements the Balanced Literacy block of instruction that begins with a whole group modeled reading lesson to help students build their comprehension skills using a story elements anchor chart. Mrs. Brown provides a shared reading activity using the basal reading book. Mrs. Brown differentiates instruction by conducting rotations of small group guided reading instruction while students are working on independent seatwork, in learning centers, paired instruction, computer assisted instruction or with the teacher assistant. After guided reading, students return to their seats to type two sentences about the characters, setting, plot, and theme of the story then complete their reading logs. Mrs. Brown has students share what they learned during the reading lesson using an "Exit Ticket." Mrs. Brown has students put their reading materials away to get ready for specials. Mrs. Brown takes her class to Art then goes to the planning room for the grade level team meeting.
- 11:00-12:00 Mrs. Brown has one hour for planning during specials each day. Mrs. Brown is the Lead Teacher for the third grade team. The Academy Head of School meets with the team twice per month. Mrs. Brown meets with her grade level team on Tuesdays, Wednesdays, and Thursdays to collaborate on standards and objectives that have been mapped-out for the quarter. They share ideas for lesson activities for next week's learning objectives. The Literacy and STEAM Coaches also meet with Mrs. Brown and the grade level team on Tuesdays and Wednesdays. Mrs. Brown leads the team in a discussion about the upcoming NWEA MAP benchmark assessment. Mrs. Brown and coaches review the proficiency levels of students on the data wall and set goals for the upcoming assessment. The team identifies students that need to be regrouped during Success Time. Mrs. Brown returns to the art room to pick up her students then returns to the classroom to get ready for lunch.

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

Afternoon

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

1:30-3:00 Mrs. Brown is working on an inquiry standards-based science lesson about simple machines, which is connected to the engineering design lesson. Mrs. Brown uses the interactive whiteboard to show a video Engineering is Elementary (EiE) Lesson 1 Unit on Simple Machines and their uses https://www.eie.org/sites/default/files/simple_machines_preview_web.pdf. Mrs. Brown reviews the inquiry approach for scientific discovery. Mrs. Brown reviews vocabulary, discusses content information then asks questions. Students to respond using their interactive response systems to check for understanding. Mrs. Brown has students work in their STEAM learning teams. Mrs. Brown has students share their work with the class to check on their progress. Students will continue working on their design challenges during the engineering period. Mrs. Brown has students get their computers out of the charging station and materials to work on their engineering design projects.

Students love when it's engineering challenge time. Mrs. Brown works in the classroom or in the lab with students on their “Simple Machine” design challenges. Mrs. Brown follows the five-step engineering process with their designs <https://eie.org/overview/engineering-design-process>. Mrs. Brown's class is at the “Plan” stage of their design challenge. Students have their design drawings saved on their computers from the art class. Mrs. Brown has students share their drawings from art and explain the purpose and functions of their designs. Students work in teams to share ideas about the materials needed to create their machines and share their responses with the class for feedback and other questions to consider about their designs. Mrs. Brown has the class put their materials away to get ready for Success Time.

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

4:00 Mrs. Brown walks her class to the gym (car pickup area). Mrs. Brown provides the office with a list of names of students who have not been picked up by 4:15 PM.

4:15 Mrs. Brown may leave at 4:15 PM, but returns to her classroom, reviews her lesson plans and gets ready for the next day. Mrs. Brown also helps with the Lego club on Wednesdays afterschool. Overall, it was an exciting day in the life of Mrs. Brown at Indy STEAM Academy.

Supplemental Programming

1. Will you offer summer school? If so, describe the program(s) to be offered. How many students are expected to attend summer school, and how will they be selected for participation? How many hours and weeks of summer school will you provide, and how will it be funded?

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

2. Describe the extra- or co-curricular activities or programming the school will offer; how often they will occur; and how they will be funded.

The Academy will provide after school tutoring three days per week (Tuesday, Wednesday, and Thursday) for one hour (4:15-5:15 PM) starting **August 19, 2019 through May 29, 2019**. This program will be funded using the Title I allocation. Our community partner – IUPUI will provide undergraduate and graduate students to serve as tutors along with teachers who have agreed to work (stipends) with this program. Homework help will be provided for students after school as well. After school extra-curricular opportunities such as Robotics, Lego, Coding, Graphic Design, Math Minds, Science Minds, Visual Arts, and Book clubs will be available to students. Other extra-curricular activities such as foreign language, violin, piano, ballet, drama, gymnastics, soccer, tennis, golf, basketball, and baseball may be offered on a rotating semester or seasonal basis, except for foreign language, instrumentals, and drama which may be offered for the entire school year, so every student can find an activity of interest. Activities will be funded by the Academy and with the support of our community partners.

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

The Academy will partner with Big Brothers and Big Sisters of Central Indianapolis and other community service agencies to develop programs to help students with mental health and social skills development issues such as depression, suicide prevention, child abuse, substance abuse, gangs, violence, and bullying. The Academy will also implement programs such as D.A.R.E., Just Say Yes, "No Bully", and Random Acts of Kindness, and the Let's Move programs to support the social, emotional, and physical well-being of students. The Academy plans to write a grant to help fund a Social Worker for the school.

Other resources:

Crisis Prevention Resource Guide http://resources.crisisprevention.com/Bullying-Prevention-Resources-Guide.html?code=ITM093SBRG&src=Pay-Per-Click&utm_source=bing&utm_medium=cpc&utm_campaign=US%2FCAN%20NCI%20School%20Bullying&utm_term=%2Bbullies&utm_content=school%20bullying

Stop Bullying.gov <https://www.stopbullying.gov/prevention/at-school/index.html>

Just Say Yes <https://www.justsayyes.org/topics/bullying-prevention-programs/>

No Bully <https://www.nobully.org/>

D.A.R.E. <https://www.dare.com/>

Let's Move <https://letsmove.obamawhitehouse.archives.gov/>

Random Acts of Kindness <https://www.randomactsofkindness.org/>

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

Academic, Behavior, and Career Plan (ABC Plan)

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

Special Populations and At-Risk Students

IMPORTANT NOTE: Pursuant to federal and state laws, charter schools are responsible for meeting the needs of all students enrolled at the school, including those identified with special needs. School personnel shall participate in developing Individualized Education Programs (IEPs), identify and refer students for assessment of special education needs, maintain records, and cooperate in the delivery of special education instruction and services, as appropriate.

1. Summarize the school's overall plan to serve students with special needs, including but not limited to those with Individualized Education Programs, students with Section 504 plans, English Language Learners, students identified as intellectually gifted, and students at risk of academic failure or dropping out. Identify the special populations and at-risk groups that the school expects to serve, whether through deliberate targeting or otherwise. *[NOTE: Questions 2-5 in this section request more detail about how the school will serve each of these student categories. Your response to Question 1 should be a brief summary only.]*

2. Indy STEAM Academy is committed to meeting the needs of all learners, including students who enter below grade level, students with special needs and disabilities, students with limited English proficiency, and students who are at risk of failure, and academically advanced or gifted. The Response to Intervention team will work with teachers and parents to provide effective research-based instructional practices and strategies to meet the academic, and social emotional needs of all students. Indy STEAM Academy will follow all provisions of federal and state law relating to students with disabilities, including the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973. In addition, Indy STEAM Academy will comply with all Special Education rules outlined in Article 7 of the Indiana Administrative Code (IAC). All students with qualifying disabilities under IDEA shall have access to a free and appropriate public education (FAPE), receive an evaluation, IEP, and an appropriate education in the least restrictive environment; be involved in decisions regarding the IEP, along with their parent/guardian(s); and have access to appropriate procedures to resolve any disputes related to the Academy's provision of FAPE. We shall maintain student education records in line with the federal Family Educational Rights Privacy Act of 1974 (FERPA) as they relate to students with disabilities. This includes but is not limited to having procedures for protecting the privacy of student education records. Indy STEAM Academy has a targeted enrollment of 200 students Year One. We anticipate that there will be approximately 15% English Language Learners, 10% Specials Needs and students with exceptionalities Section

504 plans, 30% at risk of academic failure, and 5% intellectually gifted students.

3. Explain how the school will identify and meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible. Specify the programs, strategies and supports you will provide for students with mild, moderate, and severe disabilities, including:
 - a. How the school will **identify** students with special education needs.

Identification and Plan Development

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

The Multi-Tiered System of Supports (MTSS) system will serve as an initial screening process, and typically students will receive interventions through this system before recommendation for Special Education services. Throughout the period of intervention, our educational and behavioral intervention strategies and the student's response will be closely monitored on a weekly basis by the RTI/PBIS committee. If progress is observed, we will determine whether to continue with our chosen interventions. If, after three-weeks, measurable progress is not evident, intervention strategies will be modified, while continuing to track the student's progress. If, after the ten-week process, the student is not progressing, we may recommend to the student's parent/guardian(s) that the data collected indicates there may be reason to have a more extensive diagnostic evaluation by relevant clinicians.

If RTI is unsuccessful, or if there is a request for a Full Individual Evaluation (FIE), Indy STEAM Academy will schedule a Domain Meeting under IDEA. The Head of School will arrange a meeting with the academic team to determine which domains are areas of suspected disability or needs and identify the assessments the team will complete. After written parental/guardian consent is secured, the student will be evaluated by properly trained and licensed professionals.

If a student is deemed eligible for special education services at a subsequent Eligibility Meeting, the team (including parent/guardian(s)) will develop an Individualized Education Plan (IEP). If the student is not eligible for special education services, the team will consider a 504 plan and develop one if appropriate. If neither a 504 plan nor an IEP is appropriate, but the student is still struggling, we will meet with parent/guardian(s) to determine a behavioral and/or academic support plan.

- b. The specific, evidence-based instructional programs, practices, and strategies the school will employ to provide a **continuum of services**, ensure students' access to the general education curriculum, and ensure academic success for students with special education needs.

Continuum of Services

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

- Related Services: Related services are developmental, corrective, and other support services required to help a student with a disability benefit from instruction within the general education curriculum.

Related services may include, but are not limited to: counseling, occupational therapy, physical therapy, school health services, speech/language therapy, hearing/vision services, and other support services (paraprofessional support, sign language/oral interpreters).

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

Least Restrictive Environment

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

Accommodations

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

- c. How the school will regularly **evaluate and monitor** the progress and success of special education students with mild, moderate, and severe needs to ensure the attainment of each student's goals set forth in the Individualized Education Program (IEP).

Monitoring and Evaluation

Indy STEAM Academy's Head of School and Special Education team will oversee the implementation of the IEP services. A copy of the IEP, along with procedural safeguards, will be given to all teachers and the parents of students identified as special needs. We will carefully monitor the progress of students in the RTI process or possessing IEPs through bi-weekly debriefing meetings with the academic team and the student's Special Education and General Education teachers. The student's most current assessment data from core academic subjects will be collected and analyzed.

The Academy will monitor and evaluate the progress of students in special education with the same frequency and intensity of their peers in general education. In the event a student is progressing more quickly than expected or not progressing at a rate that will allow him/her to meet his/her annual IEP goal, the IEP team may convene periodically to adjust annual goals and/or accommodations and modifications. The following methods are ways to monitor progress for students with an IEP. These methods have been adapted from research-based best practices:

- **Daily:** Students in special education who have daily behavior plans receive daily "progress towards goals" updates to be shared with parents/guardians in the student's daily planner.
- **Weekly:** Parents/guardians receive weekly progress updates based on student performance on adaptive online curricula. As established in their IEP, students in special education receive accommodations and modifications on weekly assessments as appropriate. Special Education may conduct additional mini assessments of sub-goals to gather data on student performance relative to the annual goal. These data points are rolled up and shared with families through the quarterly IEP report card.
- **Quarterly:** Parents/guardians receive quarterly IEP updates in which special education teachers share a student's performance relative to his/her annual goals; this is called the IEP Quarterly Report Card. All students receiving special education services receive a standard school report card. Parents/guardians are asked to meet with the student's classroom and Special Education teacher to discuss progress toward both final grades and IEP annual goals.
- **Annually:** All parents/guardians of students receiving Special Education services will meet with the rest of the IEP team annually. At this time, parents/guardians receive an additional update with a final determination as to whether or not a student has met annual IEP goals; All parents/guardians and students receive a report card indicating final grades in all subject areas for that school year.

All students with IEPs shall be re-evaluated a minimum of once every three years. In addition, if a parent/guardian requests that their child is reevaluated, we will respond to that request promptly. Communication with families/guardians of our special needs students will be a priority, and they will participate in an additional special services meeting during our Parent-Teacher conferences. At the close of each student's annual review or three-year re-evaluation the parent will receive a copy of the new IEP.

- d. If applicable, the school's plan for **promoting graduation** for students with special education needs.

Not applicable.

- e. How the school will provide **qualified staffing for students with special education needs**.

Qualified Staff

Indy STEAM Academy will employ a full-time licensed Special Education teacher who will serve as a resource teacher for students identified as special needs or with exceptionalities who have an Individualized Education

Plan (IEP) or who are in the process of being identified for services. The Academy will contract with a part-time licensed Speech Therapist and School Psychologist through the Indiana Charter School Resource Network, Marian University College of Education and/or IU Bloomington P16 Center for Research. The Academy will also hire a part-time (contract service) certified individual as the Director of Special Services (DSS) in Year 3 to assist our Academy with the management of Special Education Services after our services agreement with Marian University expires Year 2 (CSP Grant resource). These individuals will ensure that parents/guardians of children with special needs are informed of their children's progress on annual IEP goals and in the general curriculum. The Director of Special Services and Parent Coordinator shall provide annual training to families whose children are identified as receiving special education services, reviewing with families the IEP process and documentation, identifying the difference between modifications and accommodations, and review the due process rights of families within the process. We will make available contact information for outside support resources and have on campus mini conferences from available outside support resources.

Marian University Center for School and Community Success will partner with Indy Steam Academy to provide training for our staff with (1) Special Education Compliance, Policies and Procedures; (2) Professional Coaching and Support for Special Education staff; and (3) State Reporting. The Director of Special Services will also hold targeted professional development to ensure that all staff are working on proper identification of at-risk students in potential need of services. All teachers will receive full training from our Director of Special Service and Head of School on our referral process, as well is in the successful implementation of modifications and accommodations within the classroom.

During their regular meetings, teachers will discuss and strategize to meet the needs of students identified as needing additional assistance. Staff development enables school personnel to be well informed about and trained to carry out LRE initiatives. The entire staff, including administrators, general educators, special educators and teacher assistants, will be trained to educate students with disabilities and it is expected that teachers take advantage of the special education teacher in their classrooms to help them develop units, lesson plans or classroom activities.

- f. Provide examples from your existing network of schools of how you **have adjusted the course scope and sequence**, daily schedule, staffing plans, and/or support resources to meet the diverse needs of students at your existing schools.

Not applicable -No existing network of schools.

- 3. Explain how the school will meet the needs of **English Language Learner (ELL)** students, including:

- a. How the school will identify ELL students.

Identification

Indy STEAM Academy believes “**all children can learn and achieve at high levels.**” Limited English Proficient (LEP) or English Language Learners (ELL) will be identified when they enroll. Parents will complete a Home Language Survey where they identify their native language. Students whose native language is anything other than English will take Indiana's LAS Links assessment, which determines their proficiency in English and the degree to which they need academic support in their native languages. Once students are identified as LEP, their use of language will be measured at least once per year using the state LAS Links assessment. The assessment is required by law and will also determine whether continued special services are needed for students.

English Learners will receive speaking and written language support tailored to their individual needs while providing access to the general curriculum and school environment as much as possible. The English Language Learner (ELL) teacher will work with the Head of School, classroom teachers, and parents to ensure that ELL students receive appropriate support and make strong progress toward their goals. If the number of ELL students attending the Academy unexpectedly increases, we may also hire a full-time ELL teacher assistant who will provide instructional

support in the classroom in addition to pulling out students in need of additional support. The Head of School and ELL Resource Teacher will oversee compliance and proper implementation of the ELL Program.

- b. [The specific instructional programs, practices and strategies the school will employ to ensure academic success and equitable access to the core academic program for these students.](#)

Instructional Programs

LEP students will receive English Language Development (ELD) instruction as part of their core reading program in the general education setting. At the elementary level our ELL instructional model will be a “pullout” model. Students leave their classrooms and work in small groups to practice and learn language in a meaningful and supportive environment. Students receive anywhere from 60 minutes of instruction 3 days a week depending on their language proficiency level. Students will receive additional supports with classroom instruction using the “push-in” model of support provided by the English Language Learner Resource Teacher. Our teachers use a variety of research-based teaching strategies which support students’ acquisition of English. Examples of these strategies include the following: use of the native language, language experience activities, total physical response, dialogues, songs, chants, guided-reading activities, story-telling, hands-on projects, and cooperative learning activities. We also use the following web-based programs to supplement our English Language development instruction: “Brain-Pop ESL” K-5, and “Grammar Gallery” K-12.

- c. [How the school will assess and monitor the progress and success of ELL students, including exiting students from ELL services.](#)

Monitoring and Evaluation

Regularly progress monitoring with the selected curriculum for the English Language Development (ELD) program will be part of curriculum and instruction provided. Las Links, NWEA MAP Growth K-2 and DIBELS mClass (K-2) assessments will be administered to all ELL students at the beginning of the school year. Prior grade assessments will also be reviewed, and the beginning of the year assessment data will be used to identify areas of deficiency and performance levels of LEP students in reading, math, and science.

- d. [How the school will provide qualified staffing for ELL students.](#)

Qualified Staff

Indy STEAM Academy will employ a part-time certified English Language Learner (ELL) Resource teacher Years 1-2 depending upon the number of ELL students and full-time ELL resource teacher Year 3, if enrollment warrants, who will serve as the director for the ELL program. The ELL Resource Teacher and Parent Coordinator shall provide annual training to families whose children are identified as receiving ELL services, and will review with families the curriculum, resources and supports that are available to ELL students. The Parent Coordinator will serve as a liaison for parents and will make available contact information for community outreach services and support resources.

4. [Explain how the school will identify and meet the learning needs of students who are performing below grade level and monitor their progress. Specify the programs, strategies and supports you will provide for these students.](#)

Identification

Indy STEAM Academy believes that “**failure is not an option**” for students. There are five social factors associated with At-Risk students: (1) poverty; (2) ethnicity and race; (3) family composition; (4) mother’s educational background; and (5) language background. These factors are considered when working to improve the academic performance of students at risk of failure. Indy STEAM Academy staff will not allow apathy and sympathy to cloud the vision to realize the potential of all students. Indy STEAM Academy realizes that the parent is the child’s first teacher, and as students begin their school careers, it is necessary to establish partnerships with parents to provide nurturing and supportive learning environments at home and school to ensure the success of students. The Academy will provide training for parents who struggle with helping their children at home. Parents may also utilize the services in our Parent Center and participate in our literacy and math family night workshops. The Academy will

Instructional Programs

Students performing below level or who are at-risk of failure will receive small group guided reading and math instruction in the classroom. In addition to classroom instruction, students will be assigned to small flexible learning groups during “Success Time” (Tier II) instruction. Success Time will be 60 minutes three days per week. Students may be identified for Tier III instruction, which provides 30 minutes of individualized instruction with the Intervention Specialist. In addition to Success Time and Tier III instruction, students performing below level will participate in After School Tutoring which will be three days per week for one hour in reading and math. In addition to after school tutoring, students performing below level will participate in five (5) days of remediation during Fall and Spring Break Intersessions. Students will receive 4 hours of skills-based instruction directly related to the areas of deficiency identified on the NWEA MAP Growth and DIBELS benchmark assessments. In addition to Intersession support, students performing below level will participate in the Summer School program which is 19 days after the end of the school year. Students will receive five (5) hours of instruction based on areas of deficiency. These additional learning supports are used for specific skill building to help students master skills needed to demonstrate proficiency. The Academy is committed to ensuring the success of all students and to close the achievement gap among students.

Monitoring and Evaluation

NWEA MAP (K-8) and mClass (K-2) will be administered to all students at the beginning of the school year. Prior grade assessments will also be reviewed, and the beginning of the year assessment data will be used to identify areas of deficiency and performance levels of students in reading, math, and science. An **Academic, Behavioral, and Career Pathways (ABC)** plan will be developed for all students. The **academic** component of the plan will identify target goals for specific learning objectives and skills from the standards that are deficient. Target goals will be prioritized, and intervention strategies will be identified for each academic target goal. Teachers will monitor students’ progress each week in the data team meetings. Formative assessments will be used to determine if students have demonstrated mastery of targeted skills. The Response to Intervention and Instruction Team will support teachers with research-based strategies and best practices to support instruction in the classroom. Continuous progress monitoring will be provided to determine students’ levels of proficiency. The IREAD K-2 summative assessment will be administered to determine students’ levels of proficiency. Students will be recognized for their improvement at quarterly awards assemblies. Parents will be kept abreast of students’ progress through mid-term progress reports, report cards, and parent-teacher conferences.

5. Explain how the school will identify and meet the needs of **intellectually gifted students**, including:

Identification

Indy STEAM Academy believes that “**all students should receive rigorous and challenging instruction.**” Indiana schools shall identify students with high ability in the general intellectual and specific academic domains and provide them with appropriately differentiated curriculum and instruction in core content areas, K-12 (refer to IC- 20-36-2-2). The Indiana Code defines a student with high abilities as one who:

- Performs at, or shows the potential for performing at, an outstanding level of accomplishment in at least one domain when compared to other students of the same age, experience, or environment; and:
- Is characterized by exceptional gifts, talents, motivation, or interests (IC 20-36-1-3)

Identification is a critical component of effective gifted education programming. One size does not fit all. In addition to using assessments appropriate to the services provided, different strategies may be needed to ensure students with high potential are identified. Indy STEAM Academy will use the NWEA MAP assessment to determine eligibility to participate in the high ability program supports. Testing may be requested in any grade. Kindergarten students will be tested spring semester and grades 1-2 fall semester. High ability needs will participate in **Gifted and Talented** programs and activities that will challenge them in regular classroom settings to enable them to make continuous progress in school. Indy STEAM Academy will collaborate with the Indiana Association for the Gifted and the National Association for Gifted Children to identify additional resources and supports for high ability students.

- a. The specific evidence-based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities.

Instructional Programs

Indy STEAM Academy will not provide a separate “pull-out” program for gifted students; however, students identified as high ability will have their needs met in the regular education classroom. We believe that the STEAM instructional model will enable high ability students to enhance their critical thinking, creativity, collaboration, and communication skills. Students will receive Tier I instructional supports at their ability level through small group guided practice and instruction in reading and math. In addition to Tier I classroom instruction, high ability students will be assigned to small flexible learning groups during “Success Time” for enrichment three days per week for 60 minutes. In addition to Success Time, high ability students will participate in After School Enrichment two days per week for one hour, participate in a variety of extra-curricular programs, participate in Fall, Winter, Spring STEAM competitions and STEM Summer Enrichment Camps.

- b. [How the school will provide qualified staffing for intellectually gifted students.](#)

Qualified Staff

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

- c. [How the school will assess and monitor the progress and success of intellectually gifted students.](#)

Monitoring and Evaluation

High ability needs will take the NWEA MAP (K-) and mClass (K-2) benchmark assessments during the fall, winter and spring. The IREAD K-2 summative assessments will be administered in late spring to determine students' levels of proficiency. Prior grade assessments will also be reviewed and used to identify performance levels of students in reading and math. An **Academic, Behavioral, and Career Pathways (ABC)** plan will be developed for students. The **academic** component of the plan will identify target goals for specific learning objectives and skills for enrichment. Target goals will be prioritized, and enrichment strategies will be identified for each academic target goal. Teachers will monitor students' progress each week in the data team meetings. Formative assessments will be used to determine if students have demonstrated mastery of targeted skills. The RTI Team will support teachers with research-based strategies to support instruction in the classroom.

Student Recruitment and Enrollment

1. [Explain the plan for student recruitment and marketing that will provide equal access to any family interested in the new school.](#)

Enrollment at Indy STEAM Academy will be open to all students interested in attending the Academy. Enrollment will be on a first-come, first-served basis. Enrollment will not be based on prior academic performance, ability levels, race, color, gender, socio-economic status, religion, disability, national origin, immigration status, or any other factor that is considered unlawful. Enrollment and admission practices will comply with all applicable state and federal laws.

Student Recruitment and Marketing Campaign Plan

[Indy STEAM Academy will begin recruitment activities immediately once authorized.](#) The Academy has conducted **surveys** of families in this high priority needs community to gauge their level of interest in the school and received significant interest in the STEAM instructional model (See Attachment 14D). The Academy will conduct **focus group meetings (See Attachment 16K)** in each the four surrounding school district communities to provide opportunities for parents and community members learn more about the instructional model and services the Academy will provide opportunities for parents and community stakeholders to share feedback about their preferences regarding programs and services provided by our Academy. The Academy will begin its formal marketing campaign and conduct **recruitment fairs** starting June 2018, to explain the STEAM focus and provide more information about the curriculum and school calendar. Once authorized, the Academy will secure a facility and begin registering students for the upcoming school year. Indy STEAM Academy plans to participate in **Enroll Indy** to assist with the enrollment of students for the November 2018, February 2019, and April 2019 enrollment lottery campaigns. The Academy will

also target parents and families in the community by attending community events, making presentations at churches and neighborhood association meetings, greeting parents at restaurants, grocery stores, malls, and other public gathering places. The Academy has 25 “Friends of Indy” STEAM Academy volunteers, who will serve as door-to-door canvassers and callers to help us spread the word about our Academy. The Academy will conduct a **direct mailer** to residents of 10 surrounding neighborhoods within the Far Eastside community using addresses provide by the “SAVI” **database**. The Academy will distribute brochures, use newspaper, television, radio, digital advertisements and social media to get the word out to the community about the opening of the Academy. **The Academy has a website – visit us at www.indysteamacademy.org**. We will have **PowerSchool registration software** set up and ready to interface with Enroll Indy for the November 2018 lottery to coordinate our registration efforts. **Indy STEAM Academy has developed a Letter of Intent to Enroll** (see Attachment 14B). **We conducted recruitment fairs in January 2018 at 4 Head Start locations and received overwhelming response from our preschool parents (See Attachment 14C)**. We will continue our recruitment efforts which will target five strategic stakeholders:

- **Churches and Community Centers** – We have identified over 20 area churches and pastors in the proposed school attendance area. Eastern Star Church is my home church and will serve as hub for our initial efforts and outreach to all other churches in the neighboring communities. We will send letters via email to request an opportunity to meet all local pastors or a representative to share the programs and services that the Academy will provide. We have identified 4 community centers in the area and have established a partnership with the Community Alliance of the FAR Eastside (CAFÉ).
- **Daycare, Early Childhood, Head Start, and Day Early Learning Facilities:** We have identified 15 early childhood facilities including the (CAFÉ) Head Start Program, faith-based day care ministries, community day care facilities, and private owner day care facilities in our attendance area.
- **Families in Neighborhood Housing Projects and Condominium Complexes:** We have identified 12 housing complexes in the community and will contact property managers to reach out to tenants, hold meeting with parents in their community rooms, distribute brochures.
- **Local Businesses:** We have identified 23 business including restaurants, banks, grocery stores, and pharmacies where we greet families and community members to distribute materials about the Academy.

The Academy will work diligently to solidify its enrollment through follow up calls, emails, mailings, and recruitment fairs.

2. Provide, as **Attachment 14**, the school’s Enrollment Policy, which should include the following: Any admission requirements, including an explanation of the purpose of any pre-admission activities for students or parents.
 - a. Tentative dates for the application period, including enrollment deadlines and procedures, and an explanation of how the school will receive and process Intent to Enroll forms.
 - b. Tentative lottery dates and procedures.
 - c. Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.

Indy STEAM Enrollment Policy - (See Attachment 14A) NOTE: Limit attachment to ten (10) pages.

Student Discipline

1. Describe the philosophy of student discipline that supports your school model, including procedures to ensure the integrity and authenticity of student work product and assessment scores.

Discipline Philosophy

The Indianapolis STEAM Academy will provide a safe and nurturing learning environment where students take responsibility for their behaviors to be productive citizens at school and in their communities. Clear, fair, and consistent student discipline is essential to fostering a positive school culture and climate. The culture of Indy STEAM Academy is built on the ideals that classrooms are the place where students work hard and strive to do their best work while demonstrating their best behavior. This culture is reinforced by the core values that are instilled through the Character Counts –Six Pillars of Character Framework and the Positive Behavior System of

Supports Behavior and Expectations Matrix for which our behavior expectations and procedures are established.

The Indy STEAM discipline plan is a proactive approach that attempts to head off behavior problems before they occur with the goal of teaching student the desired behaviors for school, classrooms and other school settings. Indy STEAM Academy is committed to creating a school environment where students feel valued, cared for and respected. Such an atmosphere has been proven to decrease discipline problems and increase academic achievement.

2. Provide as **Attachment 15** the school's discipline policy, which should include a summary of the following:
 - a. Practices the school will use to promote good discipline in the school, including both penalties for infractions and incentives for positive behavior
 - b. A preliminary list of the offenses for which students in the school must (where non-discretionary) and may (where discretionary) be suspended or expelled, respectively
 - c. An explanation of how the school will take into account the rights of students with disabilities in disciplinary actions and proceedings
 - d. A description of the appeal process that the school will employ for students facing expulsion.
 - e. How parents will be informed of the school's discipline policy.

Indy Steam Academy Discipline Plan - See Attachment 15 *NOTE: Limit attachment to ten (10) pages.*

Parents & Community

1. What other school options exist in the targeted location for your proposed school(s)? In list or table format, please describe all other schools – traditional public, charter and/or private – in the immediate vicinity with the same or similar grade level configuration. In the list or table, please include the following information for each school: the most recent enrollment figures by grade level, and the school's most recent A-F Model (Public Law 221) letter grade as reported by the Indiana Department of Education ("IDOE"). Letter grades can be found on the IDOE website: <http://www.doe.in.gov/improvement/accountability/f-accountability>.

The targeted population of the Indy STEAM Academy is the Far Eastside, which includes students from the Indianapolis Public Schools district and surrounding Township School districts including: Lawrence, Warren, and Washington Township schools. There are eight Indianapolis Public Schools, five Lawrence Township Schools, one Washington Township school, Warren Township school, and 5 charter schools in this attendance catchment area. Data from the Indiana Department of Education suggest a significant percentage (approximately 71%-85%) of families in poverty as determined by the free and reduced lunch status. This data suggests a high percentage of minority students and students with disabilities in each district compared to the state. Based on the 2016-17 Report Card, there are four (F) failing schools, six (D) schools in academic warning status, four (C) schools making academic progress, two (B) schools performing above average, and four (A) exemplary schools; two of which are charter schools. Indy STEAM Academy will seek students from both underperforming and high performing schools. Levels of proficiency of students from the surrounding schools indicate a need to build a strong foundation in reading, math, and science to become more proficient in math and science before entering high school and college. Indy STEAM Academy anticipates serving students from these surrounding communities and is committed to providing students and their families with services to ensure academic success.

Performance of Surrounding Schools

Indianapolis Public Schools							
Schools	Enrollment	Race/ Ethnicity	FRL population	SPED	Suspension Rate	Most recent A-F	Performance data % Passing
Arlington Woods Elementary 99 (Grades PK-6)	503	W: 7.2% B: 75.5% H: 14.3%	80.9%	13.5%	.5%	D	Math: 30.8% Rdg: 36.0% Sci: 20.8%
Floro Torrence Elementary 83 (Grades PK-6)	263	W: 3.4% B: 63.5% H: 30.0%	85.6%	14.8%	.6%	C	Math: 35.9% Rdg: 40.7% Sci: 20.8%
George H. Fisher Elementary 93 (Grades K-6)	415	W: 7.7% B: 73.5% H: 13.5%	81.4%	13.0%	1.0%	A	Math: 56.1% Rdg: 50.1% Sci: 25.6%
Charles S. Buck Elementary 94 (Grades K-6)	393	W: 7.1% B: 57.5% H: 31.0%	81.2%	15.3%	0%	F	Math: 10.9% Rdg: 24.9% Sci: 0.6%
Francis Scott Key 103 (PLA) (Grades PK-6)	461	W: 2.8% B: 74.8% H: 18.0%	60.7%	11.7%	0%	A	Math: 19.0% Rdg: 27.3% Sci: 0.6%
Charles W Fairbanks 105 (Grades K-6)	402	W: 4.7% B: 69.7% H: 23.1%	82.3%	15.9%	53.8%	F	Math: 19.7% Rdg: 31.7% Sci: 13.9%
Robert Lee Frost School 106 (Grades PK-6)	369	W: 3.3% B: 79.7% H: 11.7%	80.8%	14.6%	23.6%	C	Math: 26.2% Rdg: 40.7% Sci: 16.7%
John Marshall Middle (Grades 7-8)	422	W: 9.0% B: 66.4% H: 18.2%	78.7%	30.1%	17.0%	F	Math: 4.9% Rdg: 12.3% Sci: 10.9%
MSD Lawrence Township							
Schools	Enrollment	Race/ Ethnicity	FRL population	SPED	Suspension Rate	Most recent A-F	Performance data % Passing
Brook Park Elementary (Grades 1-6)	631	W: 8.7% B: 67.0% H: 18.7%	78.8%	12.5%	2.1%	D	Math: 26.8% Rdg: 35.0% Sci: 24.4%
Crestview Elementary (Grades 1-6)	535	W: 22.2% B: 51.6% H: 16.3%	59.8%	12.9%	4.6%	D	Math: 54.7% Rdg: 39.8% Sci: 42.8%
Harrison Hill Elementary (Grades 1-6)	758	W: 12.9% B: 44.1% H: 36.0%	77.8%	10.9%	3.0%	D	Math: 31.7% Rdg: 35.4% Sci: 17.2%
Skiles Test Elementary (Grades 1-6)	496	W: 14.7% B: 66.9% H: 11.7%	70.2%	15.3%	15.9%	C	Math: 40.9% Rdg: 42.2% Sci: 30.4%
Belzer Middle (Grades 7-8)	1207	W: 20.5% B: 50.5% H: 21.0%	61.9%	15.7%	19.3%	C	Math: 85.7% Rdg: 66.7% Sci: No data
MSD Washington Township							
Schools	Enrollment	Race/ Ethnicity	FRL population	SPED	Suspension Rate	Most recent A-F	Performance data % Passing

Eastwood Middle	836	W: 49.0% B: 30.4% H: 10.8%	36.2%	15.2%	12.7%	D	Math: 49.2% Rdg: 64.2% Sci: 75.0%
MSD Warren Township							
Schools	Enrollment	Race/ Ethnicity	FRL population	SPED	Suspension Rate	Most recent A-F	Performance data % Passing
Pleasant Run Elementary	545	W: 16.3% B: 48.4% H: 27.5%	78.5%	11.2%	17.3%	D	Math: 30.2% Rdg: 43.2% Sci: 32.4%
Charter Schools							
Schools	Enrollment	Race/ Ethnicity	FRL population	SPED	Suspension Rate	Most recent A-F	Performance data % Passing
KIPP College Prep Middle (Grades 6-8)	292	W: 1.7% B: 86.0% H: 2.6%	71.6%	20.2%	55.6%	A	Math: 23.0% Rdg: 35.3% Sci: 37.5%
Indiana College Prep (Grades K-8)	232	W: 1.5% B: 92.2% H: 1.9%	35.8%	7.3%	57.2%	F	Math: 10.2% Rdg: 24.0% Sci: 0.7%
Indianapolis Lighthouse East (Grades 7-11)	375	W: 2.7% B: 86.7% H: 6.1%	100%	22.1%	13.4%	A	Math: 22.2% Rdg: 28.3% Sci: No data
Tindley Renaissance (Grade K-5)	510	W: 1.0% B: 93.3% H: 2.9%	68.0%	9.6%	50.0%	B	Math: 35.1% Rdg: 50.4% Sci: 24.7%
Tindley Summit Academy (Grades K-5)	279	W: 1.8% B: 84.9% H: 7.5%	65.9%	11.8%	59.5%	B	Math: 20.2% Rdg: 7.4% Sci: 17.6%

Source: <http://compass.doe.in.gov/dashboard/overview.aspx> and 2016-17 Annual Performance Reports

2. What will be unique or compelling about the proposed school(s)? How have you determined that the proposed school(s) will have sufficient demand from student and families to meet enrollment projections?

Unique Educational Opportunity

Indy STEAM Academy will be unique and set itself apart from traditional public schools and other STEM charter schools by providing an **extended (90 minutes) instructional block** for the integration of science, technology, and engineering. The Academy will hire a **STEAM Coach** to support teachers with the implementation of the STEAM instructional model. We will brand ourselves by providing **STEAM Engineering Design Challenges** using a **project-based approach** to learning where students work in **collaborative learning teams** to create models or prototypes of their innovations that actually solve real world problems using the engineering design process. The models and prototypes will be **peer reviewed by their classmates and critiqued by engineers in their respective fields**. Students may **request a patent** on some of their design models, which will bring more credibility to their innovations. Students will make **presentations** to the community and their families on **STEAM Design Challenge Nights**. This model is unique in that students will have **mentors** in the STEM fields who will spend time sharing information about career opportunities and job shadowing. Technology **industries** like: MacAlister (Caterpillar), Cummins, Royce, Rolls Royce, Raytheon, Lilly, Dow, Duke Energy, Citizens Water, Exxon, Apple and Microsoft, will be invited to share opportunities for students to interface with their companies through **industry visits, job shadowing, and “Jr. Internships”**. These companies and the STEAM mentors will help the Academy create an **annual STEAM Career Fair**, where students, families, and community members

learn more about **career pathways** in science, technology and engineering. The Academy will brand itself by providing **Industry Visits, College Tours** and **Science Museum Fieldtrips** during the Fall, Winter, and Spring Breaks. Students will have an opportunity to spend the night at COSI and the Children’s Museum, visit the Science Museums in Washington DC and NASA. Students will visit colleges like IUPUI, Purdue, Butler, Ball State, Trine, Marian, IU Bloomington, Ohio State, University of Cincinnati, Xavier University, Kentucky State, Tuskegee, Georgia Tech, Morehouse, and Spelman to explore college life and STEAM college/university programs. Our students will participate in **STEAM Competitions** such as Robotics, Lego, Google Science, NASA Mission, ExploraVision, Samsung Solve for Tomorrow, STEM Video Games, and Coding throughout the school year. Indy STEAM Academy will brand itself on the premise that **Every Child Can Succeed** and experience high levels of academic success by demonstrating “Exemplary” status through the Indiana Department of Education School Report Card each year. Inevitably, the Indy STEAM Academy will be a model school for others to emulate. Indy STEAM Academy will be admired for its commitment to our **mission: nurturing the academic and creative talents of students through Science, Technology, Engineering, Arts, and Mathematics with a strong literacy foundation to ensure the achievement of all students, and to prepare students for high school, college, and careers in the STEM workforce.**

Assessing the Demand

Indy STEAM Academy has begun the charge of assessing the demand for a new science, technology, engineering, arts and mathematics charter school on the Far Eastside of Indianapolis. The Academy conducted **surveys** of families in this high priority needs community to gauge their level of interest in our charter school in January 2018 and received great interest in the STEAM instructional model. Of the 32 respondents surveyed, 15 parents indicated that they were “Very Interested;” 15 parents indicated that they were “Interested;” and 2 parents indicated “maybe.” The Academy did not have any parents who indicated “Not Sure” or “Not Interested” (see Attachment 14D). The Academy conducted recruitment fairs at 4 Head Start centers and received a significant response to our STEAM instructional model. There are 63 parents who completed Letters of Intent to Enroll (See Attachment 14B and 14C). There are parents with siblings of students who attend other schools who expressed an interest in having both children attend our Academy. We have over 25 “Friends of STEAM Academy” volunteers who will assist us with phone “cold calling,” door-to-door canvassing making presentations at churches and neighborhood association meetings, greeting parents at restaurants, grocery stores, malls, and other public gathering places to recruit students to achieve our enrollment targets.

3. Describe how you will engage parents in the life of the school, starting from the time that the school is approved. How will the school build family-school partnerships to strengthen support for learning and encourage parental involvement? Describe any commitments or volunteer activities the school will seek or offer to parents.

Indy STEAM Academy plans to continue to engage parents in the life and development of the Academy from the time the Academy is authorized by conducting **focus groups panel discussions** (see Attachment 16J) with parents and community stakeholders to gather feedback about the programs and services they would like to see included at our Academy that we have not already considered. We will contact all parents who have completed **Letters of Intent to Enroll** (see Attachment 14C) and will begin the **STEAM Founding Parent Advisory Council** to give parents an opportunity to provide feedback about programs and services they would like included that we have not already considered. This council will meet monthly until the opening of school. Once school starts, this council will merge with the STEAM Parent Advisory Council (SPAC), which will include two parent representatives from each classroom as described in the Advisory Boards section of this application. We will continue to solicit community partnerships to support the implementation of our instructional model and extra-curricular programs and services. We will establish the **STEAM Community Advisory Council (SCAC)**, which will include our existing partner representatives, community leaders, pastors, preschool and daycare program directors, and other community stakeholders as described in the advisory section of this application. We will implement our **“Boots on the Ground”** door-to-door-canvassing, “cold-calling”, telephone canvassing, media and social media marketing campaign. We have 25 **“Friends” of Indy STEAM Academy**, who will assist us with our marketing campaign. We will contact **community service agencies** to help parents with immunizations and physical examinations for their children. We will host fundraisers and collect donations to

help support our extra-curricular activities and excursions. We will implement a school **supply-bookbag drive** where we collect donated school supplies for students. We will contact School Zone, the local school uniform shops to assist parents with obtaining school uniforms. Parents will discuss with their children then sign the school Parent Compact, which is our agreement to work together in a cooperative and collaborative manner. Families will participate in activities provided by the school including: **Welcome Back to School Picnic, Open House**, quarterly **parent/teacher conferences**, quarterly **awards and recognition programs**, monthly **STEAM Family Literacy** (Reading and Math) **Nights**, **STEAM Design Challenge Nights** (Science), **Career Fair**, **holiday programs, college tours, and fieldtrips**.

4. **What community resources will be available to students and parents? Describe any partnerships the school will have with community organizations, businesses, or other educational institutions. Describe any fee-based or in-kind commitments from community organizations or individuals that would enrich student learning opportunities.** Parents will be able to use the Boys and Girls Club Finish Line location if they need after school care beyond the time (5:15 PM) of our extra-curricular activities. There is a \$15 fee to use this service. The Academy will partner with the Boys and Girls Club to coordinate services for students participating in this program. Students will participate in afterschool extra-curricular programs currently at no cost; however, parents will be responsible for the rental of music instruments for the Instrumental programs, and clothing for activities like ballet, and sports uniforms. IUPUI Center Urban Center for the Advancement of STEM Education (UCASE) will provide fieldtrips at no cost to students. Students will visit the Geology Center for Discovering Earth Science. Mobile Resource Trailers will come to the school. Students will be able to participate in the STEM Summer Camp program, which will be developed in partnership with IUPUI; however, we are not aware of any cost to parents at this time. Undergraduate and graduate students will assist students with their design projects, service learning projects, and will serve as tutors for our Afterschool Tutoring program. There will be no cost for students to participate in this program. Big Brothers Big Sisters of Central Indiana will provide volunteer mentors for students. This program will work one-to-one with students on social skills development and study skills. Project Lead the Way Launch 5 will provide resources to help parents with working with their children at home during our STEAM Family Night meetings. Community partners will assist with Summer Camp activities and local, state, and national STEM competitions.
5. **Provide, as Attachment 16, evidence of demand from the community and support from community partners, which may include letters of intent and/or memoranda of understanding and should specify the resources to be committed or contributed from the partner, as applicable. NOTE: Limit attachment to 25 pages. Indy STEAM Community Partnerships - See Attachment 16.**

Performance Management

IMPORTANT NOTE:
Education One will evaluate each charter school's performance annually and for renewal purposes according to a set of academic, financial and organizational compliance performance standards that are incorporated into the charter agreement. The academic performance standards will consider proficiency, growth and comparative performance based on state standard.

1. **Each school authorized by Education One will be evaluated according to a consistent set of indicators and measures agreed upon between the applicant and the authorizer and included in the Charter Agreement. Apart from these indicators and measures, what other goals will students at the school be expected to achieve? NOTE: Goals must be specific and measurable and must include a timeline by which the school will determine whether students have successfully achieved these goals.**
 Indy STEAM Academy is committed to maintaining high academic standards that are rigorous, yet attainable. The Board of Directors will embrace all academic, non-academic, financial, and organizational goals as required by Education One, LLC. The following academic and operational goals are identified to ensure student and staff success, and a thriving and sustainable STEAM model that can be replicated in the future. The Academy has selected the following goals that will help the organization achieve its mission:

Academic Performance Goal 1:

All students will achieve their individual Reading growth goals by the end of each school year.

Performance Indicator:

All students will demonstrate annual measurable growth in **reading** as measured by the NWEA Map Growth benchmark assessments, IREAD K-2 and IREAD 3, and ILEARN assessments. Teachers will analyze assessment results throughout the year to differentiate instruction and monitor the progress of students to accomplish this performance goal. All students will demonstrate a strong foundation in reading literacy before entering high school.

Annual Targets:**Academic Performance Goal 2:**

Performance Goal 1: Students will achieve their individual reading growth goals by the end of the school year.					
Charter Year	Calendar Year	Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
1	2019-20	Greater than 75% of students met their NWEA growth goals	75-65% of students met their NEWA growth goals	64-55% of students met their NEWA growth goals	Fewer than 55% of students met their NEWA growth goals
2	2020-21	Greater than 75% of students met their NWEA growth goals	75-65% of students met their NEWA growth goals	64-55% of students met their NEWA growth goals	Fewer than 55% of students met their NEWA growth goals
3	2021-22	Greater than 80% of students met their NWEA growth goals	80-70% of students met their NEWA growth goals	69-60% of students met their NEWA growth goals	Fewer than 60% of students met their NEWA growth goals
4	2022-23	Greater than 80% of students met their NWEA growth goals	80-70% of students met their NEWA growth goals	69-60% of students met their NEWA growth goals	Fewer than 60% of students met their NEWA growth goals
5	2023-24	Greater than 85% of students met their NWEA growth goals	85-75% of students met their NEWA growth goals	74-65% of students met their NEWA growth goals	Fewer than 65% of students met their NEWA growth goals
6	2024-25	Greater than 85% of students met their NWEA growth goals	85-75% of students met their NEWA growth goals	74-65% of students met their NEWA growth goals	Fewer than 65% of students met their NEWA growth goals
7	2025-26	Greater than 90% of students met their NWEA growth goals	90-80% of students met their NEWA growth goals	79-70% of students met their NEWA growth goals	Fewer than 70% of students met their NEWA growth goals

All students will achieve their individual Math growth goals by the end of each school year.

Performance Indicator:

All students will demonstrate annual measurable growth in **math** as measured by the NWEA Map Growth benchmark assessments and ILEARN assessment. Teachers will analyze assessment results throughout the year to differentiate instruction and monitor the progress of students to accomplish this performance goal. All students will have a deep understanding of mathematical concepts before entering high school.

Annual Targets:

Performance Goal 2: Students will achieve their individual math growth goals by the end of the school year.					
Charter Year	Calendar Year	Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
1	2019-20	Greater than 75% of students met their	75-65% of students met their NEWA	64-55% of students met their NEWA	Fewer than 55% of students met their NEWA

		NWEA growth goals	growth goals	growth goals	growth goals
2	2020-21	Greater than 75% of students met their NWEA growth goals	75-65% of students met their NEWA growth goals	64-55% of students met their NEWA growth goals	Fewer than 55% of students met their NEWA growth goals
3	2021-22	Greater than 80% of students met their NWEA growth goals	80-70% of students met their NEWA growth goals	69-60% of students met their NEWA growth goals	Fewer than 60% of students met their NEWA growth goals
4	2022-23	Greater than 80% of students met their NWEA growth goals	80-70% of students met their NEWA growth goals	69-60% of students met their NEWA growth goals	Fewer than 60% of students met their NEWA growth goals
5	2023-24	Greater than 85% of students met their NWEA growth goals	85-75% of students met their NEWA growth goals	74-65% of students met their NEWA growth goals	Fewer than 65% of students met their NEWA growth goals
6	2024-25	Greater than 85% of students met their NWEA growth goals	85-75% of students met their NEWA growth goals	74-65% of students met their NEWA growth goals	Fewer than 65% of students met their NEWA growth goals
7	2025-26	Greater than 90% of students met their NWEA growth goals	90-80% of students met their NEWA growth goals	79-70% of students met their NEWA growth goals	Fewer than 70% of students met their NEWA growth goals

Academic Performance Goal 3:

All students will achieve their individual Science growth goals by the end of each school year.

Performance Indicator:

Students will demonstrate annual measurable growth in **science** as measured by the NWEA Map Growth benchmark assessments and Grades 4 and 6 ILEARN Assessments. Teachers will analyze assessment results throughout the year to differentiate instruction and monitor the progress of students to accomplish this performance goal.

Annual Targets:

Performance Goal 3: Students will achieve their individual science growth goals by the end of the school year.					
Charter Year	Calendar Year	Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
1	2019-20	Greater than 75% of students met their NWEA growth goals	75-65% of students met their NEWA growth goals	64-55% of students met their NEWA growth goals	Fewer than 55% of students met their NEWA growth goals
2	2020-21	Greater than 75% of students met their NWEA growth goals	75-65% of students met their NEWA growth goals	64-55% of students met their NEWA growth goals	Fewer than 55% of students met their NEWA growth goals
3	2021-22	Greater than 80% of students met their NWEA growth goals	80-70% of students met their NEWA growth goals	69-60% of students met their NEWA growth goals	Fewer than 60% of students met their NEWA growth goals
4	2022-23	Greater than 80% of students met their NWEA growth goals	80-70% of students met their NEWA growth goals	69-60% of students met their NEWA growth goals	Fewer than 60% of students met their NEWA growth goals
5	2023-24	Greater than 85% of students met their NWEA growth goals	85-75% of students met their NEWA growth goals	74-65% of students met their NEWA growth goals	Fewer than 65% of students met their NEWA growth goals
6	2024-25	Greater than 85% of students met their NWEA growth goals	85-75% of students met their NEWA growth goals	74-65% of students met their NEWA growth goals	Fewer than 65% of students met their NEWA growth goals
7	2025-26	Greater than 90% of	90-80% of students	79-70% of students	Fewer than 70% of

		students met their NWEA growth goals	met their NWEA growth goals	met their NWEA growth goals	students met their NWEA growth goals
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Organizational Non-Academic

Performance Goal 1:

Indy STEAM Academy will recruit, support, and retain highly qualified teachers. The Indiana Department of Education Office of Teacher Licensure defines a highly qualified teacher as a person who holds a minimum of a Bachelor’s Degree in Elementary Education or related field, have passed content area tests, and are licensed to teach in Indiana. Coaches and Lead Teachers may also possess a Master’s Degree with additional certification or college hours as a reading, math or science specialist. Indy Steam Academy will provide 20 additional hours of training and professional development to support teachers with the implementation of the STEAM instructional model.

Performance Indicator:

The academy will maintain high teacher retention rates through coaching, mentoring, learning team collaboration, and ongoing professional development that builds and sustains the capacity of teachers as STEM instructional leaders in their classrooms and throughout the Academy’s learning community.

Annual Targets:

Operational Goal 1: Recruit, support, retain, and highly qualified teachers					
Charter Year	Calendar Year	Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
1	2019-20	85% of teachers will return the following school year	80% of teachers will return the following school year	75% of teachers will return the following school year	70% of teachers will return the following school year
2	2020-21	85% of teachers will return the following school year	80% of teachers will return the following school year	75% of teachers will return the following school year	70% of teachers will return the following school year
3	2021-22	90% of teachers will return the following school year and will be STEM certified	85% of teachers will return the following school year and will be STEM certified	80% of teachers will return the following school year and will be STEM certified	75% of teachers will return the following school year and will be STEM certified
4	2022-23	90% of teachers will return the following school year and will be STEM certified	85% of teachers will return the following school year and will be STEM certified	80% of teachers will return the following school year and will be STEM certified	75% of teachers will return the following school year and will be STEM certified
5	2023-24	95% of teachers will return the following school year and will be STEM certified	90% of teachers will return the following school year and will be STEM certified	85% of teachers will return the following school year and will be STEM certified	80% of teachers will return the following school year and will be STEM certified
6	2024-25	95% of teachers will return the following school year and will be STEM certified	90% of teachers will return the following school year and will be STEM certified	85% of teachers will return the following school year and will be STEM certified	80% of teachers will return the following school year and will be STEM certified
7	2025-26	95% of teachers will return the following school year and will be STEM certified	90% of teachers will return the following school year and will be STEM certified	85% of teachers will return the following school year and will be STEM certified	80% of teachers will return the following school year and will be STEM certified

Assessment Tools and Measures:

Teachers will complete the Indiana Department of Education (IDOE) STEM self-assessment to determine the Academy's capacity to successfully implement the STEAM Model. Indy STEAM Academy will apply to participate in the IDOE STEM Certification program (Cohort 2019-2023). The IDOE will conduct site visits and provide reports on the progress we are making towards becoming a STEM certified school. Teachers will complete a survey each year to gauge their perceptions about the Academy's climate and culture. Teachers will participate in professional development provided by the Academy and community partners and will complete professional development evaluations to determine the effectiveness of these learning experiences. Sign-in sheets, learning logs and professional growth points will be maintained as evidence of participation in professional development.

Rationale for Goal and Measures:

According to the Harvard Education Press (2005), half of the nation's teachers are expected to retire by the end of the decade. There is a high turnover rate among new teachers where 30% leave their jobs within the first three years and 50% leave their jobs within five years of teaching. To mitigate this challenge the Academy will provide additional training through professional development, coaching, mentoring, grade level team collaboration, and opportunities for teachers to enhance their content knowledge and classroom instructional practices and support with implementation of the STEAM instructional model. Teachers will have the resources and supports to do their jobs and will have opportunities to grow and develop as instructional leaders which will promote higher retention rates for our teaching staff.

Assessment Reliability and Scoring Consistency

There will be four levels of teachers at our Academy: (1) **Clinical Resident Teachers** have a Bachelor's degree with no (0) years of experience in the classroom. Clinical Resident Teachers will be supervised by a professor at Marion University and will have a Master Teacher who will mentor the resident during this one-year training experience. Clinical Resident Teachers will also participate in professional development provided by the Academy as well. Clinical Resident Teachers will graduate with a Master's degree and will make a three-year commitment to teaching at the Academy; (2) **Novice Level Teachers** have a Bachelor's degree with 0 years of experience in the classroom. These teachers will receive coaching and will be assigned a mentor to help them acclimate to the profession and manage instructional and non-instructional responsibilities; (3) **Lead Teachers** have a Master's degree and 6+ years of experience in the classroom. Lead teachers serve as mentors to Novice Teachers and work closely with Coaches to hone their classroom practices as they support other teachers and build their skills to become a coach. Lead Teachers also serve on the school leadership team to support the school with instructional decisions to improve the academic achievement of students; (4) **Coaches** have a Master's degree and additional hours as content area specialists in reading/language arts, math and science. Coaches model and demonstrate lessons for all teachers, provide best practice strategies and opportunities to collaborate with teachers during grade level team meetings, provide specific classroom observations and provide feedback for teachers and opportunities for teachers to reflect on their instructional practices. Coaches assist teachers with the analysis of data to make informed instructional decisions about teaching and learning. Coaches also serve on the school leadership team to enhance the academic achievement of students. All teachers will have one hour each day for grade level team planning and collaboration. All teachers will participate in 20 days of professional development, which includes 10 days prior to start of the school year and 10 days during the school year.

Baseline Data:

The first year will serve as the baseline, since all teachers will be new to the Academy. The Academy will complete the IDOE STEM self-evaluation, which will be used as a baseline for preparedness to implement the STEAM model. The IDOE STEM department will engage the staff in the initial phase of the application process to become a STEM certified school. Professional development evaluations, participation logs of participation in professional development will serve as baseline data. The Academy will also use results of teacher surveys as baseline data.

Organizational Non-Academic

Performance Goal 2:

Indy STEAM Academy will establish additional community partnerships annually to support the implementation of the STEAM instructional model, [extra-curricular programs and services](#).

Performance Indicator:

One of the roles and responsibilities of the Academy Head of School is to maintain thriving school-community partnerships. The Academy will increase the number of community partnerships annually to provide viable support for curriculum development, instructional programs, extended learning opportunities for students, and professional development for staff to effectively implement the STEAM model.

Annual Targets:

Organizational Goal 2: Establish additional community partnerships annually to support the implementation of the STEAM Model.					
Charter Year	Calendar Year	Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
1	2019-20	Four community partners work with students and staff	Three community partners work with students and staff	Two community partners work with students and staff	One community partner work with students and staff
2	2020-21	Five community partners work with students and staff	Four community partners work with students and staff	Three community partners work with students and staff	Two community partners work with students and staff
3	2021-22	Six community partners work with students and staff	Five community partners work with students and staff	Four community partners work with students and staff	Three community partners work with students and staff
4	2022-23	Seven community partners work with students and staff	Six community partners work with students and staff	Five community partners work with students and staff	Four community partners work with students and staff
5	2023-24	Eight community partners work with students and staff	Seven community partners work with students and staff	Six community partners work with students and staff	Five community partners work with students and staff
6	2024-25	Nine community partners work with students and staff	Eight community partners work with students and staff	Seven community partners work with students and staff	Six community partners work with students and staff
7	2025-26	Ten community partners work with students and staff	Nine community partners work with students and staff	Eight community partners work with students and staff	Seven community partners work with students and staff

Assessment Tools and Measures:

The Academy will use a Community Partnership Agreement form to determine the level of support. The Academy will identify gaps in community support to determine the types of resources needed to effectively implement the STEAM model with students and staff.

Rationale for Goal and Measures:

The Academy will increase the number of partnerships each year as the enrollment increases and grade levels expand to ensure high student engagement in STEAM extra-curricular, intervention and enrichment programs and support for the implementation of curriculum, and professional development opportunities for staff.

Assessment Reliability and Scoring Consistency

The same partnership agreement form will be used each year and updated as needed to document the number of partnerships and the services provided to prevent service gaps.

Baseline Data:

The first year of partnerships will serve as a baseline.

2. In addition to mandatory state assessment and testing requirements (ISTEP+, IREAD-3, ECA, as applicable), identify the **primary interim assessments** the school will use to assess student learning needs and progress throughout the year (e.g., DIBELS, Acuity, STAR).

NWEA MAP (K-8) and DIBELS mClass (K-2) benchmark assessments will be administered to all students three times per year (Fall, Winter, Spring) to monitor students' academic progress. Assessment data will be used to identify areas of deficiency and performance levels of students in reading, math, and science. The data from these assessments will be used to flexibly group students during the instructional day including "Success Time" (RTI Tiered Instruction), after school tutoring, and for Summer School participation.

Assessment Tools and Measures:

The NWEA Map Growth K-2 and 3-8 are web-based, computerized adaptive, universal screening tests that measure academic progress over time based on skills that are aligned with the Indiana Academic Standards. This assessment tool adapts to each student's level in real-time and creates a personalized assessment. Results are provided within 24 hours of completing the assessment and identifies student levels, growth goals, and class averages. This assessment is a great predictor for student performance on other standardized assessments.

Rationale for Goal and Measures:

The goal of measuring individual student growth in reading and math will help to ensure that all students are making progress towards the mastery of standards. The Indiana Accountability system requires students to demonstrate growth from one grade level to the next. This growth factor is calculated in the School Report Card rating. STEAM students will demonstrate a deeper understanding of reading and math concepts to take advanced courses in high school that lead to the STEM diploma and STEM Honors diploma. Students will be better prepared for college and the STEM workforce.

Assessment Reliability and Scoring Consistency:

Reliability is essentially an index, or more precisely, a set of indices of the test's consistency. This consistency typically refers to performance of the test across time, across forms or across its items or parts. Reliability across time is often referred to as test-retest reliability or temporal stability. The question being answered with this type of reliability is, "To what extent does the test administered to the same students twice yield the same results from one administration to the next?" MWEA MAP Growth assessments have been administered more than 4 million times in the past twelve years. The assessment has a reliability coefficient of .80 to .90 for scoring consistency.

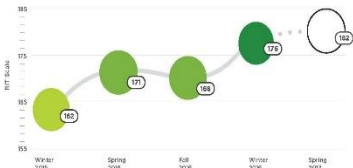


Precisely Measure Growth and Performance

MAP Growth™ measures what students know and what they're ready to learn next. By dynamically adjusting to each student's performance, MAP Growth creates a personalized assessment experience that accurately measures performance—whether a student performs on, above, or below grade level. Timely, easy-to-use reports help teachers teach, students learn, and administrators lead.

Growth Over Time

MAP Growth reveals how much growth has occurred between testing events and, when combined with our norms, shows projected proficiency. Educators can track growth through the school year and over multiple years.



The Most Stable Scale

Every question on a MAP Growth assessment is calibrated to our proprietary RIT scale, which is the most reliable in the industry. Because the equal-interval scale is continuous across grades, educators can track it to track longitudinal growth over a student's entire career.

Reports Designed for Insight

MAP Growth reports transform raw data into insights that help educators take action. Teachers use them to differentiate instruction and pinpoint individual student needs. Higher-level reports give administrators the context to drive improvement across entire schools and systems.

Interim Assessment for Growth

GRADE LEVELS
 1-12
 1 2 3 4 5 6 7 8 9 10 11 12

GRADE-LEVEL INDEPENDENCE
 Measures performance of each student, whether excellent, or below grade level—over 7 months' change.

SUBJECTS
 Math
 Reading
 Language Arts
 Science

FREQUENCY
 1x 2x 3x 4x 5x 6x 7x 8x 9x 10x

TEST TIME
 45 minutes
 Unlabeled. Approx. 10-15 minutes on a device.

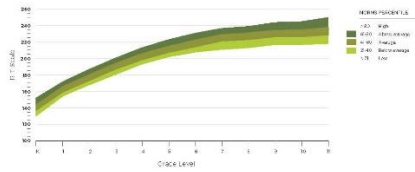
STANDARDS ALIGNMENT
 State Standards
 Common Core
 Next Generation Science Standards

ACCESSIBILITY
 Fully compliant with
 Education
 Department
 Section 504
 and
 Americans with Disabilities Act (ADA)

MAP Growth is a secure, cloud-based assessment system that is available on any device. It is designed to be used on any device, including mobile devices. It is also available on any device, including mobile devices.

Comparisons to Drive Insight

NWEA™ uses anonymous assessment data from over 10.2 million students to create national norms. Educators compare their students' performance against norms to evaluate programs and improve instruction—in individual classrooms and throughout school systems.



Professional Learning: A Foundation for Ongoing Success

Get the most out of MAP Growth data with powerful professional learning. Our MAP Foundation Series workshops help educators connect assessment data to a variety of needs—instructional, programming, and planning.

- Teachers and teacher leaders: Increase the ability to interpret MAP Growth data to inform instruction and goal setting.
- Instructional coaches: Develop skills to support teachers in instructional applications of MAP Growth data.
- School and district leaders: Gain expertise in using MAP Growth reports to build a data-informed culture and set long-term goals.

RELIABLE TECHNOLOGY

Our online assessment platform is compatible with most popular operating systems, browsers, and devices—including iPads® and Chromebooks®. Because the assessment platform is secure, scalable, and reliable, schools can rely on the schedule that meets their needs.

PROFESSIONAL LEARNING

NWEA offers a wide range of learning opportunities with flexible delivery—including self-paced online learning and webinars conducted on-site, regionally, or online. Educators can learn to use effective formative assessment practices, create a strong data culture, apply data to support student learning, and more.

ONGOING SUPPORT

Our knowledgeable specialists are here to help at every step, from implementation to implementation. We help via phone, email, live chat, and extension sites.



ABOUT NWEA

NWEA™ is a non-profit organization that supports students and educators worldwide by providing assessment solutions, insightful reports, professional learning offerings, and research services. Visit NWEA.org to find out how NWEA can partner with you to help all kids learn.

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3. Explain how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community. Identify the person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data.

Data Collection

DIBELS will be assessed using a Laptop or I-Pad three times per year (Fall, Winter, Spring). Data is available immediately and will be stored in the PowerSchool Data Warehouse management system. NWEA MAP Growth K-2 assessments will be administered three times per year (Fall, Winter, Spring) using student computers. IREAD K-2 will be administered in late Spring. Results will be available immediately and may be exported to the teachers' laptop and stored in the PowerSchool Data Warehouse management system. The Literacy and STEAM coaches will assist teachers with exporting and storing their data. Teachers will also maintain data notebooks as an immediate resource to support their planning for instruction.

Analysis of Data

Teachers will receive assistance from administration, Literacy and STEAM Coaches, and their grade level team lead teachers with the analysis of data. The Grade Level Team Teacher Leaders, Literacy and STEAM Coaches, and Head of School will meet bi-weekly to analyze data to support teachers with making informed decisions about instruction and student progress towards proficiency. The Literacy and STEAM Coaches and

Grade Level Team Teacher Leaders will meet with classroom teachers during their planning periods to analyze data, make decisions about flexible groups for small group reading and math instruction in the classroom, flexible groups for Success Intervention Time instruction, after school instruction, intersession instruction, and students who are designated for summer school. Teachers will review the results reports from DIBELS and NWEA MAP Growth K-2 that are disaggregated by subject, class, and student. Teachers will also disaggregate data by subgroups: ethnicity, gender, special needs, English Language Learners, and free and reduced lunch.

Reporting Data

Assessment results will be shared with parents using the PowerSchool Student Information Management System. Teachers will also share hard copies of results and discuss student progress at parent teacher conferences for first quarter (Fall Assessment), third quarter (Winter Assessment) and fourth quarter (Spring Assessment). The Academy will provide Education One with quarterly reports of the academic progress of students as measured by our benchmark assessments. The Board of Directors will receive monthly reports and updates on the academic progress of students as measured by our benchmark assessments. State Standardized assessment results will be reported when received from the Indiana Department of Education. Assessment data will be reported to the School Leadership Team which meets bi-weekly to discuss the progress of grade levels, classrooms, and individual students. Teachers will receive assessment data immediately which will be exported to their laptops for use with their weekly grade level team planning and flexible grouping of instruction. Teachers will create data walls in their classrooms that identify the academic progress of the class. Students will maintain data folders where they record and track their progress. The Academy will maintain a Data Wall in the main lobby which highlights the academic progress of classrooms by content areas.

Baseline Data:

Baseline data will be established with the implementation of the first assessment in August 2019. During the year there will be two remaining assessments to monitor student progress. The spring assessment will complete the cycle for the year's assessment. Teachers will be able to determine how much students have grown from August to June. The levels of proficiency of each grade level by content area will determine our baseline.

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

PowerSchool will host our student information management system, data warehouse, and enrollment registration system. The Technology Specialist will be responsible for the warehousing of data. The Head of School, and Literacy and STEAM Coaches will be responsible for assisting teachers with the interpretation and analysis of data. The Head of School and Literacy and STEAM coaches will be responsible for leading and coordinating professional development to improve student achievement.

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

Teachers will receive training with analyzing and interpreting performance data to improve student learning from NWEA and DIBELS company representatives. Teachers will also receive 3 days of training with the use of the PowerSchool student information management system and data warehousing and reporting systems. The Leadership team will use resources that include professional learning books such as *Leading With Data* by Goldring and Berends, and the *Data Coach's Guide to Improving Learning for All Students* by Love, Stiles, Mundry and DiRanna, and *Getting More Excited about Using Data* by Holcomb to facilitate professional development with our staff.

6. Describe the **corrective actions** the organization will take if the school falls short of student academic achievement expectations or goals as established by Education One, L.L.C. and the Indiana Department of Education. Explain what would trigger such corrective actions and who would be responsible for implementing them.

If the Academy falls short with achieving its academic expectations or goals as established by Education One LLC, and the Indiana Department of Education, the Academy will develop and Implement a School Improvement Plan as described by Section 11 Indiana Administrative Code Article 6.2, Rule3. The Board of Directors will revisit the Strategic Plan Goals to ensure academic success. The Academy will revisit current targets to ensure that the achievement targets are attainable considering the baseline data and the achievement levels of students upon entrance to the Academy. **Failure is not an option at the Indy STEAM Academy.** Receiving an overall rating of “F” or failing to meet annual measurable growth targets would trigger such corrective actions. The Head of School will meet with the School Leadership Team and formulate a School Improvement Team comprised of teachers, parents, community stakeholders and the Academic Achievement and Accountability sub-committee of the Board of Directors to identify the root causes of failure then create an action plan to support improvement. Indy STEAM Academy has established several “STOP GAPS” in its plans to intervene and support below level learners when the school opens. Assessments will be provided at the beginning of the school year to determine students’ levels of proficiency. Students will be strategically grouped to provide Tier I and Tier II interventions and supports for reading and math instruction. Students will receive an additional hour of support (Success Time) during the school day to address skill areas where students are deficient. Students will receive additional support in the afterschool tutoring and summer school programs. Student progress will be closely monitored bi-weekly with support from the School Leadership Team. Teachers will have the support of Literacy and STEAM Coaches who provide demonstration lessons, coach teachers with their instruction, provide reflection to modify and adjust instruction, assist with curriculum mapping and pacing instruction. Each classroom teacher will keep track of the performance of the class as well as individual students to ensure the success of all students. If after several interventions have been implemented and a student is not making expected progress, that student will be referred to the RTI Team for additional support.



Student Information System

PowerSchool Student Information System

With over 16.5 million student users, the PowerSchool Student Information System (SIS) platform is designed specifically for K-12 education and delivers an engaging experience for teachers, parents, and students. Through robust student data management, it facilitates blended and digital personalized learning, fosters collaboration and communication both inside and outside of the classroom, and provides insights to drive student growth and improve student outcomes.



PowerSchool is the leading Student Information System (SIS) in North America with over 57 million users including students, parents, teachers and administrators

"PowerSchool has really proven to be an easy-to-use solution that is making our jobs easier and more effective. All levels of staff, even those with no formal training, can just intuitively pick it up."

- Judy Williams, EMIS Coordinator and District PowerSchool Administrator, Washington Local Schools, OH

PowerSchool SIS helps identify negative trends such as chronic absenteeism: in the Consolidated School District of New Britain, CT, the SIS has helped reduce absenteeism by half while also improving early literacy scores

PowerSchool SIS helps drive student growth: in the Oregon Community Unit School District 220, IL, the SIS has helped freshmen reduce failing grades by 10%

"We love PowerSchool and can't fathom using another SIS. It has created ways of tracking and reporting out on student data that we never thought possible. Mentoring and caring for kids when they are failing or in at-risk academic situations has helped turn them around. With PowerSchool, it makes it possible to see the important data that identifies these students, so we can step in to help them."

- Adam Larsen, Assistant Superintendent, Oregon Community Unit School District 220, IL



Student Information System

End-to-end solution to improve the K-12 education experience

Schools depend on a modern, easy-to-use solution to power daily operations, improve administrative productivity, stimulate classroom learning, and ensure funding through state reporting. PowerSchool offers innovative tools for the digital classroom to empower teachers and drive student growth with the best-in-class education technology platform. PowerSchool delivers an engaging experience for teachers, parents, students, and administrators, facilitates blended and digital personalized learning, fosters collaboration and communication both inside and outside of the classroom, and provides insights to improve student outcomes.

-  **Easy-to-use Navigation and Interface**
-  **Flexible & Configurable**
-  **Scalable to Any Size School or District**
-  **Most Secure Private Cloud Hosting To Save Money, Reduce Risk**
-  **Open Certified Partner Integrations, Single Sign-on & Real-Time Data Exchange**
-  **Superior State/Province Reporting Functionality and Support**
-  **Accurate, Updated Attendance Data**
-  **Gradebook (PowerTeacher Pro)**
-  **Fee Management Made Simple**
-  **Master Schedule Builder**
-  **Intuitive Enrollment and Admissions**
-  **Family Management for Multiple Children**
-  **Discipline Logs/Incident Management**
-  **Real-Time Student Progress for Parents and Students**
-  **Graduation Planner to Track Progress**
-  **Accurate, Up-to-date Health Management Records**
-  **Language Translation**



About PowerSchool

PowerSchool is the leading K-12 education technology provider of solutions that improve the education experience for 100 million students, teachers, and parents in over 70 countries around the world. We provide the industry's first Unified Classroom experience, empowering teachers with best-in-class, secure, and compliant online solutions, including student information systems, learning management and classroom collaboration, assessment, analytics, behavior, and special education case management. We streamline school office and administration operations with online solutions for student registration, school choice, and finance/HR/ERP. We drive student growth through digital classroom capabilities and engage families through realtime communications across any device.

SI-6-001-021517

www.PowerSchool.com (877) 873-1550

SECTION III: IMPLEMENTATION PLAN

Note:

As used in this application, the term “**organization**” applies to any applicant or partnership among groups applying to replicate a school model in Indiana. Thus, it may include an existing school proposing to replicate; an existing school network or CMO applying directly for a charter; a governing board proposing to contract with an education service provider (ESP); or other entities and arrangements. *In the case of an applicant proposing to contract with a service provider, applicants should provide requested information for both the governing board and the ESP, as applicable.*

Human Capital

Network-wide Staffing

Complete the following table indicating your projected staffing needs for the proposed school over the next five years. Include full-time staff and contract support that serves the school 50% or more. Please adjust school types, and staff functions and titles as needed to reflect your network’s organizational plans.

NOTE: If the requested information is already included in the business plan (Attachment 9 of the proposal), you do not need to complete this table.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of elementary schools	1	1	1	1	1
Number of middle schools					
Number of high schools					
Total schools	1	1	1	1	1
Student enrollment	200	275	350	425	500
Management Organization Positions					
Superintendent/Principal: CEO/Head of School	1	1	1	1	1
Business Manager	1	1	1	1	1
Office Manager	1	1	1	1	1
Director of Special Education			.25	.50	.50
Total back-office FTEs	3	3	3.25	3.50	3.50
Elementary School Staff					
Principals (See CEO Above)					
Assistant Principals* based on enrollment/funding – Year 3			1	1	1
Add'l School Leadership Position 1: (STEAM Coach)	1	1	1	1	1
Add'l School Leadership Position 2: (Literacy Coach)	1	1	1	1	1
Add'l School Leadership Position 3 [specify]					
Classroom Teachers (Core Subjects)	8	11	14	17	20
Classroom Teachers (Specials + Library)	4	4	4	4	4
Student Support Position 1 (Special Education Resource Teacher/Case Manager)	1	1	1	1.5	2
School Psychologist	.25	.25	.25	.50	.50
Speech Therapist	.25	.25	.25	.50	.50
Student Support Position 2 (English Language Learner Resource Teacher)	.5	.5	.5	1	1

	Year 1	Year 2	Year 3	Year 4	Year 5
Specialized School Staff 1: (Technology Specialist)	1	1	1	1	1
Specialized School Staff 2: (Parent Coordinator/Enrollment Specialist)	1	1	1	1	1
Teacher Aides and Assistants including ELL	6	7	8	9	10
School Nurse	1	1	1	1	1
School Operations Support Staff (Building & Grounds Managers)	2	2	2	2	2
School Operations Support Staff (Cafeteria Manager)	1	1	1	1	1
Total FTEs at elementary schools	28	32	37	42.5	47
High School Staff – Not Applicable					

School Leadership & Staff Hiring, Management and Evaluation

1. If the organization is applying for more than one charter, explain your process and timeline for developing or identifying leaders across each of your Indiana schools. How does this process align with the 5-Year Growth projections described in the business plan? Who will lead this process? How much will it cost?

Not applicable. We are not applying for more than one charter.

2. Describe your strategy and **timeline** for recruiting and hiring teachers across the network. Explain key selection criteria and any special considerations relevant to your school design. What **key partnerships** will support staff hiring? Identify known sources from which you will recruit teachers.

Recruitment of Teachers

The Academy will implement the following strategies and activities to recruit and hire teachers:

Timeline

Strategies:

January 2018	<ul style="list-style-type: none"> Develop a website to share information about the academy and to collect information from potential candidates. Develop recruitment materials – brochures, postcards, flyers, logo, pass-outs
March-April 2018	<ul style="list-style-type: none"> Establish partnership with Marian University College of Education Clinical Teacher Residency Program Establish a partnership with Teach for America Establish a partnership with Trine University Franks College of Education
May-August 2018	<ul style="list-style-type: none"> Identify contact persons at Career and College Placement Centers at local colleges and universities including IUPUI, Ball State, Notre Dame, Purdue, Anderson, Marion, Butler, Indiana Wesleyan and University of Phoenix. Visit Colleges of Education to collect information from each campus Visit surrounding colleges of education – informally meet and greet students. Distribute brochures to College of Education offices and career placement centers and bulletin boards Seek out Fall and Spring college graduates Create a list of potential candidates Contact retired and veteran teachers – ask for referrals – word-of-mouth Create recruitment video and slide show Create Job Announcement Postings and Recruitment Messages Meet with the Interview Team to review the Recruitment and Interview Process and materials to conduct interviews

<p>September - December 2018</p>	<ul style="list-style-type: none"> • Conduct site Indy STEAM Teacher Recruitment Fair (Round #1). Advertise in local newspapers, use social media and placement centers of the identified colleges and universities • Utilize the College Career Center Consortium of Indiana (CCCC) resources • Send job postings to local churches. Post jobs with IDOE Job Bank and Temporary Job Placement Centers, job search websites. Post job announcement in local public venues. Use direct mailer. • Begin screening and interview process for Round #1 candidates
<p>January-February 2018</p>	<ul style="list-style-type: none"> • Participate in the local and surrounding annual college fairs in Indiana, Kentucky, Ohio, and Illinois - Email all candidates in the Directory • Advertise in local newspapers, use social media and placement centers of the identified colleges and universities, job-search websites • Send job postings to local churches. Post jobs with IDOE Job Bank and Temporary Job Placement Centers
<p>March 2019</p>	<ul style="list-style-type: none"> • Make recommendations for hire of First Round Candidates • Conduct site Indy STEAM Teacher Recruitment Fair (Round #2) • Participate in the Teach for America Recruitment Fair • Advertise in local newspapers, use social media and placement centers of the identified colleges and universities, job-search websites • Send job postings to local churches. Post jobs with IDOE Job Bank and Temporary Job Placement Centers • Begin screening and interview process for Second Round Candidates
<p>April 2019</p>	<ul style="list-style-type: none"> • Participate in the Regional Teacher Candidate Interview Day (CCCC) • Conduct site Indy STEAM Teacher Recruitment Fair (Round #3). Advertise in local newspapers, use social media and placement centers of the identified colleges and universities, job-search websites, • Make recommendations for hire of Second Round Candidates • Begin screening and interview process for Third Round Candidates
<p>May 2019</p>	<ul style="list-style-type: none"> • Make recommendations for hire of Third Round Candidates • May 30 is the deadline for Rounds 1, 2, 3, candidates to accept offers • May 30 is the deadline to receive all credentials and paperwork from candidates.
<p>June 2019</p>	<ul style="list-style-type: none"> • Check all personnel files to ensure that all credentials and contracts are on file • Send Welcome Packets to all staff with information regarding timelines for onboarding and professional development.

Public Notice of Opening: To ensure equal opportunity for open positions and eliminate any concerns of discrimination, it is important that job opportunities be posed in a central area in the Indy STEAM Academy’s main office and made available to the public on the Academy’s website. The job posting and advertising will include a summary of the job description including the key elements of job title, essential functions, required experience and/or education and a description of primary job duties. The job posting will specify where resumes and/or applications should be forwarded and indicate a closing date for accepting applications if a specific deadline for the interviewing and hiring process has been established.

The Interview Process: The interview process is the opportunity to evaluate candidates along two dimensions: skills and fit. It is important to determine whether a candidate possesses the necessary skills to be a productive member of our staff, but also whether the candidate will fit into the school and its unique culture and environment. The interview team will include an individual who is currently carrying out the same or similar tasks as the person being considered for the position. The following is a suggested list of activities to guide the interview process:

1. A protocol for conducting interviews and a process for checking references will be developed, ensuring that interviewers are aware of the recruitment and selection process and the Academy’s

- guidelines for conducting interviews and maintaining confidentiality.
2. The interview team will include a person who is working in the same capacity or area for which the candidate is being interviewed. All the members of the interview team will have seen the interview questions and will understand the hiring process. The Head of School and Interview team will develop a list of interview questions and a rubric containing objective criteria to serve as a checklist.
 3. Candidates will be pre-screened with a telephone interview prior to having them visit the academy. During this telephone conversation, the interviewer will ascertain whether the candidate has the knowledge and experience needed, if the salary request is within or out of range, and if the candidate's instructional philosophies are aligned with the Indy STEAM instructional model.
 4. The interviews will be scheduled at mutually convenient times.
 5. The candidate will be made aware of the process for hiring and the timeframe for making hiring decisions.
 6. The candidate will be fully aware of the process for final notification of their status in the hiring process.

Background Checks: The Indy STEAM Academy will conduct complete background checks **before employing** any person to work or volunteer for the Academy. Pursuant to Indiana Code IC 20-26-5-10, a charter school, will conduct an expanded criminal history check and child protection index checks concerning each applicant for employment who is likely to have direct, ongoing contact with children within the scope of the individual's employment before or not later than thirty (30) days after the start date of the applicant's employment by the school corporation, charter school. However, to ensure compliance with these laws, the Academy will not employ until the background checks for each person is determined to be cleared to be hired. These checks must be conducted every five (5) years. A school corporation, charter school, or nonpublic school may adopt a policy to require an employee to obtain an expanded child protection index check every five (5) years.

Employees

Indy STEAM Academy will hire employees who are committed to the Academy's mission and vision.

Teachers and Coaches (Certified Staff)

There will be four levels of teachers at our Academy:

(1) **Clinical Resident Teachers** are licensed and have a Bachelor's degree with no (0) years of experience in the classroom. Clinical Resident Teachers will be hired through Marian University, will be supervised by a professor at Marian University, and will have a Master Teacher who will mentor the resident during this one-year training experience. Clinical Resident Teachers will teach during the day and continue their college training at Marian University while working on a Master's Degree. Clinical Resident Teachers will also participate in professional development provided by the Academy. Clinical Resident Teachers will graduate with a Master's degree at the end of their residency program and will be asked to make a three-year commitment to teaching at the Academy;

(2) **Novice Level Teachers** have a Bachelor's degree with 0 years of experience in the classroom. Novice teachers will be hired through the Teach for America program. These teachers will receive coaching and will be assigned a mentor to help them acclimate to the profession and manage instructional and non-instructional responsibilities. Novice teachers recruited from the Teach for America program will be part of this cohort group. Teachers in the Teach for America program will work during the day and continue their education towards a Master's degree in the evenings.

(3) **Lead Teachers** have a Master's degree and 6+ years of experience in the classroom. Lead Teachers will be recruited from Trine University Franks College of Education, UIPUI Indianapolis College of Education, IU Bloomington College of Education, Marian University College of Education, and Ball State College of Education. Lead teachers serve as mentors to Novice Teachers and work closely with Coaches to hone their classroom practices as they support other teachers and build their skills to become a coach. Lead Teachers mentor the Novice Teachers and help acclimate implementing and managing academic and non-academic responsibilities. Lead teachers facilitate grade level team meetings and serve on the school leadership team to support the school with instructional decisions to improve the academic achievement of students;

(4) **Coaches** have a Master's degree and 18-24 additional hours as content area specialists in reading/language arts, math and science plus 6 to 10 years of experience as a teacher and at least 2 years of experience in a coaching role. Coaches will be recruited from Rose Hulman Institute of Technology, Purdue University, Trine University Franks College of Education and IUPUI Indianapolis. Coaches are non-loadbearing meaning they are not assigned to a classroom to teach students. Their primary role and responsibility is to work with teachers. Coaches model and demonstrate lessons for all teachers, provide best practice strategies and opportunities to collaborate with teachers during grade level team meetings, provide specific classroom observations and feedback for teachers, and provide opportunities for teachers to reflect on their instructional practices. Coaches assist teachers with the analysis of data to make informed instructional decisions about teaching and learning. Coaches also serve on the school leadership team to enhance the academic achievement of students. All teachers will have one hour each day for grade level team planning and collaboration. All teachers will participate in 20 days of professional development, which includes 10 days prior to start of the school year and 10 days during the school year.

Other Certified Staff- Nonloadbearing

The Academy will recruit the following certified staff from Trine University Franks College of Education, IUPUI Indianapolis College of Education, IU Bloomington College of Education, Marian University College of Education, and Ball State College of Education. The following staff must hold an Indiana license in their respective areas of specialty. These staff members will have a Master's Degree and a minimum of 3 years of experience in their respective roles. All certified staff will participate in 20 days of professional development, which includes 10 days prior to start of the school year and 10 days during the school year with the *exception of staff who are assigned to work part-time or on a contracted basis

- (1) Special Education Resource Teacher
- (2) English Language Learner Resource Teacher
- (3) Speech Therapist*
- (4) School Psychologist*
- (5) Director of Special Education Services*

Paraprofessionals (Teacher Assistants) and Support Staff (Non-Certified)

The Academy will hire the following non-certified staff from College and University job placement centers and Schools of Business. The Academy will also post vacancy announcements in local newspapers such as the Indianapolis Star and Indianapolis Recorder; and on the website of the following job centers such as Indeed, IDOE Job Bank, Work One, Zip Recruiter, Snag a Job, Direct Employers Institute, through local community businesses and even churches. The Academy will also participate in local Indianapolis Job Fairs to recruit non-certified staff:

- (1) Teacher Assistants
- (2) Parent Coordinator and Enrollment Specialist
- (3) Business Manager
- (4) Office Manager
- (5) Building and Grounds Manager
- (6) Cafeteria Manager

Criteria for Selection and Qualifications

The following qualities are expected of our teachers:

- Ability to execute standards-based instruction
- Knowledge of core content area subject matter
- Ability to administer assessments and monitor the progress of students promote student achievement
- Ability to analyze data to make instructional decisions about teaching and learning
- Ability to work in professional learning communities and within their grade level teams, and collaborate with coaches, lead teachers, and colleagues
- Demonstrate effective classroom management skills and the ability to reinforce classroom expectations and procedures

- Maintain regular communication with families and work collaboratively with parents
- Demonstrate a commitment to ongoing professional development and lifelong learning
- Demonstrate a commitment to creating fun, engaging, and relevant learning experiences for students
- Possess a minimum of a Bachelor's Degree
- Possess an Indiana license (certified staff)

Other qualities that are expected among teachers and non-instructional staff include:

- Good communication skills;
- High expectations for teaching and learning;
- Holds self and students accountable for the success of the;
- Demonstrates a commitment to work an extended day and school year;
- Possess an ethic of excellence;
- Maintains a professional demeanor;
- Is self-reflective and open to constructive feedback;
- Ability to work as a team;
- Ability to use technology and/or be trained to use technology;
- Willing to establish positive relationships and work well with staff, parents, and students; and
- Possess a sense of humor, flexibility, and ability to adapt to change and new situations

Teacher Pool

It is desirable to have STEM trained teachers work at Indy STEAM Academy.

A “New STEM teacher” means an individual who meets at least one of the following definitions:

- Has at least a baccalaureate degree from a regionally accredited institution in a STEM field but who has not previously been granted a license or permit to teach a STEM subject or content area in an Indiana public school;
- Is completing a baccalaureate degree from a regionally accredited institution in a STEM field and who also is completing teacher licensing requirements in a STEM subject or content area;
- Has work experience in a STEM field but who has not previously been licensed to teach a STEM subject or content area in an Indiana public school; and
- Is licensed to teach in an Indiana public school and becomes licensed to teach a STEM subject or content area

However, the Academy recognizes that there is a shortage of STEM teachers nationally, across the State of Indiana and locally. The Academy will be able to identify teachers who have experience in the STEM field who have not been licensed to teach a STEM subject or content area but are working towards this goal through the Woodrow Wilson Foundation program at IUPUI, Teach for America, and Marian University Clinical Teacher Resident programs. To address our immediate needs, Indy STEAM Academy will also hire **Pre-Service and In-Service teachers** until the STEM pool is replenished.

A “Pre-service teacher” means an individual who:

- Is engaged in training designed to train them to become an effective STEM teacher; and
- Plans to teach STEM coursework in an Indiana school corporation

An In-service teacher” means an individual who:

- Is currently licensed to teach in an Indiana public school; and
- Is looking to obtain training to teach in a STEM subject or content area different than their current position or to teach advanced subject or content area within their current position

Indy STEAM Academy will provide extensive professional development/training and provide internal supports through coaching and mentoring to build the knowledge, skills, and capacity of teachers to implement the STEAM instructional model. President Obama issued the call in 2011 in his “State of the Union” address to add 100,000 teachers to our classrooms nationwide by 2021. The initiative **1000K by 10**, a project of the National Center for Civic

Innovation has identified over 280 academic institutions, non-profit organizations, foundations, companies, and government agencies to retain 100,000 excellent teachers over the next 10 years. This initiative has already trained 30,000 new STEM teachers in the past 4 years and funds have been established to train “tens of thousands more teachers to improve their skills and stay in the classroom longer.” The Indiana Department of Education, I-STEM Resource Network, Project Lead the Way, Teach for America, and the University of Indianapolis (IUPUI) are local organizations that are partnering with the Initiative 1000K by 10 to recruit, prepare and retain highly qualified teachers for STEM.

The **STEM Teacher Recruitment Fund** was established by the Indiana General Assembly during the 2013 Legislative Session. The fund provides grants to high-performing organizations and programs working to increase the number of high-quality science, technology, engineering and mathematics teachers in Indiana school corporations encountering shortages of qualified teachers and in schools located in underserved areas. **Indy STEAM Academy will collaborate with the following community partners to create a teacher pool and pipeline of highly qualified teachers to support the implementation of our STEAM instructional model:** (1) IUPUI Indiana College of Education; (2) Marian Clinical Teacher Residency Program; (3) Teach For America. Indy STEAM Academy has established partnership agreements with these organizations to help fulfill this promise to provide our students with high quality STEAM learning to prepare our next generation of innovators and problem solvers.

The Indiana Department of Education has identified a great need for more rigorous and engaging STEM education and in 2012 began the development of a statewide STEM education plan. The plan has been piloted and implemented in the 2014–2015 school year with the first round of IDOE STEM Certified School awarded in 2015. Indy STEAM Academy will use the IDOE School Self-Evaluation tool to assess our staff’s capacity to implement the STEAM model. We will apply to participate in the Indiana Department of Education STEM School Certification process as Cohort 5 (2019-23). This process will also provide extensive support and professional development to ensure the long-term success of our Academy.

There are two new bills that will enhance Indy STEAM Academy’s efforts to recruit and retain highly qualified teachers:

- **HEA 1399 Elementary School Teacher Content Area Licenses:** Requires the SBOE to adopt rules to establish one or more elementary school teacher content area licenses that must, at a minimum, include an elementary mathematics specialist license and an elementary mathematics teacher license or an elementary mathematics and science teacher license. Requires the DOE to develop an incentive program to assist and reward teachers who earn an elementary school content area license.
- **SEA 387 Teacher Permits, Examinations, and Salaries:** Allows a school to provide supplemental pay outside the bargaining agreement to special education and STEM teachers, or teachers who earn a Master’s degree in math, reading, or literacy (previously the law stated math or reading and literacy). Allows for differentiated pay increments within the bargaining agreement based on the academic needs of a school. These provisions are intended to give schools the flexibility to increase pay to attract and retain teachers of in-demand subjects. Requires the DOE to issue an RFP for an educator licensing exam. Requires the SBOE to issue a report on the status of the current licensure exam. Establishes the Career Specialist teaching permit.

Below is a list of other initiatives funded through the **Indiana Commission for Higher Education** that will help our Academy create a teacher pool of highly qualified teachers. The Indiana Commission for Higher Education Awarded Grant funds to the following organizations to assist with the recruitment preparation and retention of STEM teachers. Sixteen grants totaling \$9,600,840 were awarded to organizations and colleges to support programs that recruit, prepare, place and retain educators in schools with teacher shortages in science, technology, engineering and math (STEM) subject areas.

Project Lead The Way - \$829,098 • Project Lead The Way (PLTW) will use 100% of awarded funds to provide Core Training Tuition grants to schools and districts seeking to increase the number of teachers trained to teach PLTW’s

hands-on, Activity-, Project- and Problem-based (APB) STEM curriculum. Core Training Tuition grants will offset the cost of more than 600 teacher professional development opportunities for Indiana K-12 teachers, preparing them with the training and resources needed to teach PLTW's STEM courses and content. Indy STEAM Academy is currently working with Project Lead the Way to provide professional development for our classroom teachers.

Hoosier STEM Academy - \$1,582,584 • Ball State University, Indiana University – Purdue University Indianapolis (IUPUI), Purdue University and Valparaiso University will partner to establish a new program for in-service teachers wishing to be credentialed to teach dual credit secondary, to continue a pre-service STEM teacher fellow program each university participated in as part of the Woodrow Wilson Indiana Teaching Fellowship Program, and to expand graduate-level STEM course offerings to serve both groups. Pre-service will have opportunities to complete six or more credit hours of graduate-level STEM content course as a path to receiving a credential to teach dual-credit secondary STEM courses. Hoosier STEM Academy preservice teaching fellows will receive a stipend to pursue a one-year master's degree in education with a STEM focus at an Academy partner institution and commit to three years of teaching in an underserved Indiana public school or one facing a shortage of qualified STEM teachers.

Strengthening Indiana's Future through the 21st Century STEM Teachers - The project will recruit up to 12 prospective teachers from diverse backgrounds who are pursuing a degree and career in K-12 STEM teaching and provide them with scholarships. Along with 13 current scholarship recipients, the project will help prepare future educators to teach STEM disciplines through integrated STEM approaches in K-12 classrooms in Indiana.

University of Indianapolis - \$262,801 • Ulndy's "Teach Today, Transform Tomorrow" program will recruit students for its new Elementary Education STEM Teacher Program. Candidates will be recruited during 2017 and the freshman class will start in August of 2018. The class will receive a \$10,000 renewable stipend and must graduate with a STEM-focus education degree. Ulndy will work with surrounding Indianapolis school districts to identify, recruit and invest in students who have excelled in STEM coursework and who have a predisposition toward teaching. The University will reach out to first-generation and underrepresented high school students by joining the Center of Excellence in Leadership of Learning (CELL) high school network meetings and work with high school teachers to identify candidates with the potential to attend college, graduate and teach STEM at the elementary school level.

Conexus Indiana will recruit and train up to 40 Indiana teachers to teach Conexus' advance manufacturing and logistics curriculum 'Hire Tech' and provide continuing professional development to up to 150 current Hire Tech teachers. Statewide, more than 200 schools have access to 'Hire Tech'. Conexus will continue to build on 'Hire Tech' growth, and will have trained over 200 new STEM teachers serving students from 220 Hoosier public schools.

Teach for America - \$1,628,367 • Teach for America will recruit, train and support up to 210 STEM teachers for placement in public, charter and turnaround schools in Indianapolis and Northwest Indiana, adding to the 323 STEM-grant supported educators that TFA has placed in Indiana schools since 2013.

Nextech will recruit, train and support over new 200 K-12 educators to equip them with content knowledge and resources necessary to deliver computer science curriculum to over 60 schools in each grant year. Nextech will provide educators with professional development workshops in support of the curriculum and will expand its library of training offerings to include one-day workshops focused on more technical concepts to add knowledge for educators to stay current with both industry trends and student's knowledge.

Indy STEAM Academy will work diligently to continue to build its partnerships with organizations like Conexus, and Nextech as resources to enhance our pipeline of STEM teachers as we grow organically.

3. Describe the staffing plan (e.g., leadership, instructional, and support roles; reporting relationships; and accountability for student outcomes) your network will use to ensure that every student at each school has access to excellent teaching? Will the staffing model incorporate technologies, new roles for teachers and other staff, or innovative instructional techniques toward that end? If yes, how?

Staffing Plan:

- **CEO/Head of School** will manage the day-to-day operations of the school, evaluates staff, supervise students, facilitate professional development for all staff, head the school leadership team, head the Community and Parent Advisory Councils, ensure the STEAM model is implemented with fidelity, and report to the Board of Directors.
- **Assistant Principal*** will assist the day-to-day operations of staff, assist with the evaluation of teacher assistants, assist with the supervision of students and support professional development efforts and participates on the school leadership team, assist with the Community and Parent Advisory Councils, lead efforts including afterschool tutoring, extra-curricular activities, intersession remedial program, summer school programs, and report to the CEO/Head of School. Note *position is available, if funding and enrollment targets are met Year 3.
- **STEAM Coach** will lead staff with the implementation of the STEAM model, coach classroom teachers, provide demonstration lessons and opportunities for reflection with the implementation of Project-Based Learning, 21st Century Learning Skills, Science Inquiry and Engineering Design Processes; align the curriculum with the Indiana Academic Standards and create curriculum maps; assist teachers lesson planning and the analysis of data to make instructional decisions about teaching and learning; collaborate with teachers during their grade level team planning periods; coordinate Success Time Tier II Interventions, coordinate the after school tutoring and summer school programming, serve on the school leadership team, and report to the CEO/Head of School.
- **Literacy Coach** will lead staff with the implementation of the Balanced Literacy model, coach classroom teachers, provide demonstration lessons and opportunities for reflective feedback, align the curriculum with the Indiana Academic Standards and create curriculum maps, assist teachers with lesson planning and the analysis of data to make instructional decisions about teaching and learning, collaborate with teachers during their grade level team planning periods, coordinate Success Time Tier II Interventions, coordinate the after school tutoring and summer school programming, serve on the school leadership team, and report to the CEO/Head of School.
- **Parent Coordinator and Enrollment Specialist** will lead the enrollment and registration process using the PowerSchool registration software program and Enroll Indy registration/lottery process, assist with marketing efforts and the recruitment of students, coordinate enrollment fairs, serve as the parent liaison for the Parent Advisory Council, assist parents with the registration and enrollment process, coordinate parent orientations, assist teachers with scheduling parent for teacher/parent conferences, serves on the school leadership team and report to the CEO/Head of School.
- **Technology Specialist** will manage the Academy's technology infrastructure including managing the PowerSchool student information and management system, registration software program, data warehouse management system, school file server, internet access, smartboards, student response systems, computers, printers, telephones; provide staff technology trainings, support computer lab instruction and computer assisted learning software programs, and report to the CEO/Head of School.
- **Special Education Resource Teacher (Case Manager)** will provide "push-in" and "pull-out" instruction and support for students identified as special needs according to their Individualized Education Plans (IEPs). The Special Education Resource teacher will lead and coordinate all special education programs and services efforts, work closely with the Director of Special Education, specialist staff, ELL resource teacher, and regular education classroom teachers, ensure all special education records are up-to-date, complete state reports, facilitate MTSS meetings, lead the RTI team, serve on the school leadership team, and report to the CEO/Head of School.
- **English Language Learner Resource Teacher** will provide "push-in" and "pull-out" instruction and support for students identified as English Language Learners based on the Home Language Survey and Las Link assessments. The English Language Learner Resource Teacher will lead and coordinate all English language learner (ELL) programs and services, work closely with the special education resource teacher and classroom teachers, specialist staff, ensure all ELL records are up-to-date, complete state reports, serve on the MTSS team, assist with the lead on the RTI team, serve on the school leadership team, and report to the CEO/Head of School.
- **Lead Teachers** will lead grade level teams with implementing curriculum maps, lesson planning, analysis of data, develop flexible groups for instruction, assist with planning Success Time instruction, mentor new and

beginning teachers, serve on the school leadership team. Grade Level Lead Teachers in addition to their leadership roles will provide the same instructional and non-instructional responsibilities and a classroom core teacher. Lead Teachers report to the CEO/Head of School.

- **Novice and Clinical Resident Teachers** will provide daily instruction for students at their assigned grade levels and create safe, nurturing, and respectful learning environment using effective classroom management strategies, Positive Behavior Interventions and Supports (PBIS) and Character Counts programs. Core teachers will be responsible all lesson planning, grading and daily assessments of student learning outcomes. Core teachers will provide Tier I and II interventions and supports to ensure the academic success of their students. Core teachers will share the progress of students with parents and participate in parent/teacher conferences, family night meetings and other evening school activities. Core teachers will work collaboratively in their grade level team meetings, receive support from the grade level team teacher leader and mentor, receive support from the Literacy and STEAM coaches with the implementation of the STEAM instructional model and Balanced Literacy framework, participate in monthly staff meetings, and all ongoing professional development training. Core teachers will create a professional development plan to enhance classroom instructional practices. Core teachers will receive feedback from informal and formal classroom observations. Core teachers will report to the CEO/Head of School.
- **Fine Arts Teachers (Art, Music, Physical Education)** will provide daily instruction for students in their respective areas and create a safe, nurturing, and respectful learning environment using effective classroom management strategies. Fine arts teachers will implement the “Arts” component of the STEAM instructional model. The fine arts teacher will foster creative thinking, collaboration, communication, and creativity among students through instruction. The Fine Arts teachers will support students with the development of their design challenges. Fine Arts teachers when not providing support in their respective genres will assist with instruction during Success Time and other push-in, pull-out interventions and supports. Fine Arts teachers report to the Head of School.
- **Teacher Assistants** will assist classroom teachers with daily instruction and create a safe, nurturing and respectful learning environment. Teacher assistants will follow the assigned schedules and will participate in all grade level team planning meeting, staff meetings, and schoolwide professional development. The teacher assistant will focus on supporting instruction and behavior in the classroom and assist with the supervision of students during lunch and recess. Teacher assistants will receive informal feedback from the classroom teacher, formal evaluation feedback from the Assistant Principal. Teacher Assistants will report directly to the Assistant Principal or Head of School.
- **Office Manager** will provide clerical support such as enrollment, attendance, record maintenance, operating standard office equipment, ordering supplies, and using the student management information system and registration software programs. The Office Manager works closely with the Business Manager, Assistant Principal and Head of School. The Office Manager must have strong interpersonal skills and be responsible for greeting and directing visitors, responding to inquiries from the school staff, public and other school systems via telephone, fax, e-mail, etc. The Office Manager is responsible for coordinating substitutes when teachers are absent and assisting with all communications of the Academy including weekly Academy newsletters, school activities and events. The Office Manager reports to the CEO/Head of School.
- **Business Manager** will provide manage the logistics of school operations that do not directly relate to instruction. The Business Manager is responsible for the oversight of: Food Service, Transportation, Technology and State Accountability Reports. Oversees payroll and accounts payable functions of staff and assists with additional functions of Human Resources. Must also be strong in record maintenance, operating standard office equipment, and computer software. As our campus grows to accommodate additional grades, the Business Manager will provide operational infrastructure necessary to support successful school expansion and growth. The Business Manager reports to the CEO/Head of School.
- **Director of Special Education** will be shared through a consortium. The Director of Special Education directs and coordinates the special education program planning and development, services to students, parents, and teachers. The Special Education Director assists with the interpretation and implementation of rules, regulations, and procedures for IDEA, and provides reports required to the State Department of Education. The Director of

Special Education leads the Special Education team with the implementation of Multi-Tiered System of Supports (MTSS). The Special Education Director works closely with the administrative team, Special Education Resource Teacher English Language Learner Resource Teacher, Speech Therapist and School Psychologist. The Director of Special Education Reports to the CEO/Head of School.

- **School Psychologist** will be shared through a consortium. The School Psychologist is responsible for conducting comprehensive psychological evaluations that include, but are not limited to the assessment of intellectual, developmental, academic, social/emotional, and behavioral status of students., The School Psychologist provides reports to the Special Education Director, serves on the Student Services Team, and consults with teachers and parents. The School Psychologist reports to the Director of Special Education and Head of School.
- **Speech Therapist** will be shared through a consortium. The Speech Therapist provide services for students as identified in the Individualized Education Plan (IEP). The Speech Therapist reports to the Director of Special Education and Head of School.
- **Building & Grounds Managers** will be responsible for developing maintenance and cleaning procedures and ensuring implementation of routine and preventive maintenance to ensure a safe and well-kept learning and work environment. Maintenance responsibilities include carrying out inspections of the facilities to identify and resolve issues and checking electrical and hydraulic systems of buildings to ensure functionality. Custodial responsibilities include ensuring spaces are clean throughout the school day and for the next day by taking out trash, tidying furniture, dusting surfaces, sweeping and mopping floors, vacuuming carpets, washing and sanitizing toilets, sinks, and restocking disposables. The Building & Grounds Managers report to the Business Manager.
- **Cafeteria Manager** will be responsible for providing support to the food service activities assigned to the location. The Cafeteria manager will be responsible for organizing food preparation activities; serving; confirming quantities and quality of food items are available for use; providing written reports; preparing deposits for the Business Manager; and complying with mandated health requirements. The Cafeteria Manager will ensure smooth transitions from one lunch period to the next and will work collaborative with the Building and Grounds Manager to ensure the cleaning of the cafeteria and proper disposal of food each day. The Cafeteria Manager reports to the Business Manager.

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

CEO/Head of School Evaluation

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

Teacher Evaluation: (See Rise Teacher Evaluation Model – Appendix C)

To comply with Public Law 90, the Indy STEAM Academy will utilize the Indiana Rise Teacher Effectiveness Rubric 2.0 to evaluate our teachers. The RISE Evaluation and Development System is a highly effective system to measure

teacher performance and provides a framework to support the development of teachers. The RISE Teacher Effectiveness Rubric 2.0 for teacher evaluation can be found in the Appendix. The CEO/Head of School will have primary responsibility for evaluating teachers, aligning observations, data analysis, and feedback with evaluation tools to support teacher growth and provide assessment for learning. Teacher evaluation is utilized to identify opportunities for expanded teacher growth and leadership linked to strong performance as indicated by teacher evaluation tools.

The Indiana Teacher Effectiveness Rubric consists of three domains and nineteen competencies:

<p>Domain 1: Planning</p> <ol style="list-style-type: none"> 1.1 Utilize Assessment Data to Plan 1.2 Set Ambitious and Measurable Achievement Goals 1.3 Develop Standards-Based Unit Plans and Assessments 1.4 Create Objective-Driven Lesson Plans and Assessments 1.5 Track Student Data and Analyze Progress
<p>Domain 2: Instruction</p> <ol style="list-style-type: none"> 2.1 Develop Student Understanding and Mastery of Lesson Objectives 2.2 Demonstrate and Clearly Communicate Content Knowledge to Students 2.3 Engage Students in Academic Content 2.4 Check for Understanding 2.5 Modify Instruction as Needed 2.6 Develop Higher Level of Understanding Through Rigorous Instruction and Work 2.7 Maximize Instructional Time 2.8 Create Classroom Culture of Respect and Collaboration 2.9 Set High Expectations for Academic Success
<p>Domain 3: Leadership</p> <ol style="list-style-type: none"> 3.1 Contribute to School Culture 3.2 Collaborate with Peers 3.3 Seek Professional Skills and Knowledge 3.4 Advocate for Student Success 3.5 Engage Families in Student Learning

In addition to these three primary domains, The Teacher Effectiveness Rubric contains a fourth domain referred to as Core Professionalism, which reflects the non-negotiable aspects of a teacher’s Job

The **Core Professional Domain** has four criteria:

- Attendance
- On-Time Arrival
- Policies and Procedures
- Respect

Performance Level Ratings:

Each teacher will receive a rating at the end of the school year in one of four performance levels:

Highly Effective: A *highly effective* teacher consistently exceeds expectations. The highly effective teacher’s students have generally exceeded expectations for academic growth and achievement.

Effective: An *effective teacher* consistently meets expectations. The effective teacher’s students have generally achieved an acceptable rate of academic growth and achievement.

Improvement Necessary: A teacher who is rated as *improvement necessary* requires a change in performance before he/she meets expectations. The improvement necessary teacher’s students generally achieve below an acceptable rate of academic growth and achievement.

Ineffective: An *ineffective* teacher consistently fails to meet expectations. The ineffective teacher’s students generally achieve at unacceptable levels of academic growth and achievement.

Each of the three domain ratings are combined into one rating. Each domain is weighted:

Planning 10%, Instruction Domain 75%, and Leadership 15%.

The evaluator will calculate the final score of performance:

Rating x Weight = Weighted Rating

Sum of Weighted Rating = Final Score

The Academy will implement a multitiered system of evaluation that includes:

Informal Building/Classroom Walkthroughs – daily at least 3-5 minutes per classroom.

Short Classroom Observations at least once per month for approximately 10-15 minutes and are not announced.

Formal Classroom Observations – two times per year – one per semester for no less than 60 minutes (entire class period). Teachers will participate in pre- and post- observation conferences to discuss the observation and rubric feedback.

Professional Development Plan – Every teacher will develop a professional development plan that identifies at least two academic goals and one non-academic goal. The professional development plan is a tool for teachers to assess their own performance and set development goals. Teachers will identify opportunities to participate in schoolwide local, state and national professional development offerings.

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

Unsatisfactory Performance

Indy STEAM Academy is an “at-will” employer. Every decision is guided by our ambitious mission and goals for student achievement. If a teacher, staff member or school leader is not working effectively toward meeting our mission, they will be intensively coached, will receive additional professional development, and will be assigned to a mentor to become more effective. The CEO/Head of School will manage this process directly. If remediation, coaching, and professional development are not effective, that employee will be recommended for dismissal. However, it is the goal of the Indy STEAM Academy to recruit and retain the most highly qualified teachers and support staff to reduce and prevent the possibilities of ineffective performance.

Succession Plan: If replacement of the Head of School is deemed necessary by the Board of Directors, the Board, comprised of members with complementary skills and expertise, will use the evaluation tool and support from the Authorizer, Education One, LLC to identify and hire a new Head of School. The Head of School will include varying members in leadership decision-making with the development of skills of future school leaders in the event a sudden change in leadership or management has to take place.

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

Compensation Structure
Salary

Position	Starting Salary	Benefits	Degree Experience	Program
Clinical Teacher Resident	\$32,000	No benefits	Bachelor's Degree No Experience	Compensation is paid to Marian University to disperse to the resident
Clinical Teacher Resident (After completing program)	\$40,000	28%	Master's Degree One Year Experience	Resident becomes an employee of the Academy
Novice Teacher	\$35,000	28%	Bachelor's Degree No Experience	First year salary is based on service agreement with Teach for America. Novice is an employee of the Academy
Lead Teacher	\$45,000	28%	Master's Degree Six+ Years of Experience	Lead Teacher Employee of the Academy
Coach (Literacy & STEAM)	\$50,000	28%	Master's Degree 6+Years of Experience Specialist Certification or 18-24 hours in reading, or math & science	Employee of the Academy
Fine Arts Teachers Art, Music, Physical Education, Library	\$40,000	28%	Master's Degree One+ Years of Experience	Employee of the Academy
Special Education Resource Teacher and ELL Resource Teacher	\$45,000	28%	Master's Degree Three+ Years of Experience	Employee of the Academy
Teacher Assistant	\$25,000	28%	Associates Degree No Years of Experience	Employee of the Academy
Technology Specialist	\$40,000	28%	Master's Degree 1+Year(s) of Experience	Employee of the Academy
Parent and Enrollment Specialist	\$35,000	28%	Bachelor's Degree No Experience	Employee of the Academy
Office Manager	\$35,000	28%	Bachelor's Degree No Experience	Employee of the Academy

Business Manager	\$50,000	28%	Master's Degree CPA License 3 Years of Experience	Employee of the Academy
School Nurse	\$40,000	28%	RN License 1+ Year of Experience	Employee of the Academy
Building and Grounds	\$25,000	28%	High School Diploma No Experience	Employee of the Academy
Cafeteria Worker	\$20,000	28%	High School Diploma No Experience	Employee of the Academy
Speech Therapist and School Psychologist and Director of Special Services	\$50,000 (.25 FTE)	28%	Master's Degree 3+ Years of Experience	Contracted Services
CEO/Head of School	\$95,000	28%	Doctorate Degree 10+ Years of Experience	Employee of the Academy

An annual cost of living raise will be paid each year at additional 2.0% of the base salary for all employees of the Academy. Teachers will have opportunities to work with the afterschool and summer school programs. Compensation for this additional service will be at a rate of \$30.00 per hour.

Benefits

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

Professional Development

Describe the professional development that will be offered to school leadership and teaching staff. This description should explain how professional development for the faculty will support the education program and build capacity to improve student achievement, and should include the following:

1. Describe how school leaders will be supported and developed throughout the year.

All school leaders will develop goals and objectives in an action plan to carry-out their roles and responsibilities. In addition to the action plan, all school leaders will create a professional development plan that provides key supports needed to effectively implement their roles and responsibilities. School leaders will participate in the Trine University Lou Holtz Leadership Institute which provides opportunities for school leaders to build real-world skills and apply practical leadership skills to build an innovative school culture. The School leadership team will participate in the “Lunch and Learn” program at the Academy one day per week where we discuss topics that focus on enhancing our workplace of learning, maintaining a positive school culture and climate through communication and collaboration. All school leaders will have a mentor. School leaders will participate in two national organizations and in local, state, and national conferences to support them in their roles. School

leaders will visit other STEAM Charter Schools and establish networks to enhance the implementation of the STEAM model. Coaches will participate in Instructional Coaching training to support their role in working with adult learners. Coaches will also participate in the Train the Trainer model for STEM and Balanced Literacy.

2. Provide a **schedule and explanation of professional development** that will take place **prior to school opening**. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.

Professional Development Schedule (Before the Start of School)

Two weeks of training with the implementation of the STEAM Instructional Model will be provided for all teachers and classroom assistants prior to the beginning of the school year as identified below:

Dates	Training
July 11-12, 2019 (8:00-4:00) Lunch: 12:00-1:00	Staff Onboarding, Orientation, TEAM Building, and Classroom Preparation Teachers and Teacher Assistants will receive orientation with the School Leadership Team and Business Manager. This orientation will be an opportunity for teachers and assistants to become acclimated with the building, review Staff and Student/Parent Handbooks and School Safety Plan, IEP's training. (PM)-Teachers will participate in teambuilding activities off site. Day 2 Teachers will receive all classroom materials including textbooks, supplies and materials needed to begin the school year. Teachers will have an opportunity to prepare their classrooms.
July 15-16, 2019 (8:00-4:00) Lunch: 12:00-1:00	I-STEM Resource Network /Indiana Science Initiative/STEM Certification Teachers will review K-2 science standards and learn how to implement the Inquiry process and science curriculum. This two-day workshop will enhance the teacher's knowledge base to provide instruction focused on Earth, Space, Physical and Life Sciences. Teachers will learn how to use the science experiment kits to support their instruction. The leadership team will discuss the process for STEM Certification.
July 17, 2019 (8:00-4:00) Lunch: 12:00-1:00	Project Lead the Way Launch This core training supports teachers with hands-on training where teachers take on the role of the student to engage in in-depth exploration of the PLTW curriculum. This training will help teachers build confidence with the implementation of project-based learning strategies to support instruction.
July 18, 2019 (8:00 – 4:00) Lunch: 12:00-1:00	Engineering is Elementary This core training builds the teacher's understanding of engineering concepts, skills, and pedagogy. This hands-on training will help teachers build confidence with the implementation of project-based, inquiry-based learning strategies and the Engineering Design Process to support instruction.
July 19, 2019 (8:00 – 4:00) Lunch: 12:00-1:00	RTI, PBIS, Character Counts Culturally Responsive Classrooms This training will review the RTI three-tiered approach to instruction. Teachers will learn how to build supports for instruction at each tier through small group instruction and guided practice during reading and math instruction. Teachers will learn how to develop instruction and group students for "Success Time" Tier II supports. End the first week with a team building activity.
July 22, 2019 (8:00 – 4:00) Lunch: 12:00-1:00	Balanced Literacy – Reading/Language Arts (AM) This training will review the K-2 reading standards. Teachers will learn the Balanced Literacy approach for instruction. Teachers will be trained to use the basal program. Balanced Math Framework (PM) This training will review the K-2 math standards. Teachers will learn the Balanced Math approach for instruction. Teachers will be trained to use the Pearson Math program.
July 23, 2019 (8:00 – 4:00) Lunch: 12:00-1:00	PowerSchool Student Information System

	Teachers will be trained with the use of the PowerSchool student information system to maintain attendance, grades, view schedules, manage assessment data and report progress of students to parents.
July 24, 2019 (8:00 – 4:00) Lunch: 12:00-1:00	NWEA Assessment Training Teachers will be trained with the administration and implementation of the NWEA MAP Growth K-2 benchmark assessment. Teachers will learn how to review assessment reports and analyze data.
July 25, 2019 (8:00 – 4:00) Lunch: 12:00-1:00	Smartboard, DreamBox, and Scholastic Reader Software Programs Teachers will learn how to use the Smartboards and interactive response systems to support classroom instruction. Teacher will learn how to use computer assisted instructional software programs to support math and reading instruction.
July 26, 2019 (8:00 – 4:00) Lunch: 12:00-1:00	First Day of School Protocols and Classroom Preparation Teachers will review protocols and procedures for the first day of school. Teachers will finalize classroom preparation. Teachers turn-in beginning of the year checklist. End with a team building activity and pre-opening day celebration.

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

Ongoing Professional Development

Below is a list of professional development days that are provided during the school year. There is one full-day professional development training per month with the exception of **December due to Winter Break**. Students do not attend school on full training days which are held from 8:00 am - 4:00 pm. During the school year professional development is designed to support teachers with the implementation of instruction and assessments, analysis of data and making instructional decisions to enhance student achievement and maintaining a safe and nurturing learning environment. Ongoing full-day trainings are as follows:

Quarter 1	Quarter 2	Quarter 3	Quarter 4
August 30, 2019 Culture and Climate PBIS/RTI/Character Ed	November 1, 2019 Research-based Math Strategies	February 28, 2019 Technology Tools and Resources	April 13, 2019 Analysis of Data of Data Spring Benchmark Assessment
September 3, 2019 Analysis of Data - Fall Benchmark Assessment	January 31, 2019 Analysis of Data – Winter Benchmark Assessment	March 27, 2019 Science & Engineering Strategies	May 26, 2019 STEAM School Visits
October 4, 2019 Research-based Reading Strategies			June 12, 2019 Review of Student, Parent, Staff Surveys, Strategic Planning for the next school year

Assessment Calendar for Year

The following table identifies primary local school screening, diagnostic, and formative assessments that will be administered to monitor student progress and build a strong reading and math foundation that ensures their academic success. Teachers will receive training with the implementation of these assessments during two weeks of professional development in the July.

Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
LAS Links	DIBELS				DIBELS				DIBELS	
NWEA					NWEA			IREAD K-2	NWEA	

4. Explain how the **professional development program will be evaluated** – at both the school and network levels – to assess its effectiveness and success.

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

Start-Up & Operations

- **Start-Up Plan.** Provide, as **Attachment 17**, a detailed start-up plan for the **period leading up to** the first day of student attendance for the first proposed school described in the application (or schools, if the organization intends to open more than one school in Year 1). **NOTE: Limit attachment to ten (10) pages.**
 - a. The Start-Up Plan must indicate the targeted first day (month, day, year) of student attendance.
 - b. The Start-Up Plan must specify planning tasks by month, and responsible individuals.

- **Start-Up Staffing and Costs.** Complete the Start-Up (Year 0) Budget and Staffing worksheets in the Budget and Staffing Workbook (**be sure to complete all pages in the Budget and Staffing Workbook and provide as Attachment 19**).

Indy STEAM Academy will use Charter School Program (CSP) grant Funds awarded March 1, 2018 for Year 0 start-up costs. The total amount allocated for Year 0 Planning using CSP Grant funds is \$300,000.

See Appendix A for the CSP Grant Budget.

Start-up Cost are reflected in the Education One Cash Flow Budget Sheet Year 0 (See Attachment 19)

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

Based on our targeted enrollment projections and the location of students living in the surrounding area within a three-mile radius, students will be able to walk to school or be driven by their parents. Indy STEAM Academy will not be able to provide transportation for the general population, since these expenditures are not reimbursable by the State as identified in the Charter School legislation. However, Indy STEAM Academy will provide transportation for fieldtrips and special events for which students participate. Indy STEAM Academy will provide transportation for homeless students to comply with the federal McKinney-Vento Homeless Act, 42 USC 11431, and for students with disabilities whose IEPs require transportation in compliance with the Individuals with Disabilities Education Act and 511 IAC 7-43-1(u) through a private contracted bus service. Once the Academy reaches full-capacity in Year 7, we will provide middle school students (Grades 6-8) with free monthly “IndyGo” passes and discounted or free passes to their parents or guardians.

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

Security Personnel: Indy STEAM Academy has budgeted to provide a school resource officer to ensure the safety of staff, students, and parents during evening meetings and other school events where there are large gatherings.

Facility Security: The proposed facility has a security system which will be monitored daily, the facility has cameras and motion detectors to monitor movement in the building. Entry doors have a “double-lock” system. Entry doors have a swipe card access and intercom/door bell system to request access to enter the building.

Door Buzzer/Camera Protocols:

1. Please make sure you look at the camera/monitor each time someone is requesting to enter.
2. Assess who is at the door.
3. Ask for name and purpose of the visit (or who they are here to see)
4. Once you have granted them access, please ask them to report to the office to sign in. Please monitor to make sure they do indeed come to the office.
5. If you do not know the person, please ask them to show some type of picture ID.
6. If they seem like their body language seems to be in confrontational manner, do not allow them in.
7. If you refuse entry, and they become upset, the Superintendent of schools will handle those concerns.
8. Excuse to use if you deny entry while altering administration: “Please hold on a minute, we are having issues with our system. Give me just a moment and someone will be there to open the door.”

The proposed facility has fire extinguishers throughout the building as well as a sprinkler system as required by building codes.

Facility Policies: All staff will sign-in at the beginning of the school day and sign-out upon leaving at the end of the school day. All staff are required to wear identification badges which will electronically open locked entrance doors. All parents and visitors will enter through the office and sign-in/out with the office manager. Visitors will use the visitor sign-in/out badge system. Students arriving late will need to sign-in before they go to their classrooms and will receive a pass for admittance to their classrooms. Students may not leave the building without being signed-out by a parent or authorized person. Parents desiring to sign-out their children before the end of the school day must call the office manager to make this request and sign-out their children using the badge system. Parents and family members authorized to pick up their children must show a photo-ID. See the **School Safety Plan in Appendix D.**

- **Technology Specifications and Requirements.**

- a. Describe all technological equipment and services that the charter school will provide, including hardware, software, connectivity, and media storage devices, and property controls and equipment tagging that will be in place. Specify any equipment or technological support that students and families will be responsible for purchasing or obtaining.

Indy STEAM Academy will provide one-to-one (Chromebooks) for student, teacher, and staff use. Chromebooks will be stored in charging carts assigned to each classroom and will be secured at the end of each school day. There will be one lab set of desktop computers available in the computer lab. The Academy will provide the most recent Microsoft Technologies including building-based systems and cloud-based systems. The Academy will provide Office 365 for all computers for staff and student use allowing them to use the online version of Office products from any device with an internet connect and provides the ability to install the offline full version of Office on three computers for home or personal use. Staff and students will be interconnected using the latest Cisco technologies including wireless access to school resources and a broadband connection to the internet. All equipment in the school will be assigned to student and staff, and will be properly tagged using property access codes, and will be tracked and monitored through web-based devices connected to the network. The academy will maintain file servers to store computer assisted learning software programs. The school will also provide One (1) TB of online storage for every student. Some students may elect to use a USB Flash Drive that they provide for their

own use. PowerSchool will host the student management system, registration software, and data warehouse management systems. All classrooms will have Smartboards and Student Interactive Response systems. Staff and classrooms will have printers in addition to the use the copy machine in the teacher workroom. The Technology Specialist will be responsible to the maintenance, distribution, and collection of all school equipment.

- b. Describe the scope of technical support that will be provided, including where support staff will be located, and the hours (including weekends and holidays) and manner in which the support will be accessible to students and school employees.

The technical support system will be operated from 8:00 am-5:00 pm Monday through Friday. Although these are the established hours, staff have the ability to contact technical support directly via phone in the case of an emergency. All staff can submit tickets to the help desk using an email and their request are handled by priority and in the order in which they were received.

- c. Describe the charter school's data retention, security, and confidentiality procedures.

The Academy will use several technologies that secure data stored on the school server/systems. These technologies include physical security of the servers, video monitoring of systems and encryption of backed up data. All access to these systems are logged for documentation purposes.

- d. Describe procedures to deliver instruction when equipment, software, or connectivity at any location is lost or impaired. Specify who will pay for Internet connectivity and address minimum bandwidth and a course of action for areas of the state that do not have the minimum bandwidth (if applicable).

The academy pays for and provides all instructional equipment needed in the classroom. When these technologies are not functional, replacement equipment will be provided as needed. If there are no replacements available, the staff will share until a replacement is available.

- e. Describe data protection and recovery procedures in event of catastrophic system failure (include offsite backup).

The server uses an online backup system to backup critical data on a scheduled basis. The school will purchase a backup server. The student management system, registration software system, and data warehouse system will be hosted by PowerSchool instead of the school server. This provided more support and security for private information.

- **Insurance Coverage.** Charter schools authorized by Education One, L.L.C. will be required to indemnify the Education One, L.L.C., Trine University, the Indiana Department of Education, any related entities, and their respective members, officers, employees, officials and agents. In addition, charter schools must obtain liability insurance coverage naming Education One, L.L.C., Trine University, and the Indiana Department of Education as Additional Insured on a primary basis. The applicant should provide, as **Attachment 18**, an estimate from an insurance agent/broker for insurance coverage. **NOTE: There is no page limit for this attachment.**

Indy STEAM Academy has established appropriate coverage to safeguard the community from potential risks. The Academy has partnered with Miller Insurance Group to provide the following coverage: Authorizer, IDOE, Board of Directors, Head of School, Assistant Principal, Business Manager, Office Manager, Workers Compensation, General Liability, Employment Practices Liability coverage, Hired/Non-Owned Auto, Sexual Abuse and Misconduct, Employee Dishonesty Liability, Educators Legal Liability, Cyber Liability, Building Liability, and Umbrella/Excess Liability above primary program (GL, Auto, Abuse, D & P, EPLI, ELL, EBL) (**See Attachment 18**).

Facility Plan

Note: Virtual operators should tailor their responses to this section as applicable for their specific instructional and operational models.

1. If you are in the process of identifying a facility, describe with as much detail as possible your plan for identifying a target location, any brokers or consultants you are employing to navigate the real estate market, plans for

renovations, timelines, financing, etc. Charter school facilities must comply with state and local health and safety requirements as described in IC § 20-26-7, 20-24, and as required by the Indiana State Department of Health, Office of the State Fire Marshall, Department of Public Works, and the corresponding local agencies. In addition, charter school applicants must be prepared to follow applicable city or town planning review procedures. Describe the organization's capacity and experience in managing these strategies, including managing build-out and/or renovations. Detail the specific interactions the applicant group has had with state and local agencies to determine whether the identified facilities are suitable and affordable. 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.

Indy STEAM Academy is considering three options for facilities to house our program:

Option #1: 4410 North Shadeland Avenue (Former Carpe Diem – building closed September 2018);

Option #2: 4050 East 38th Street (Indianapolis College Prep Academy – building closing June 2018);

Option #3: 2855 North Franklin Road (Current shared cite for Excel Academy and Hoosier Academy)

All of these properties would allow Indy STEAM Academy to serve students in the targeted communities.

Option #1: 4410 North Shadeland Avenue (Former Carpe Diem – building closed September 2018)

Indy STEAM Academy conducted a great deal of research on this facility which was our first choice for housing the program. This is a newer property and has been closed for many months now. There was a sprinkler system break and water damage to the facility over the past winter. This damage has been corrected according to the real estate broker. Indy STEAM Academy was unable to acquire authorization to begin school July 30, 2018, so we have been informed that the broker is considering other lease proposals for this facility but would keep Indy STEAM Academy in mind once we receive authorization, if the facility is not leased by another interested group. This proposed facility has 25,000 square feet of space. According to the Indiana Department of Education School Facilities Guidelines, "**adequate classroom space**" means an instructional area containing thirty (30) square feet of space per student to be accommodated. The targeted enrollment for Year One is 200 students. The minimum required classroom space is 200 x 30 square feet which totals 7,000 square feet. The existing classroom size is 800 square feet. There is a need for 8 classrooms to accommodate students in year one, which is a total of 6,400 square feet of classroom space. Indy Steam is currently working with IFF to reoutfit the inside building space which is more than enough space to accommodate 14 classrooms (800 square feet, which is a total of 11,200 square feet) and annual growth for the first three years. Indy STEAM Academy is interested in expanding on the same site to accommodate the intermediate and middle school grades. The former Carpe Diem facility at 4410 N Shadeland Avenue, Indianapolis, Indiana which is in the Indianapolis Public Schools attendance area with three surrounding townships schools (Warren, Washington and Lawrence) is on the far Eastside as was originally designed to serve high school students. In speaking with parents and community stakeholders in this area, they are excited about the option for an elementary school in this area. Based on the research provided by IFF, the Savi database and conversations with the Community Alliance of the Far Eastside (CAFÉ), and other stakeholders, the Indy STEAM Board of Directors would like to have Cushman and Wakefield engage in a five-year lease option with Charter Schools Capital at \$12.00 per square feet triple net totaling \$300,000 per year @ \$25,000 per month. Charter Schools Capital has provided a Letter of Intent to cover funding in the amount of \$325,000 to cover beginning of the school year costs until our state and federal funds are received. **(See Appendix B for Charter School Capital Prequalification Letter)**

Option #2: 4050 East 38th Street (Indianapolis College Prep Academy – building closing June 2018)

Indy STEAM Academy just learned that the Indianapolis College Prep Academy will be closing in June 2018. This building will be a viable option for our housing our program. This facility is owned by the Archdiocese of Indianapolis. The Head of School has contacted Erich Bangert, who is a real estate manager for this facility. Mr. Bangert will be available to speak with the Academy to share information about this property after April 17th. This build has approximately 40,000 square feet which is currently shared by the school and other Archdiocese groups. We will meet with Mr. Bangert to identify the cost per square feet to lease the property the number of classrooms and non-classroom spaces available such as library, cafeteria, gymnasium, and the estimated utility cost which has some separate and shared meters according to Mr. Bangert. Indy STEAM Academy believes

that this facility will meet our needs and require very little work prior to the start of the school year. We look forward to finding out more information about this potential facility.

Option #3: 2855 North Franklin Road (Current shared cite for Excel Academy and Hoosier Academy)

Indy STEAM Academy has visited this property several times and spent some time communicating with Aaron Snood, Real Estate Broker for Collins International. This facility is currently leased by the Excel Center and Hoosier Academy. Additional space is available in this facility because MacAllister (Caterpillar) is moving to a new building built by their company. There is approximately 34,000 SF available to lease for approximately \$13.00 per square feet which includes utility costs for a lease of approximately \$442,000 per year. This facility has an auditorium, cafeteria, elevator, warehouse space, and abundant parking. The areas vacated by MacAllister are on two separate sides of this property which would require the Academy to house one grade span of students on one side of the building and another grade span on the other. Both sides of this property have office spaces which would need to be combined and converted into classroom spaces before the Academy could start school. There were concerns from the Board of Directors about having a secured entrance for our young students, since the Excel Center students use the same entrance and there are shared common areas where older students lounge and smoke which made this facility less desirable as a viable school option.

2. If you have already identified a facility, or plan to locate the new school within a facility currently owned or leased by the applicant, please indicate the street address and applicable school district. 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. Provide a detailed list of any anticipated construction or renovation costs (these should be described in the budget narrative and reflected in the budget). If possible, provide a layout and description of the proposed facility. Include the number and size of classrooms, common areas, recreational space, any community facilities, and any residential facilities. Explain how the facility will meet the needs of any students who are physically challenged.

Option #1: 4410 North Shadeland Avenue (Former Carpe Diem – building closed September 2018)

Indy STEAM Academy is working with the Illinois Facilities Funding (IFF) Real Estate Services in Indianapolis, Indiana. Our team has participated in three in-person meetings to date, as well as weekly phone updates for several months with IFF representatives Bryan Conn, and Nate Lichti, Senior Service Managers to discuss potential school locations, high needs service areas for the proposed academy, market analysis, space analysis, and budget assumptions based on enrollment and lease or purchase option scenarios. IFF has provided demographics for the Far Eastside, which has high needs area neighborhoods located in the **46226, 46218, 46219, 46235** zip codes. These neighborhoods are ranked 7 out of 10 as high needs areas with a 70% service gap for grades K-5 students. The proposed location for the Indy STEAM Academy is the former Carpe Diem facility located at **4410 N. Shadeland Avenue, Indianapolis, IN 46226**. The 4410 Shadeland Avenue facility was built in 2015 and has 25,000 square feet of space. This facility capacity is 300 students. This facility has a one floor plan and is handicap accessible. There is a large reception area, gym/cafeteria, full service kitchen, two restrooms, two office/conference rooms, and 82 parking spaces. The lease rate is \$12.00/SF triple net. A walkthrough was conducted with Joshua Graham, listing agent for Cushman & Wakeman. There are six existing classrooms that are 800 square feet each and a large open space in the middle which may be re-outfitted for additional classrooms and office spaces. There is space on the property for a playground and future expansion. Based on the analysis provided by IFF, the renovation area will cost \$8,000/SF, classroom construction \$34.38/SF, development size 25,000 SF, and other additions \$125.00/SF. Initial construction costs include \$275,000, soft costs \$20,000 and contingency is \$30,000 totaling \$325,000. Phase 2 construction for additional classrooms will cost \$3,906,250. Indy STEAM Academy has received a **Letter of Prequalification for Funding** for \$325,000 for preopening costs from Charter Schools Capital in Portland Oregon, owners of the Shadeland property. The contact persons are Westley Koenen, Vice President of Client Services and Michelle Goodin, Midwest Client Services. Below is the layout for this facility.

CUSHMAN & WAKEFIELD FOR SALE OR LEASE
4410 N. Shadeland Avenue
 Indianapolis, IN 46226

QUALITY/NEW CONSTRUCTION



25,000 SF of office space in Lawrence Township

Property Highlights

- 25,000 SF
- 3.65 acres
- Built 2016
- Zoning: M2.5, C-4, D-7
- Free offering
- Parking: 80 parking spaces (expandable to 100)
- Great visibility location
- On-site bus
- Excellent location for charter schools, churches or golf partners
- Adjacent to shopping center
- Full service kitchen in place
- Asking Price: \$2,000,000 (\$80/SF)
- Lease Rate: \$2.00/SF/NNN

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CUSHMAN & WAKEFIELD FOR SALE OR LEASE
4410 N. Shadeland Avenue
 Indianapolis, IN 46226

Floor Plan




Revised Expansion



Revised Expansion



Reoutfit for additional classrooms and future expansion

Option #2: 4050 East 38th Street (Indianapolis College Prep Academy)

Indy STEAM Academy is planning to meet with Erich Bangert to acquire more information about this property. This facility has 40,000 – 45,000 square feet available for lease. The Academy is not aware of any renovation needs at this time but will know more at a later time. The Academy has an appointment scheduled in the next two weeks to tour this facility and to learn more about the classroom spaces, additional instructional areas and cost per square feet for lease. Below is a picture of this property:



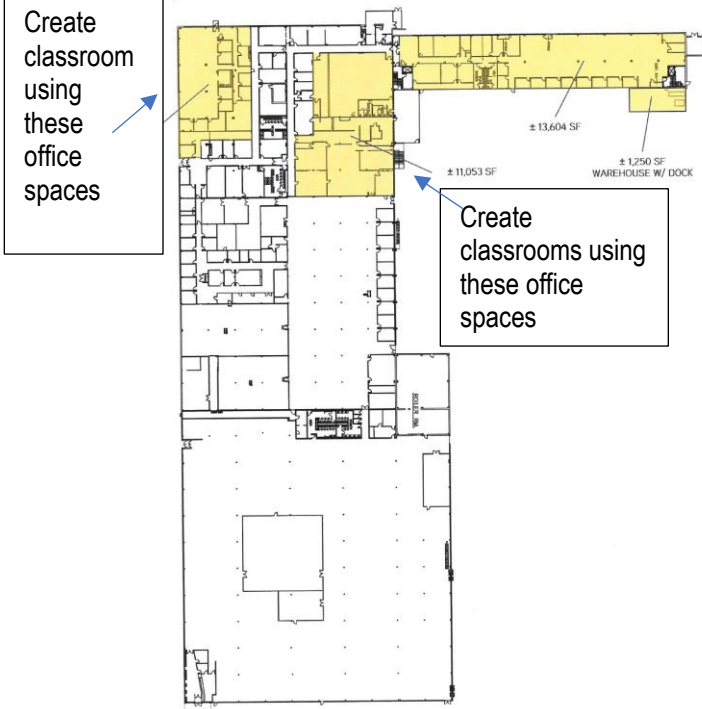
Option #3: 2855 North Franklin Road (Current shared cite for Excel Academy and Hoosier Academy)

Indy STEAM Academy has visited this property several times to determine how this facility could be used to meet the needs of our students and instructional program. There are several office spaces on both sides of this property which would have to be converted into classrooms. This facility has an auditorium (shared common space) and a cafeteria which would need some work to make it functional. This facility does not have a gym or playground space for physical activities and recess. There is limited outdoor space to create these spaces due to the parking and the warehouse areas. Large trucks still access this facility on each side of the property which makes it difficult to create a safe outdoor play area. Below are pictures for the layout of this property:

2855 North Franklin Road

Floor Plan

FLOOR PLAN | ± 34,000 SF AVAILABLE



FOR LEASE > OFFICE SPACE

2855 N Franklin Rd
INDIANAPOLIS, IN



Property Highlights

- > ± 34,000 SF available for lease
- > Great for call center, back office operations, university, charter school, etc.
- > 4,443 SF on-site auditorium with 239 seats and stage
- > Abundant parking – expandable via 13 acres of additional ground
- > Exterior signage available
- > Easy access to I-70 & I-465 (12 minutes to CBD)
- > Common and/or private entrances available
- > Experienced ownership with local property management
- > Upgrades throughout (parabolic lighting, upgraded ceiling, etc.)
- > 2 elevators
- > Natural light throughout
- > Warehouse space also available + dock
- > Furniture existing in select suites
- > Existing Tenants: MacAllister Machinery, Hoosier Academy K-12, The Excel Center

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Photos



Building Entrance



Interior Finishes



Interior Finishes



Interior Finishes



Auditorium Seating



Auditorium Stage



Contact Us

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3. If the organization is applying for more than one charter, describe your plan for identifying and financing a sufficient quantity of facilities to align with the organization's 5-Year Business Plan.
Not applicable.

Budget & Finance

IMPORTANT NOTE: Schools chartered by Education One are required to adhere to Generally Accepted Accounting Principles (GAAP)/ the accrual-basis method of accounting. Schools are also required to comply with all relevant policies as required under Indiana statute by the Indiana State Board of Accounts: <http://www.in.gov/sboa/>
For multi-site operators or networks, Education One requires individual school and network-level financial budgeting, reporting and annual audits. Each Indiana school's finances must be transparent and distinct from the network level.

1. Describe the systems and processes by which the organization will manage accounting, purchasing, payroll, and audits. Specify any administrative services expected to be contracted for the school. What financial controls will be in place at the network and school levels to ensure long-term financial viability?

The Board of Directors, Finance Subcommittee, led by the Treasurer of the Board, Business Manager, and Head of School will be responsible for the oversight of the management of the finances for the Indy STEAM Academy. The Head of School along with the Board Treasurer will create the preliminary budget until a Business Manager is hired. The Board of Directors will be responsible for adopting the preliminary budget and for the approval of the final budget each year. The Business Manager will handle day-to-day financial operations, such as bookkeeping, accounts payable, purchasing, payroll preparation, and management of receipts with support provided by the Office Manager. Indy STEAM Academy will conduct all financial management in-house until growth or the financial demands require the support of an outside provider. The Board of Director Treasurer will on an ongoing basis request and review all financial information presented at the monthly meetings of the Board of Directors and all financial documents submitted to external parties. The Board of Directors has the ultimate fiduciary duties of oversight and ownership of proper financial reporting. Indy STEAM Academy will use the PowerSchool software management system to provide reports require by IDOE and other state agencies. Indy STEAM Academy will provide transparency by placing the Academy's budget on their website. Indy STEAM Academy will use contracted services to hire an approved auditor who will provide annual reviews and audit reports of the Academy's finances and the management thereof according to the policies and requirements of the Indiana State Board of Accounts.

Financial Controls

The Board of Director Treasurer, Head of School and Business Manager will be involved in carrying out financial transactions. All checks, drafts or orders for the payment of money, notes or other evidences of indebtedness in the name of the Indy STEAM Academy will be signed by the officers and agents of the Academy, and from time to time be determined by resolution of the Board of Directors. In the absence of the resolutions, checks and orders will be signed by the Treasurer and countersigned by the Board President or Vice President of the Academy. Any transactions in excess of \$10,000 will require an affirmative vote of the majority of Board of Directors (See Bylaws). However, it is the intent of the Head of School to ensure the approval of purchases in excess of \$5,000 to maintain fiscal stability and long-term viability.

The Business Manager will use *Quickbooks* accounting software program to maintain the Academy's financial records. The Board Treasurer, CEO/Head of School, and Business Manager will have access to the accounting software program to ensure transparent tracking or revenues and expenditures, and the overall management of the Academy's finances. The Business Manager will use *Quickbooks* to generate checks, monitor cash, create journal entries, manage payroll, reconcile bank statements, and generate financial reports. The Business Manager will submit payroll to TriNet to manage distribution of checks, benefits, and other risk management

issues. The Business Manager is also responsible for generating regular monthly financial reports for review by the CEO/Head of School and Board Treasurer. After review, this report will be provided to the Finance Committee and then to the entire Board during their monthly meetings. The Board Treasurer is responsible for implementing the Academy's approved financial policies and established compliance procedures that have been accepted by the Board of Directors. Exceptions, changes or amendments to these policies shall be conducted by the Finance Subcommittee and the Policies subcommittee and approved by the Board of Directors.

Annual Budget Preparation

The Business Manager, Board Treasurer, and CEO/Head of School will prepare an annual operating budget of revenues and expenses, cash flow projections, and a capital budget. In preparation for the annual operating and capital budgets and cash flow projections, the Business Manager and CEO/Head of School will prepare preliminary budgets and cash flow projections based on overall enrollment projections, individual class size projections, salary structures, facility costs, and long-term financial goals. The Business Manager will also prepare current year-to-date financial data with prior year budget-to-actual comparisons, as well as the basis for current year projections. Once prepared, the CEO/Head of School and the Board Treasurer will review the budgets and projections submitted for completeness and reasonableness. The Finance Subcommittee will make necessary changes prior to presenting them to the Board for final approval and adoption. The adopted budget totals will be entered in the general ledger by the Business Manager for the new fiscal year, in order to prepare subsequent budget-to-actual reports.

2. Provide, as **Attachment 19**, a detailed 5-Year Pro-Forma Budget for each of the schools described in the application. Applicants proposing to operate a network of schools must provide a network-level budget (no template is provided). **NOTE: There is no page limit for this attachment.**

The Five (5) Year Detailed Pro-Forma Budget is provided in Attachment 19A.

The Three (3) Year Charter School Program (CSP) Quality Counts Grant Budget is provided in Appendix A

3. Provide, as **Attachment 20**, a detailed budget narrative that provides a high-level summary of the budget and how the budget aligns with the 5-Year business plan. **NOTE: Limit attachment to five (5) pages.** The budget narrative should clearly describe assumptions and revenue estimates, including but not limited to the basis for **Per-Pupil Revenue projections, staffing levels, facilities expenses, and technology costs.** The narrative should specifically address the degree to which the network and school budget will rely on variable income (e.g., grants, donations, fundraising). Please address the following when completing the pro-forma budget and the budget narrative:
 - a. What is the school's **contingency plan** to meet financial needs if anticipated revenues are not received or are lower than the estimated budget?

The Contingency Plans are provided in Attachment 20

- b. Explain how the school will ensure it has sufficient funds to cover all anticipated expenses, including but not limited to: (a) **start-up costs**, (b) any **special education costs** incurred, (c) any **transportation costs** necessary to ensure the school will be accessible for all enrolled students, and (d) required **retirement plan contributions.**

The Budget Narrative is provided in Attachment 20

IMPORTANT NOTE: Applicants are encouraged to contact the Indiana Department of Education's Office of School Finance at (317) 232-0840 for additional guidance about Per-Pupil Revenue for budget planning purposes. Note that all budgets should assume a July 1-June 30 fiscal year.

SECTION IV: 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, uses of technology, staffing models, governance arrangements, family and community engagement strategies, and other approaches.

Foundations of Innovation

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

- An explanation of how the proposed model is fundamentally different from typical school models;

Indy STEAM Academy will provide a traditional school year of 180 full-days of student instruction and an extended **7-hour instructional school day**, which is one hour more than the traditional 6-hour school day in surrounding schools and districts. This additional hour per school day is a total of 180 additional hours of instruction, which equates to a total 30 additional days of instruction per school year. In addition to the extended school hours, there will be one hour of **after school enrichment and extra-curricular activities**. Fall, Winter, and Spring Breaks will be two weeks which are embedded in the academic calendar year where students are not in attendance. However, the Academy will provide visits to industries, museums and colleges for one week during the break periods.

Indy STEAM Academy will be fundamentally different from typical STEM models and traditional public schools by providing an **extended (90 minutes) instructional STEM block** for the integration of science, technology, and engineering. The Academy will hire a **STEAM Coach** to support teachers with the implementation of the STEAM instructional model. Student learning will be reimagined and we will brand ourselves by providing **STEAM Design Challenges** using a **project-based approach** to learning where students work in **collaborative learning teams** to create models or prototypes of their innovations that actually solve real world problems using the engineering design process. The models and prototypes will be **peer reviewed by their classmates and critiqued by engineers in their respective fields**. Students may **request a patent** on some of their design models, which will bring more credibility to their innovations. Students will make **presentations** to the community and their families on **STEAM Design Challenge Nights**. This model is unique in that students will have **mentors** in the STEAM fields who will spend time sharing information about career opportunities and job shadowing. Technology **industries** like: Macalister (Caterpillar), Cummins, Royce, Rolls Royce, Raytheon, Lilly, Dow, Duke Energy, Citizens Water, Exxon, Apple and Microsoft, will be invited to share opportunities for students to interface with their companies through **job shadowing**, and **“Jr. Internships”**. These companies and the STEAM mentors will help the Academy create an **annual STEAM Career Fair**, where students, families, and community members learn more about **career pathways** in science, technology and engineering.

The Academy will brand itself by providing **Industry Visits, College Tours and Science Museum Fieldtrips** during Fall, Winter, and Spring Breaks. Students will have an opportunity to spend the night at COSI and the Children’s Museum, visit Science Museums in Washington DC and NASA. Students will visit colleges like IUPUI, Purdue, Butler, Ball State, Trine University, Ohio State, University of Cincinnati, Xavier University, Kentucky State, Tuskegee, Georgia Tech, Morehouse, and Spelman to name a few to explore college life and STEAM college/university programs. Our students will participate in **STEAM Competitions** such as Robotics, Lego, Google Science, NASA Mission, ExploraVision, Samsung Solve for Tomorrow, STEM Video Games, and Coding throughout the school year.

Indy STEAM Academy will brand itself on the premise that **Every Child Can Succeed** and experience high levels of academic success. To ensure student success, the Academy will develop an Academic, Behavior, and Career Plan (ABC Plan) “wrap around” services for all students. Adaptations will be made for students who have formal Individualized Education Plans. Individual academic, behavior, and career goals will be established with parents and students at the beginning of the school year to ensure proficiency in reading, math, and science at each grade level. Goals will also be established for student behaviors that support the development of positive academic mindsets for learning. Goals will be established for the transition to high school. College and career aspirations will be identified along with resources to help students maintain goals in their desired career pathways. The ABC Learning Plan will

be updated at the end of each semester and reviewed with parents and students at teacher conferences. The Academy aspires to demonstrate “Exemplary” status on the Indiana Department of Education School Report Card. Inevitably, the Indy STEAM Academy will be a model school for others to emulate. Indy STEAM Academy will be admired for its commitment to our **mission: nurturing the academic and creative talents of students through Science, Technology, Engineering, Arts, and Mathematics with a strong literacy foundation to ensure the achievement of all students, and to prepare students for high school, college, and careers in the STEM workforce.**

- Any available evidentiary basis for the efficacy of the model or for the ideas underlying the model; and

The effectiveness of the STEAM instructional model is evident in the following research-based core elements:

The STEAM Pedagogy

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

Student Centered and Constructivist Approach to Learning

Student centered learning shifts the focus of instruction from the teacher to the student. Student-centered learning theory and practice are based on the constructivist learning theory which emphasizes the role of the student in constructing meaning from new information and prior experiences. This approach fosters learning by doing and encourages student to take responsibility and ownership for their learning. Students learn important communication and collaborative skills as they work in learning teams. Students learn to ask questions and complete tasks independently, students are more motivated and engaged with learning as they find solutions to real life problems.

Project Based Learning

This hands-on instructional approach is integrated with the science inquiry approach and is embedded in the Indiana Academic Standards. Classrooms are student-centered where the teacher facilitates learning using standards-based content and skills. *This learning by doing approach is embedded in the lesson plans for Project Lead the Way and Engineering is Elementary.*

Key components of this instructional approach are:

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

21st Century Learning

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

Science Inquiry

This instructional approach is integrated with the project-based learning approach. Students work in learning teams to solve research problems. Indy STEAM Academy will partner with the I-STEM Resource Network and the Indiana Science Initiative which provide science kits for experimentation with Physical, Life, and Earth/Space science. Students gain scientific knowledge by observing the natural and constructed world, making predictions, performing investigations and experiments, testing predictions with multiple trials, collecting data, evaluating investigations, and communicating their findings. [This learning approach is embedded in the Indiana Science Standards \(see Attachment 11C\) and I-STEM Science curriculum.](#)

Engineering Design Process

This five-step approach for the engineering design process will support students with planning and constructing their design models. Students ask: What is the problem? How have others approached it? What are the constraints? Students brainstorm ideas and possible solutions then choose the best solution to the problem. Students create a diagram of the model or prototype and make a list of materials they will need to create the design. Students create a plan to develop the model or prototype then test it out. Students receive feedback from their peers and engineers in the field. Students reflect on what works or why it does not work, what could be better and identify ways to make their models better then test them out again. Students learn presentation skills by demonstrating their models or prototypes to their classmates and families. Student use technology to plan and design their models and to make their presentations. The engineering design process is an instructional approach that fosters critical thinking, creativity, communication, collaboration, and team building skills. Students take responsibility for developing a model from start to finish. [This learning approach is embedded in Indiana Science and Engineering Process Standards \(see Attachment 12C\); Project Lead the Way \(see Attachment 11E\), and Engineering is Elementary \(see Attachment 11F\) curriculum maps. The curriculum outlines how to implement this process in the lesson plans for teachers to support their instructional delivery.](#)

- [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.](#)

This innovative model will allow Education One to hold Indy STEAM Academy to the same high accountability standards to which it holds all authorized schools because the goals established for academic achievement and levels of proficiency in reading, math, and science are set at 75% and above. In addition to proficiency measures, students will demonstrate annual measurable growth each year. During Year One, the Academy will use NWEA MAP Growth K-2 and IREAD K-2 to measure student levels of proficiency and growth. Year Two will serve as a baseline, since students do not take the State Standardized Tests (ILEARN and IREAD) until third grade.

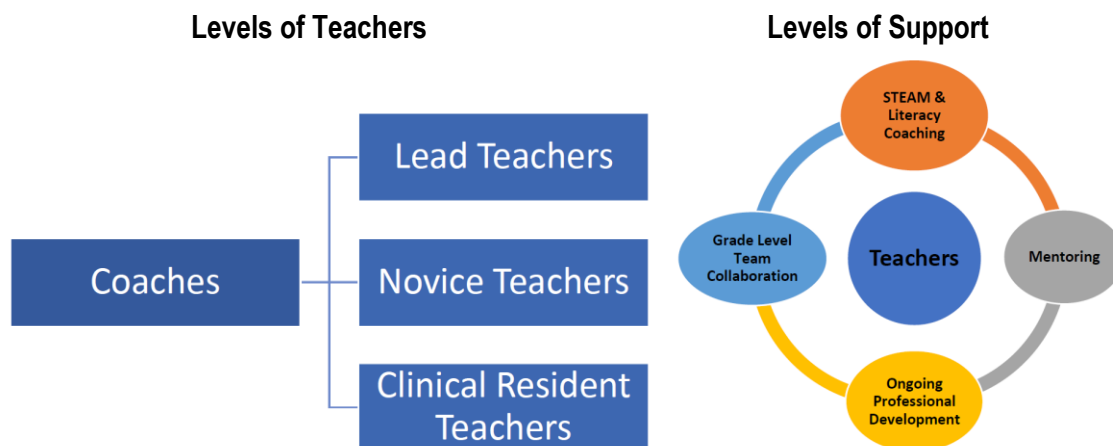
Description of Innovation(s)

[Describe proposed innovation\(s\) in one or more of the following categories. For each applicable category, explain how the proposed school design and/or implementation plan will address the key elements listed below.](#)

Teaching

The STEAM instructional model will provide a rigorous curriculum that builds a strong foundation in reading, with the integration of science, technology, engineering, and mathematics through the arts. Research confirms that the **Arts** component of the STEAM model develops the imagination, creativity, and critical thinking skills of students and supports a deeper understanding of content area knowledge to prepare them to take more advanced coursework in high school and college. The Arts is a broad spectrum which includes liberal arts, language arts, social studies, fine arts (visual and performing) music and physical education. Teachers will provide instruction using the core curriculum that is aligned with the Indiana Academic Standards for: Reading, Science, Math, Technology Literacy, Social Science, Health, Physical Education to ensure that students have the knowledge, skills and abilities to succeed in post-secondary education and viable career opportunities. The instructional design model engages students with reading and the integration of science, technology, engineering and mathematics through hands-on, practical application of skills and concepts by developing creative and innovative solutions for real world problems. The **student learning experience is reimagined** using instructional approaches such as Student-Centered Classrooms, Project Based Learning, 21st Century Learning Skills, and Science Inquiry and Engineering Design Processes as described above.

Research suggests that “when new teachers enter the STEM classroom for the first time, they need support with the pedagogical and subject matter content knowledge to effectively implement the inquiry-based curriculum that is aligned with practices in the Indiana Academic Standards, “(Indiana Science Initiative, 2008). **To address this concern**, Indy STEAM Academy will provide multiple layers of support to help teachers with the implementation of the STEAM model.



The Academy will provide **STEAM and Literacy Coaches** who are experienced master teachers with content area specialist certification who will support all teachers with the implementation of the STEAM Instructional Model. Our coaches will provide demonstration (model) lessons, share instructional best practices, engage in ongoing conversations about instructional practices, and provide feedback with opportunities for teachers to reflect on their instruction and student learning during debriefing sessions. Our coaches will help teachers with lesson planning and the analysis of data to make instructional decisions during their weekly grade level team meetings. The Academy will use the “Train the Trainer” model by providing an opportunity for coaches to receive training and time for them to work on curriculum mapping, pacing, and alignment of instruction with the state standards six months prior to the start of school using CSP grant funds. The Academy will provide **one Lead teacher at each grade level**. Lead Teachers are experienced classroom teachers with a Master’s Degree, who have the opportunity to train to become coaches in the future. Lead Teachers work closely with coaches to help **Novice (new) teachers** with implementing the instructional model. Lead Teachers **will serve as mentors** for Novice teachers to help them acclimate as new and beginning teachers and support them as they learn to juggle instructional and non-instructional responsibilities.

Novice teachers will receive help from coaches with their instructional practices and delivery of the STEAM instructional model as they work with their grade level team teacher leaders. STEAM and Literacy coaches will assist teachers with the implementation of the Indiana Academic Standards and ensure that all standards are covered for each grade level and content area. Teachers will use the Academy's curriculum maps and pacing guides that deconstruct the standards and explain what they need to teach, and what students will know and be able to do at each grade level each quarter. **Teachers will work in their grade level teams with coaches and lead teachers to analyze data from diagnostic, formative, and summative assessments to determine what students know or need to know to develop lesson plans and create flexible student groups for learning** to build a deeper understanding of content through practical application of skills using authentic and relevant learning activities that enhance critical thinking and problem-solving skills. Novice teachers will have an opportunity to train to become a lead teacher as they acquire years of experience, additional college training, and additional professional development while working with the Academy. In addition to the support provided by our coaches and lead teachers, **all instructional staff will participate in two weeks of professional development prior to the beginning of the school year that focuses on the core of the STEAM instructional model and 10 days during the school year to support teachers with the implementation of the curriculum.**

Innovative school models can increase access to excellent teaching and rigorous and challenging academic programs for all students, including those in rural areas.

Key elements include:

- Use of staff roles, technology, compensation structures, and/or other aspects of school design and/or implementation to enable the school to reach more students with excellent teaching;

The Academy will hire a **STEAM Coach and Literacy Coach** who support teachers with the implementation of the STEAM instructional model, Balanced Literacy model and core instructional research-based best practice strategies and skills that will enable students to develop a deep understanding and mastery of core content area skills and demonstrate proficiency based on the state standards. Coaches will provide demonstration lessons, support teachers during their instruction, and provide opportunities for teachers to reflect on their teaching to enhance their classroom practices. Coaches will assist teachers with implementing curriculum maps, pacing of instruction, implementing assessments, analyzing data to make informed decisions about instruction and student achievement, and lesson planning to ensure effective instructional delivery. Coaches will provide on-going support for teachers with the implementation of the curriculum and develop plans for professional development days, Tier II Success Time intervention, after school tutoring, extra-curricular programs, intersession reinforcement and intervention and summer school. Coaches will serve on the Academy Leadership Team and will be paid \$50,000 plus a stipend prior to the school year for their work.

The Academy will hire **Grade Level Lead Teachers** who have extensive education and classroom experience to support Novice Teachers with the implementation of the Balanced Literacy and STEAM models. Grade Level Lead Teachers will serve as mentors for Novice (new and beginning) teachers (0-5 years of experience). Grade Level Lead Teachers will serve as the facilitators of the grade level team meetings during planning periods and will help their colleagues with curriculum mapping, pacing, lesson planning and analysis of data to make instructional decisions, reviewing student work samples, grouping students for instruction, and implementing assessments. Grade Level Lead Teachers will be paid \$45,000 for their instructional leadership.

- Identification of the adult(s) accountable for each student's outcomes, and clarity on adult roles and duties; and

CEO/Head of School is ultimately responsible for communicating the mission and vision of the Academy to ensure the academic success of all students. The CEO/Head of School will ensure opportunities for professional development to support teachers with effective instruction that will lead to the academic success of students. The CEO/Head of School will provide materials and resources needed to implement the curriculum and instruction models. The CEO/Head of School will monitor instruction through formal and informal evaluation of teachers and

provide feedback to enhance classroom instructional practices that directly impact student performance and achievement.

Assistant Principal is responsible for assisting the CEO/HEAD of School with communicating the mission and vision of the Academy to ensure the academic success of all students. The CEO/Head Assistant Principal assist with the planning of professional development opportunities to support teachers with effective instruction that will lead to the academic success of students. The Assistant Principal will assist with provide materials and resources needed to implement the curriculum and instruction models. The Assistant Principal will monitor instruction through the informal evaluation of teachers and provide feedback to enhance classroom instructional practices that directly impact student performance and achievement. The assistant principal will not be hired until Year 3 and based on enrollment and budget.

STEAM and Literacy Coaches will be responsible for providing support for classroom teachers through curriculum mapping and pacing of instruction, lesson planning, demonstration lessons, training to implement assessments, analysis of data, planning Tier II (Success Time) supports, afterschool tutoring, extra-curricular activities, intersession instruction, and summer school programs that support the achievement of students. The STEAM and Literacy Coaches will plan and assist with the facilitation of professional development opportunities to support teachers with building content knowledge and use of research-based best practice instructional strategies which directly impacts student performance and achievement.

Lead Teachers are student load bearing in addition to their mentoring roles and will be accountable for the learning outcomes of students which includes demonstration of proficiency of standards and annual measurable growth. Classroom teachers will be responsible to lesson planning, instructional delivery, monitoring student progress through the implementation of assessments, providing Tier I/II interventions and supports as well as enrichment instruction for students, conducting an analysis of data, maintaining grades, and communicating the progress of students to parents, which directly impacts student performance and achievement.

Clinical Resident Teachers and Novice Classroom Teachers will be accountable for the learning outcomes of students which includes demonstration of proficiency of standards and annual measurable growth. Classroom teachers will be responsible to lesson planning, instructional delivery, monitoring student progress through the implementation of assessments, providing Tier I/II interventions and supports as well as enrichment instruction for students, conducting an analysis of data, maintaining grades, and communicating the progress of students to parents, which directly impacts student performance and achievement.

Classroom Teacher Assistants will assist classroom teachers with the delivery of instruction, monitoring student progress through the implementation of assessments, providing Tier I/II interventions and supports as well as enrichment instruction, which directly impacts student performance and achievement.

- [Financial sustainability over the long-term within budgets available from per-pupil funding](#)

The Academy will sustain its programs and services over a long period of time by (1) maintaining a targeted enrollment over the next five years; (2) maintaining a contingency fund of approximately 3-10% of the basic state aid each year; (3) keeping administrative costs low; (4) leveraging staff with student enrollment to prevent overstaffing; (5) providing job share opportunities for part-time employees; (6) seeking competitive bids to get the best price for contracted services; (7) being conservative with expenditures after the use of the CSP grant funds; and (8) maintaining furniture and equipment for continued use over the years. Indy STEAM Academy will also sustain our programs and services by applying for additional funding sources through entitlement and competitive grants, applying to local state and national foundations, seeking in-kind and monetary resources through community partnerships, and establishing three annual major fundraising campaigns.

See Attachment 20 Budget Narrative (Sustaining Funds Contingency Plans)

- [The key elements above would not be met, for example, through class-size reductions alone or by simply shifting student time from teachers to technology. One example of school models that can be used to meet these key elements can be seen at \[opportunityculture.org/reach/\]\(http://opportunityculture.org/reach/\).](#)

Technology

In addition to its uses to increase access to excellent teaching (above), technology can be used to personalize learning through digital content and the strong collection and application of student data.

Key elements include:

- Enabling students to use technology as a learning tool for a significant portion of the school day;
- Use of technology and computer-adaptive learning systems to personalize and differentiate instruction; and
- Financial sustainability over the long-term within budgets available from per-pupil funding

Examples of innovative uses of technology include using cutting-edge software to tailor instruction and using real-time data to inform instructional needs. This category of innovation does not include hardware purchases alone (e.g., one-to-one laptop programs; interactive whiteboards); it requires thoughtful integration of hardware and software into the school design and implementation plan.

Indy STEAM Academy will provide the following cutting-edge technologies and software to tailor instruction:

Chromebooks and I-Pads: Each student will be assigned a technology tool for use during the school day. Students will use these resources across all content areas to complete assignments like reading and writing journals which will be logged on the computer instead of a paper pencil tablet to provide reflections about their learning at the end of the lesson. Students will be able remotely share their reflections with the teacher and the teacher will be able to provide immediate feedback. Students will use computers to create their engineering plans and design models. Students will be able to bring “science to life” by generating 3D models of images that normally would not be visible to the human eye. Virtual Reality computer programs can help deepen understanding of content. Students will be able to use mixed reality computer programs from [zSpace](#)—which come with special glasses that allow cells and organs to “pop out” of the flat screen in 3D—to help her students gain a better grasp on how the heart works. Using apps like [Cyber Science, zSpace Studio, and Human Anatomy Atlas](#). Students will be able to use computer [platforms like Peer](#), mixed reality content for students that provides compelling visual models of complex physical science concepts like gravity, molecular bonds, and force. Using Peer, students can uncover the aerodynamics of a windmill through a VR headset, for example, and then apply their understanding [to build a windmill of their own](#).

Administering Assessments:

Teachers will administer DIBELS and NWEA MAP Growth benchmark assessments using computers in one sitting instead of a shared or rotation cycles. Teachers will receive these assessment results within 24 hours of administering these assessments. Teachers will be able to review reports by subjects and learning objectives for individual students or as a class. Teachers will be able to analyze data to make informed decisions about lesson planning and grouping students for instruction. Teachers will be able to view assessment data in the data warehouse student management system and share student progress and assessment results with parents in real-time.

Interactive Whiteboards:

Teachers can create engaging lessons for all content areas by integrating lesson plans, websites, photos, and music that students can interact with, respond to verbally or even write comments on the board itself. The image size and placement of information can change with a simple touch to the screen. This technology makes the one-computer classroom a workable instructional model. Research has repeatedly demonstrated that students learn better when they are fully engaged, and that multisensory, hands-on learning is the best way to engage them. Interactive whiteboards facilitate multisensory learning whether it is a collaboration exercise for math problem solving or a Google Earth tour of the Amazon rainforest. This technology allows teachers to integrate multiple information streams into a coherent lesson that is individualized for their students. Interactive white boards provide an extraordinary opportunity to create classroom environments where students with different learning styles can engage and learn from each other. This technology ensures that both students and teachers are developing 21st century skills.

Interactive Student Response Systems:

Clickers, or student response systems, are a technology used to promote active learning. Clickers help students to be actively engaged in the learning and they provide a mechanism for students to participate in class discussions anonymously. Clickers help teachers to gauge the level of understanding of the material being presented. The teacher is able to observe student misconceptions and provide additional instruction to clarify understandings. Students receive immediate feedback and reinforcement for what is being learned. Teachers can download responses for recordkeeping after the class session ends. There are many cutting-edge software programs that teachers can use to encourage student responses using technology including the programs listed below:

- **Kahoot** is a utility that allows teachers to create quizzes and surveys, and then send them to students. This delivery and response system has a lot of great features. These include the ability embed pictures and videos into the questions. Teachers may allow students an unlimited amount of time to respond to questions, or they may set a time limit on each question. Points are awarded to students both for correct answers and for responding quickly with those correct responses. Teachers can track students as they make progress. Unlike other student response systems, Kahoot does not require that students create an account. Instead, the teacher simply provides a pin number that the student will use to access the survey or quiz. Kahoot works on any device that supports a web browser.
- **Socrative** works excellently both for students working on their own or for students who are collaborating with one another. Socrative offers several different ways for instructors to engage their students. There are space races in which students can compete in teams or as individuals to answer questions as quickly and accurately as possible. Polls allow instructors to receive student feedback. Formative assessments can be created ahead of time and delivered when needed, or teachers can have students questions to answer on the fly. In addition to intuitive interfaces on the students' end and the teacher dashboard, Socrative has rich reporting features that allows teachers to accurately assess where students are succeeding and where they need extra help. Socrative is accessible via the web and works on any web enabled device
- **Infuse learning** is an excellent student response system for teachers who must support students with a variety of learning styles. With infusion a teacher can create questions, quizzes and writing prompts and send them to students who are participating in virtual classrooms or in an online learning program. What makes Infuse Learning unique is that it allows the teacher to give the student multiple response options. For example, a student can be given the option to type a written response, select from a range of choices, answer true or false, or they can respond with a picture or diagram. Infuse Learning is free and can be used on any device that can access the internet
- **Verso** is a free utility that teachers can use to create virtual classrooms. Verso works with the teacher's Google Drive account. This means that links, files, videos, images, and documents from the instructor's Google Drive can be added to the Verso classroom for students to access. Students who enter the classroom will be shown new items that have been added to the classroom since their last visit. One of the best features of Verso is that students do not need to leave the Verso environment to access any of the materials. Even videos can be viewed directly from the classroom. Verso is an excellent system for self-paced learning. Students can progress through the various materials at their own pace via the student dashboard.

3DPrinters:

3d printers give students the ability to take their designs to the next level by allowing them to experience the model stage of the design process. It also allows students to better understand the new "Additive Manufacturing" process where items are built layer by layer, similar to how 3d printers work. Using 3D printing for teaching and learning is relevant because it allows for "*authentic exploration of objects that might not be readily available*" for teachers and students. 3d printers allow students to explore objects in a more real, concrete way. 3D printing brings these items from the world of theory to something students can touch and see, thus opening "*new possibilities for learning activities.*" 3D printers open up students to a variety of learning experiences. The machine itself creates the need to learn how different 3D printers work, how to operate them, how to troubleshoot and how to resolve problems. 3D

printers are excellent for problem solving and developing the skills of persistence and endurance to overcome them. Students are passionate and determined to solve their problems using this technology tool.

Printers: Each classroom will have access to a printer for students to share their designs and to create and print materials for their design challenge presentations.

Digital Microscope Camera – this high definition imaging camera allows students to collect images of specimens to support their understanding of complex concepts. The microscope camera image may be projected on the whiteboard for the teacher to discuss the image with the entire class as opposed to viewing one student at a time. Images may be downloaded to individual student computers for further exploration and discussion using the science inquiry process.

Sustainability:

The Academy will apply for technology grants to sustain the use of technology hardware and software. The technology Specialist will provide professional develop and training with the use of these technology tools to assist with the maintenance and upkeep of these resources for extended use.

Time

Some innovative models can fundamentally alter school schedules and calendars to dedicate more time to high-value academic work.

Key elements include:

- Changing schedules to give students more quality academic time; and
- Financial sustainability over the long term within budgets available from per-pupil funding

Examples include highly structured extended school days and school years that maximize use of students' academic time, and models that enable students to control a significant portion of their own learning time (often in conjunction with technological innovations). Innovation in this area must include more than simply adding time to the day or days to the school year; it requires thoughtful use of that time to improve student outcomes.

Indy STEAM Academy will provide an extended learning day which will include seven (7) hours of classroom instruction. This critical extended learning time will include 90 minutes of Balanced literacy where students learn the essential elements of reading which includes phonemic awareness, phonics, vocabulary development, text comprehension, fluency, and writing skills through whole group instruction, small group guided practice, and independent work activities and learning centers. There is 90 minutes of Balanced Math Instruction which includes number sense, operations and computations, data analysis, measurement, geometry, and patterns, functions, and algebra. There is one hour of instruction for fine arts, physical education, library and computer lab, instruction. In the afternoon, there is 90 minutes (instructional block) for the integration of Science, Technology and Engineering. STEAM is important because science is everywhere in today's world and is part of our daily lives. Technology is transforming how we learn, work, and play. We live in a dynamic, digital world and this instructional model will develop skills students need to be successful in the future. Engineering is the practical application of math, technology and science, and emphasizes learning in a real-world context. Hands-on building and designing engages and stimulates learning. Mathematics is the foundation of science, engineering and technology. Mathematical literacy is critical for students to learn problem solving, analysis, and reasoning skills. Teachers use a multidisciplinary approach to implement the core curriculum scope and sequence of content and skills and the Indiana standards. During this extended period of time, students work in learning teams and collaborative groups that rotate each quarter. Each grade level has specific science and engineering concepts to investigate. The project is framed by meaningful problems to solve or questions to answer. Students engage in a rigorous, extended process of asking questions, finding resources, and applying information. Students give, receive, and use feedback to improve their design process and models. Students present their work to their classes at STEAM assemblies and to parents at STEAM family night activities. This model builds students' self-confidence and encourages them to take ownership for their learning by completing design challenges from start to finish. This model develops skills such as critical thinking, creativity, collaboration, communication, team building, and respect for diverse or alternative viewpoints needed to be effective in a STEM workplace. Students gain a deep understanding of concepts through

hands-on, practical application of skills and concepts by developing creative and innovative solutions for real world problems. Research suggests that project based learning and hands-on activities engage students with learning, helps students make connections with new knowledge, increases retention of information, improves students' attitudes towards learning.

The last period of the day (Success Time) is 60 minutes of focused Tier II intervention and supports where students are placed in flexible groups based on their levels of proficiency. Student receive instruction that remediates, reinforces, and enriches their learning to ensure mastery of the state standards. This extended learning day will close the achievement gap among student subgroups, and reduce the number of students retained, or referred to special education.

Sustainability

Indy STEAM Academy will sustain this model by creating a pipeline of highly qualified teachers through our partnerships with Marian University Clinical Residency Teacher program, Teach for America program, and IUPUI College of Education. The Academy understands the national teacher shortage, especially for STEM trained teachers. Initiatives have been put in place to address the shortage at the local, state, and national levels. In the meantime, Indy STEAM Academy will recruit teachers deemed as highly qualified as determined by the Indiana Department of Education meaning the teacher has a minimum of a Bachelor's Degree in Elementary Education, has passed the Core Assessment Tests, and holds an Indiana Teacher's License. The Academy will provide extensive support for teachers through our coaching and mentoring model and professional development plans before the start of the school year and during the school year to ensure the success of our teachers and fidelity with the implementation of the STEAM instructional model. The Train the Trainer model and opportunities for teachers to grow their skills and build their capacity as instructional leaders will help the Academy to sustain our program for many years to come.

From a financial perspective, the Academy will be able to sustain the model by maintaining a stable budget. The Academy has built-in savings account by using 5-10% of the Basic State Aid funding as contingency funds in Years 3, 4, and 5 to cover any shortfalls or unexpected problems that may occur. The Academy will seek additional grants and community partnerships to provide additional funds and resources to support the instructional model.

Five Year Plan is aligned with the projected revenues and expenditures which will be in balance each year if enrollment projections are met. The ending cash balances over a five- year period is identified below:

Enrollment Projections		Year 1	Year 2	Year 3	Year 4	Year 5
		200	275	350	425	500
Basic Grant \$6,098		Year 1	Year 2	Year 3	Year 4	Year 5
		\$1,219,600	\$1,676,950	\$2,134,300	\$2,591,650	\$3,049,000
Cash Balances	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Revenues	300,000	2,533,060	2,847,161	3,212,366	3,868,493	4,555,650
Expenditures	300,000	2,506,470	2,805,266	3,184,867	3,776,611	4,263,133
Carryover	-0-	26,590	41,895	27,499	91,822	292,517
Cumulative Carryover	-0-	26,590	68,485	95,984	187,866	480,383
Contingency Savings	-0-	-0-	50,309	106,715	259,165	304,900

Other Innovations

The three categories above are not exclusive. An applicant may propose a model centered on innovation in curriculum, instructional strategies, assessment, governance, family and community engagement strategies, or other areas, or in a combination of two or more areas.

Indy STEAM Academy plans to add “Coding” to the curriculum. Coding is important because it powers our digital world. Every website, smartphone app, calculator, computer game, car, microwave, and even the washing machine relies on code in order to operate. Over the next 10 years, it is estimated that there will be 1.4 million jobs in computer sciences and approximately 400,000 graduates will be qualified to do them. Coding is a computer science and is aligned with the Indiana technology standards. Coding is writing step-by-step instructions that tell the computer what to do. The Academy will implement coding as early as kindergarten. Students study programming concepts, computational thinking, and digital citizenship. Students learn to make their own interactive game apps, websites, robots, drones, computer drawings, and stories they can share. The earlier students are exposed to these fundamental skills, the more deeply they will be able to absorb these concepts. Coding will help students with creating their engineering design models and can be easily integrated with the STEAM concepts. Coding engages students with learning across content areas, and develops problem solving and critical thinking skills. Coding fosters creativity, builds confidence with learning and develops persistence to accomplish difficult tasks. The Academy will not need additional resources to implement this educational feature. This feature will be integrated with the computer lab time, and the and the science, technology and engineering block of time during the instructional day. The Academy also plans to offer this feature in the afterschool program and during the summer STEAM camp.

SECTION V: PORTFOLIO REVIEW & PERFORMANCE RECORD

1. For the organization as a whole and any related business entities, provide the following as **Attachment 21**: (a) the last three years of audited financial statements and management letters; and (b) the most recent internal financial statements including balance sheets and income statements. Be sure that the ESP/CMO level and the overall operations are distinctly represented. **NOTE: There is no page limit for this attachment.**
Not Applicable – The applicant will be a new start-up charter school and does not have any related business entities.
2. List any contracts with charter schools that have been terminated by either the organization or the school, including the reason(s) for such termination and whether the termination was for “material breach.”
Not applicable.
3. List any and all charter revocations, non-renewals, shortened or conditional renewals, or withdrawals/non-openings of schools operated by the organization and explain.
Not applicable.
4. Explain any performance deficiencies or compliance violations that have led to formal authorizer intervention with any school operated by the organization in the last three years, and how such deficiencies or violations were resolved.
Not applicable.
5. Identify any current or past litigation, including arbitration proceedings, by school, that has involved the organization or any charter schools it operates. Provide the following as **Attachment 22**: summary of the following information: (a) the demand, (b) any response to the demand, and (c) the results of the arbitration or litigation. **NOTE: Limit attachment to ten (10) pages.**
Not applicable.

References

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**Indianapolis STEAM Academy Application to Education One, LLC (Trine University)
Required Proposal Attachment List**

Attachment Number	Attachment Description	Format	Page Reference
	References Page	MS Word	122
1	Board of Directors Resumes	MS Word or PDF	125
2	CEO/Head of School Resume	MS Word or PDF	152
3	Job Descriptions of Additional Schools Leaders and Management	MS Word or PDF	156
4	Governance Documents – 501 (c)(3) Letter of Determination, Articles of Incorporation and Bylaws	MS Word or PDF	167
5	Statement of Assurances	MS Word or PDF	198
6	Charter School Board Member Information Form	MS Word or PDF	200
7	Code of Ethics and Conflict of Interest Policies	MS Word or PDF	219
8	Education Service Provider (ESP) - Not Applicable	None	226
9	Organization's Business Plan	MS Word or PDF	227
10	Organizational Charts	MS Word or PDF	228
11	Course Scope and Sequence	MS Word or PDF	230
12	Academic and Exit Standards	MS Word or PDF	363
13	School Calendar and Schedule	MS Word or PDF	469
14	Enrollment Policy	MS Word or PDF	474
15	Student Discipline Policy	MS Word or PDF	485
16	Evidence of Support from Community Partners	MS Word or PDF	491
17	Start-up Plan	MS Word or PDF	505
18	Insurance Coverage	MS Word or PDF	516
19	Budget and Staffing Workbook	Excel	520
20	Budget Narrative	MS Word or PDF	544
21	Operator Financials - Not Applicable	None	550
22	Litigation Documentation - Not Applicable	None	551
23	Entire Charter School Application	PDF	552
Appendixes			
A	Charter Schools Program Grant Budget	PDF	553
B	Charter School Capital Funding Letter	PDF	555
C	Rise Teacher Evaluation Model	PDF	556
D	School Safety Plan	PDF	573

ATTACHMENT 1: Board Member Resumes

- A. Jomo Mutegi, Board President**
- B. Tanya Peterson Mack, Board Vice-President**
- C. Kamia Jackson, Board Secretary**
- D. Keith Wilson, Board Treasurer**
- E. Davita Johnson, Board Director**
- F. Carmon Weaver Hicks, Board Director**
- G. Brandon Warren, Board Director**
- H. April Stephens, Board Director**
- I. Other: Howard Stevenson, Legal Counsel/Advisory**

Attachment 1A: Resume - Jomo Mutegi, Board President

BIOGRAPHICAL SKETCH

Jomo W. Mutegi (fka Bradford F. Lewis) • Associate Professor of Science Education • Indiana University Purdue University Indianapolis (IUPUI) • 902 West New York Street, ES3132, Indianapolis, IN 46202 • 317-278-4202 (w) • jmutegi@iupui.edu

Professional Preparation

- 1996-1998 Postdoctoral Fellow University of Pittsburgh Department of Instruction and Learning
Postdoctoral research - Exploring science in the minds of high achieving middle school students.
- 1997 Ph.D. Florida State University Science Education
Doctoral thesis - The influence of world view on African American college students' decisions to study science: An interpretive investigation of three cases.
- 1992 BS Gannon University Major: Chemistry
Minor: Biology

Academic Appointments

- 2008-present Associate Professor, Indiana University, Indianapolis – School of Education
- 2004-present Executive Director, Sankoré Institute
- 2003-2006 Assistant Professor, Morgan State University – Department of Advanced Studies Leadership & Policy
- 2001-2003 Assistant Professor, Morgan State University – Department of Teacher Education and Administration
- 1998-2001 Assistant Professor, University of Pittsburgh – Department of Instruction and Learning

Publications (most closely related to the proposed project)

- Mutegi, J. W. & Morton, C.H.** (2012). Sankoré Vanguard: An example of culturally relevant science pedagogy. *African American Learners*, 1(2), 1-17.
- Mutegi, J. W.** (2011). Scientists in the Making: Promoting African American students' interest in science through inquiry-based, culturally responsive instruction. *Contemporary Issues in Education Research*, 5(1), 51-61.
- Mutegi, J. W.** (2011). The inadequacies of “science for all” and the necessity and nature of a socially transformative curriculum approach for African American science education. *Journal of Research in Science Teaching*, 48, 301-316.
- Lewis, B. F., & Moin, L. J.** (2006). Exploratory study of a tool to promote preservice teachers' reflection on students' science knowledge. *Journal of Research in Education*, 16, 58-68.
- Lewis, B. F., & Connell, S.** (2005). African American students' career considerations and reasons for enrolling in advanced science courses. *Negro Educational Review*, 56, 221-231.

Publications (other significant publications)

- Pitts Bannister, V. R., Davis, J., **Mutegi, J. W.**, Thompson, L. R., & Lewis, D. D. (2017). "Returning to the root" of the problem: Improving the social condition of African Americans through science and mathematics education. *Catalyst: A Social Justice Forum*, 7(1), 4-14.
- Mutegi, J. W.** (2013). “Life’s First Need Is for Us to be Realistic” and Other Reasons for Examining the Sociohistorical Construction of Race in the Science Performance of African American Students. *Journal of Research in Science Teaching*, 50, 82-103.
- Thompson, L. R., & **Lewis, B. F.** (2005). Shooting for the stars: A case study of the mathematics achievement and career attainment of an African American male high school student. *High School Journal*, 88(4), 6-18.

- Lewis, B. F.** (2003). A critique of literature on the under-representation of African Americans in science: Directions for future research. *Journal of Women and Minorities in Science and Engineering*, 9(3&4), 361-373.
- Lewis, B. F., Pitts, V. R., & Collins, A. C.** (2002). A descriptive study of pre-service teachers' perceptions of African-American students' ability to achieve in mathematics and science. *Negro Educational Review*, 53, 31-42.

Synergistic Activities

- Mutegi, J. W.** *Black Kids Read*. Through this project, Mutegi creates science-related children's books that feature African American protagonists. The books are accompanied by STEM activities and lessons that can be used by parents and teachers. To date seven books have been written, and over 450 parents and teachers have joined the Black Kids read distribution list. More information can be found at www.JomoMutegi.com. (2013-present).
- Mutegi, J. W. & Turner, R.** *Ronnie's Fantastic and Fanciful, Far-Out Futuristic Time Machine: A Puppet Show for Children of All Ages, Especially the Ones Who Are Still in Elementary School!* Indiana University Purdue University Indianapolis (IUPUI). Through this project, non-science majors learned the story of Ronald L. Mallett (an African American physicist who does research on time travel). Students wrote a script for a puppet show retelling the events of Dr. Mallett's life and performed the show for local children. A trailer can be found at <https://youtu.be/n2zRAHS2qb8>. (2013-2015)
- Smith, A., & **Mutegi, J. W.** *From Standards to STEM: Integrating Science and Math in the Classroom*. Indiana Department of Education – (Math/Science Partnership). (University Collaborator; 10% effort; \$448,521.69; Submission Date: November 12, 2012; Funded).
- Mutegi, J. W., & Morton, C. A.** *Junior Rocket Design Academy* Indiana University Purdue University Indianapolis (IUPUI). Through this project, Mutegi and Morton designed mathematics and science curriculum centered around the principles of rocket design and implemented the curriculum through a four-week camp in partnership with six community centers throughout Indianapolis.
- Mutegi, J. W.** *National Association of Research in Science Teaching*. Member of the Board of Directors. (2014-2017).

Collaborators & Other Affiliations

Collaborators and Co-Editors. Vanessa R. Pitts-Banister (Florida A&M University), Julius L. Davis (Bowie State University), Tayana S. Dowdell (IUPUI), Bryan Nichols (University of South Florida), Damien Priester (University of South Florida), YaVonna Murdoch (IUPUI), LaJaysha Richardsaon (IUPUI), Crystal H. Morton (IUPUI) Charles Feldhaus (IUPUI), Maher Rizkalla (IUPUI), Linkun Zhu (IUPUI), Grant Fore (IUPUI), Daniel Minner (IUPUI), Brandon Sorge (IUPUI), Timothy Knight (consultant), Jada Phelps Moultrie (IUPUI), Hazim El-mounayri (IUPUI), Mangilal Agarwal (IUPUI), Yogesh Joglekar (IUPUI), Euzeli Dos Santos (IUPUI), Craig Willey (IUPUI), and Robert Yost (IUPUI).

Graduate Advisors Postdoctoral Sponsors. Angelo Collins (Santa Clara University), Alejandro Gallard (Georgia Southern University), Penny Gilmer (Florida State University) Catherine Emihovich (University of Florida), William Jones (Florida State University), Elizabeth Jakubowski (Florida State University), and John R. Albright (Lutheran School of Theology at Chicago).

Thesis Advisor and Postgraduate-Scholar Sponsor. Barbara White (IUPUI), Salisha Mohammed (University of the West Indies), Jada Moultrie (IUPUI), Mercedes Cannon (IUPUI), Cathy Bhatena (IUPUI), Ronald Hermann (Morgan State University), Rommel Miranda (Morgan State University), Ernestine Ndakwah (Morgan State University), Christian Anderson (Morgan State University), LaTasha Thompson (Morgan State University), LaTasha Thmpson (Morgan State University), Shelley Connell (Morgan State University), Demetria Newsome (Morgan State University), and Alesia Slocumb-Bradford (Morgan State University).

ATTACHMENT 1B: Resume – Tanya Peterson Mack, Board Vice-President

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

SUMMARY OF QUALIFICATIONS

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

EDUCATIONAL BACKGROUND

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

ACADEMIC EXPERIENCE

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

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

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

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

PROFESSIONAL EXPERIENCE

Procter & Gamble **2004 - present**

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

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

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

Engineer, Beauty Care Product Development, Cincinnati, Ohio (2004-2006)

Designed and executed consumer market research studies. Identified consumer needs and translated into technical solutions.

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

Cognis Corporation

2003 - 2004

Quality Compliance Auditor, Cincinnati, Ohio

Lead auditor for ISO 9001:2000 internal audits of Cognis N.A. and GMP audits of external tollers and contract labs.

- Established GMP audit process for the NA manufacturing plants and third-party vendors.
- Activities Chairperson for RIM Clean-Out Day 2004.

Owens-Illinois, Inc.

1999 - 2003

Quality Assurance Manager, Cincinnati, Ohio (2001-2003)

Managed daily workflow of Quality Control lab and supported operations through finished goods inspection and approval.

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

Package Development Engineer, Perrysburg, Ohio (1999-2001)

Led consumer product packaging projects from concept to manufacturing start-up.

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

PROFESSIONAL AFFILIATIONS

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

Attachment 1C: Resume - Kamia Jackson, Board Secretary

KAMIA JACKSON

1111 West Limestone Way

Fortville, IN 46040

(317) 809-1752

[kamiackson@outlook.com](mailto:kamiajackson@outlook.com)

Summary of Qualifications

- Higher education leader with experience in academic affairs, student affairs and classroom instruction.
- Management and leadership of faculty and administrative staff.
- Skilled in academic advising, mentoring and retention, and developing strategies to address and meet needs of adult and at-risk student populations.

Professional Experience

Capital Group, Carmel, IN 2017-present

Client Services Representative

- Educate investors and financial advisors on American Funds services and mutual fund products.
- Interpret and apply policy and procedures established by company and governing state and federal agencies.
- Research and resolve customer inquiries regarding their accounts.

University of Phoenix, Indianapolis, IN 2010-2017

Director of Academic Affairs, 2016-2017

- Managed team of faculty positions including Associate Faculty, Lead Faculty Area Chairs, and Campus Faculty Assessment Liaisons.
- Conducted faculty performance reviews, quality checked course syllabi and online classrooms, and provided coaching to ensure academic rigor and instructional quality in campus courses as well as adherence to academic policies and procedures.
- Evaluated course needs and assigned faculty to approved courses, led general faculty and campus chair meetings. and planned professional development workshops and trainings.
- Supervised campus staff of Resource Specialists and Student Service Coordinators and collaborated with offsite advisors with purpose of providing support services and academic assistance to local and online students.
- Handled all student grievances, classroom issues and grade disputes. Reviewed responses from student end of course surveys and followed up with students and faculty regarding concerns or commendations.
- Prepared campus self-evaluation in preparation for annual campus reviews and upcoming Higher Learning Commission visit.

Faculty Liaison, 2010-2015

- Served as liaison between Academic Affairs and more than 400 faculty members at seven campuses to provide timely and accurate information on academic policy and procedures. Provided excellent customer service and advocate for faculty during all phases of employment.
- Collaborated with Directors of Academic Affairs and Campus College Chairs to schedule faculty for classes, plan and monitor faculty evaluations, and manage Lead Faculty Area Chair contracts.
- Responded to faculty needs by researching and problem-solving to effectively communicate resolution to satisfaction of faculty member.
- Identified opportunities for improvement to existing departmental procedures and created new procedures.
- Identified and helped implement methods and opportunities for professional development workshops, trainings, and social activities to foster faculty engagement.

Kamia Jackson 2 of 3

- Worked collaboratively with student Resource Specialists and Student Services; served on Academic Skills Assistance Program committee with goal to ensure quality support services for campus students.

Associate Faculty, 2014-2017

- Taught *Critical Thinking and Creative Problem-Solving* focusing on helping students develop the skills necessary to analyze and solve problems, make decisions, implement strategies, and formulate well-supported points of view on key academic, social, and professional issues.

Martin University, Indianapolis, IN 1994-2009

Student Services, 2005-2009

- Served as Associate Director, then Director of Student Services. Managed workflow and oversaw all responsibilities of division of Student Affairs and synchronized activities with recruitment to ensure seamless processes and one-stop enrollment. Supervised team of advisors and testing coordinator.
- Enrolled first semester undergraduate applicants and served as academic advisor and mentor to continuing students. Met with accepted applicants, new and transfers, to advise in selecting courses and establishing degree plans. Pre-evaluated transcripts and collaborated with department deans to align transferred courses into degree plan.
- Served on retention committee in consultation with Noel-Levitz with result of developing retention strategies that included administering and evaluating data from College Student Inventory (CSI), establishing early alert metrics through attendance monitoring and instructor feedback, withdrawal counseling, development of communication matrices, and use of National Survey of Student Engagement (NSSE).
- Oversaw administration of Compass placement test to applicants to determine ability to benefit and English, math and reading course placements. Provided counseling and plan of action to applicants that were not able to meet minimum score requirements.
- Provided ongoing evaluation of processes, policies and procedures to refine or implement as needed. Created and managed enrollment and retention reports to provide accurate data for daily dashboard updates.

Adjunct Faculty, 2005-2009

- Taught Student Success in Higher Education, the first year experience course. Instructed students in academic and life skills such as study habits, setting SMART goals, time-management, career search strategies, and learning styles. Special emphasis placed on critical thinking in reading, researching, and problem-solving as it applied cross-curriculum and in everyday decision making.

Director of Prior Learning Assessment, 2007-2009

- Led the academic program which served to award university credit to students based on college-level learning from their work and life experiences utilizing Council for Adult and Experiential Learning (CAEL) guidelines and principles. Evaluated course and program effectiveness based on formative and summative assessments.
- Identified potential candidates for the program through interview and/or faculty recommendation. Met with students individually from start of program through portfolio completion to establish goals and stay on task.
- Instructed course and served as course coordinator for other instructors. Developed course syllabus and weekly assignments in alignment with the CAEL recommended student learning outcomes and expected University program outcomes. Trained faculty and staff evaluators on portfolio assessment.

Bookstore Manager, 1994-2004

- Planned, implemented, organized and controlled all operations related to university bookstore. Performed direct sales to students, employees, and campus visitors. Coordinated marketing, merchandising and promotional activities. Interviewed, hired, trained and evaluated employees. • Outstanding management, leadership, interpersonal relationship-building, team-building and customer service

Education

Indiana Wesleyan University, Marion, IN *Master of Business Administration*

Martin University, Indianapolis, IN, United States *Bachelor of Business and Human Resource Management*

Skills

- Excellent written and oral communication, research, analytical and critical thinking, and problem-solving.
- Proficient in Microsoft Office and interoffice student/faculty systems such as Oracle Financials, Faculty Center, Osiris, IS3 and online classrooms platforms; familiarity with Blackboard.

Attachment 1D: Resume - Keith Wilson, Board Treasurer

KEITH WILSON
6050 Honeywell Drive
Indianapolis, IN 46236
317-317-591-5050 Ext. 107

BUSINESS OPERATIONS / COLLECTIONS: Vice President (VP), Director

Accomplished executive-level professional with several years of experience leading business operations related to financial underwriting, collections, and customer service. Demonstrated ability to effectively delegate within a fast-paced call center environment. Lead and motivate others toward individual performance that contributes to bottom-line revenue growth. Highly organized with the ability to prioritize and align activities with company objectives.

AREAS OF EXPERTISE

Analytical Thinking * Problem Solving * Business Plan Development * Multi-tasking
Project Management * Call Center Operations / Management * Quality / Change Management
Software Systems Implementation * Streamlined Operations * Performance Improvements
ACD (Automatic Call Distribution) * VRU (Voice Response Unit) * Team Development / Motivation

PROFESSIONAL EXPERIENCE

Eastern Star Church

Stewardship Manager

Manages the operation, functionality and growth of stewardship ministry. Assists with developing and managing stewardship policies, expectations and measurable outcomes. Leads volunteers and staff who serve within the ministry to include the development of stewardship activities at each campus structured to meet the specific campus demographics. Identifies tools and resources that will communicate the principles of biblical stewardship to church members experiencing various stewardship-related life circumstances. Seeks out new areas of stewardship needs and develop resources to help meet those needs. Plans, manages, promotes and coordinates and evaluates church-wide stewardship efforts. Partners and collaborates with ESC managers and leaders to effectively reach all ministries within the church and encourage biblical stewardship. Monitors the effectiveness of stewardship programs. Maintains a network of outside contacts in the community who can offer further biblically based support to church members beyond the scope of the ministry's capabilities. Oversees the growth of the ministry as required, including hiring/recruiting new staff or volunteers. Serves as a confidential resource and coach for church members who need support in area of stewardship. Serves as a model and representative of biblical stewardship

Defense Finance Accounting Service (DFAS)

Customer Service Representative

Responds to phone calls and emails from customers who have a debt, including out of service members, civilians, and military retirees/annuitants to explain options for debt resolution, debt management rule and regulations.

Research and resolve debt cases related to a wide variety of situations including travel settlements, bankruptcies, payment plans, deceased member accounts, incarcerated member accounts, credit bureau reporting, customer locator functions, general account inquiries, lost payment research, debt protests, tax certificate and W-2 issues.

Coordinate with other Department of Defense (DoD) and Defense Finance and Accounting Service (DFAS)

Organizations and entities regarding customer debt situations.

Prepare and review payment plans involving reviewing financial information submitted by a customer (e.g. payment plan worksheets, bank statements and promissory notes).

Processes paperwork to create refunds and debt write-offs in an automated financial system.

PNC Bank

PNC Financial Services Group, Inc. is an American financial services corporation, with assets of approximately \$345.2 billion.

Licensed Financial Specialist

As a Licensed Financial Specialist, I make it easy for customers to achieve their financial goals with confidence. I leverage all PNC Lines of Business, including PNC Investments to help customer achieve their long and short term financial goals. I guide customers to the channel(s) best suited for them, deepen the overall relationships, and grow revenue by increasing share of wallet.

ITT TECHNICAL

ITT Technical Institute, is a for-profit technical institute with over 130 campuses in 38 states of the United States. ITT Technical Institute offers students the chance to pursue a degree in one of many fields of study.

Adjunct Instructor-Accounting and Finance

Develops daily lesson plans to include instructional aids. Teaches material from approved curriculum in accordance with assigned schedule to ensure student satisfaction. Assists students in achieving completion of objectives. Provides regular, accurate and timely feedback to students relative to their performance. Motivates students to actively participate in all aspect of the educational process, including but not limited to, class discussions, demonstrations, outside assignments, research, enrichment activities, etc. Maintains and reports student grades and attendance in accordance with policies and school procedures. Advises students on matters related to academics, behavior, attendance, etc. Participates in school retention initiatives by maintaining productive contact with students and by getting in touch with and offering assistance to absent students. Assists in student concern resolution. Completes professional development and in-service activities in accordance with college standards and/or as assigned

INDIANA MERCHANT BANKING AND BROKERAGE CO

Indiana Merchants Banking & Brokerage services the entrepreneurial business community of Indiana and the Midwest with investment banking, asset management, retirement and financial planning as well as retirement plan management.

Financial Advisor

(Series 7, Series 66, Indiana Life and Health, Variable Life & Annuity)

Provide the following services to the customer: Retirement income consulting, Portfolio management, IRAs, 401ks and other qualified plans, Retirement plan rollovers, Insurance strategies, Gifting, Charitable Gifting, Exit planning for business owners

Edward Jones- Indianapolis, Indiana

A full-service brokerage firm and a private partnership that seeks to make long-term investment decisions that are in the best interests of the clients.

Financial Advisor-Trainee

Studying and passing Licensing exams (Series 66, Series 7 and Life and Health, Variable Life & Annuity)

Indiana Department of Revenue- Indianapolis, Indiana

A state agency that administers the tax laws for the State of Indiana.

Collection Manager

Assigned full authority to oversee management and direction for operations of collection activities for the inbound and outbound phone units. Spearheaded activities requiring interaction with other areas. Looked for ways to streamline processes. Provided monthly coaching to two supervisors who oversee teams of 12 collection analyst. Oversee the collection correspondence to the department and respond to the taxpayers request in a timely manner. Manages the budget for the department and make all decision on staffing for my department. Improved overall morale within the department by implementing team and individual awards. Hired a diverse team of employee's so that my team so that my team would have a diverse insight and thought. Provided mentoring and development on best practices. Team collects individual taxes, business taxes and NSF checks. Negotiate payment plans with the taxpayer. Maximum terms are 24 months. The analysts were trained to handle any objection so that they could ask for the payment today. My team increased revenue by 10.9 million for the 2008-2009 year. The Inbound team also increased call handled percentage by 5% for the 2008-2009 year.

FORUM CREDIT UNION - Fishers, Indiana

A state chartered financial services and credit union organization with approximately 325 employees and \$1B in managed assets.

Assistant Vice President of Collections

Assigned full authority to oversee management and direction for operations of collection activities. Developed departmental business plans and governed compliance with FDCPA regulations and guidelines. Spearheaded activities requiring interaction with corporate attorneys and outside collection agencies. Directed efforts of 11 employees. Provided mentoring and development on best practices. Team collected on various accounts which included the following: Subprime Auto Loans, Payday Lending loans, NSF checks, mortgages and Prime auto loans. Team negotiated with the customer to determine the best

Keith Wilson 4 of 5

payment solution that would keep the account current.

Major Contributions: Maintained a payment delinquency rate between 1% and 1.25% over a 3 year period by developing strategies with the VP of Finance and building strong vendor relationships.

- Sustained automobile repossession turnaround time to less than 60 days by partnering with a key repossession vendor that handled all associated activities.
- Expedited receipt of payments and avoided delinquency collection procedures by allowing members to use a pay-by-phone credit card process.
- Streamlined departmental workflow and management reporting capabilities as a result of researching and implementing advanced collections software.
- Enabled FORUM to be properly listed as a lien holder on titles as a result of proposing new vehicle title procedures to senior management.
- Instituted a courtesy call on Subprime accounts at 5 days past due.

HSBC (HOUSEHOLD INTERNATIONAL) - Carmel, Indiana / Virginia Beach, Virginia One of the world's largest banking groups, and in the Top 5 of the world's largest companies. Specializes in mortgages, underwriting, bank card processing, consumer lending and full banking services world-wide.

Underwriting Unit Manager

Developed and managed effective workflows toward achieving the highest quality of service possible. Collaborated with Branch Manager, District Managers, and Division General Managers on all underwriting appeals. Created monthly performance reports.

Major Contributions:

- Oversaw daily departmental operations while interacting and collaborating with all levels of internal management.
- Led 90% of departmental staff to individual performance bonuses by developing and implementing action plans for underperformers.
- Ensured a high-level of service quality across the department as a result of randomly monitoring 25 telephone calls monthly.
- Developed and managed a unified staff through the timely communication of changes in relevant underwriting guidelines.

Customer Service Unit Manager

Developed, planned, and supervised key workflow areas. Managed the streamlining of activities and procedures aligned with company policies. Monitored progress of events and measured quality of service.

Major Contributions:

- Contributed to achieving company objectives by recruiting, hiring and developing departmental personnel, including the delivery of regular performance reviews and disciplinary actions.
- Assured that branch locations were receiving the proper service levels by observing and evaluating service delivery procedures.
- Measured the overall departmental performance on a per employee basis by developing and generating monthly management reports.

Keith Wilson 5 of 5

EDUCATION

Master of Business Administration in Financial Planning & Management

Regent University - Virginia Beach, Virginia

Bachelor of Science in Finance

St. John's University - Queens, New York

Masters of Science in Ministry (4/2018)

Indiana Wesleyan Seminary- Marion, Indiana

COMPUTER PROFICIENCIES

Excel, Word, Outlook
Call Center Technologies

ATTACHMENT 1E: Resume - Davita Johnson, Board Director

DAVITA JOHNSON

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

Qualification Profile

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

Core Competencies

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

Key Skills

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

Employment

Shrewsberry & Associates Indianapolis, IN 2017 – Present

Project Manager/OTR

- *Assist in the development and coordination stage of construction projects for client*
- *Provide Pre-Construction services for project owners/client*
- *Provide project oversight during the construction phase on the behalf of the owner/client*
- *Coordinate work with clients and client-related departments.*

Eastern Star Church Indianapolis, IN 2016 - 2017

Director of Facilities

- *Manage the daily operation and maintenance of five buildings including 20 apartment units*
- *Coordinate projects with staff and contractors ensuring successful project completion*
- *Support to the Ministries*
- *Budget and schedule preparation of proposed future projects*

Shiel Sexton Co. Indianapolis, IN 2012 - 2016

Project Engineer

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

Education/Certifications

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

Community Involvement

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

Attachment 1F: Resume - Carmon Weaver Hicks, Board Director

CARMON WEAVER HICKS

2535 North Capital Avenue
Illinois Fall Creek Center, Room 215
317.917.7134 - office
cwhicks@ivytech.edu

OBJECTIVE

To use my experience to encourage student learning.

EDUCATION

Doctor of Philosophy - Adult Education, University of Maryland at College Park, 1989
Dissertation – *The Relationship of College Students’ Achievement Motivation to Family Cohesion and Aspirations: An Analysis by Race and Gender*

My research clarified the relationship among achievement motivation, family cohesion, and specific aspirations related to educational and family goals. More than 600 traditional age students responded to a mail survey. Factors that explained achievement motivation varied significantly when examined by race and gender. Students were dissimilar regarding their reasons for persisting in higher education. The findings suggest that a varied approach is vital for students to achieve their potential.

Master of Arts - Guidance and Counseling, Clark Atlanta University, 1980
Bachelor of Arts - Psychology, University of Cincinnati, 1978

TEACHING AND LEARNING

Professor, Psychology and Sociology – *Ivy Tech Community College of Indiana*
2003- present

Teaches introductory psychology and sociology courses as well as social psychology, educational psychology, theories of personality, and social problems courses for upper level students. Experience with a variety of online technologies. Developed and teach honors level introductory psychology and sociology courses. Charged with leading the honors program’s assessment initiative. Promoted from assistant professor in 2005 to associate professor in 2007 to full professor in 2012.

National Faculty - *Nova Southeastern University Department of Higher Education Leadership*, Ft. Lauderdale, FL 1995-2005

Taught doctoral-level leadership course that included theories, historical perspectives, group dynamics, personality styles, and ethical considerations. Students developed a leadership action plan.

Adjunct Instructor

Indiana University Purdue University Indianapolis, Indianapolis, IN 2005

Taught graduate level research methods course that included ethics, research designs, and statistical methods for theses or dissertation development.

University of Cincinnati, Cincinnati, OH 1999-2000

Taught graduate-level action research course for high school teachers.

ADMINISTRATIVE

Program Chair, Behavioral and Social Sciences - Ivy Tech Community College of Indiana, Indianapolis, IN 2013-2014

Served as the leader for the psychology, sociology, economics and political science programs. Recruited, hired, trained, and supervised full-time and adjunct instructors. Scheduled all course sections. Maintained all administrative tasks for the program.

Associate Director, Center on Integrating Learning (COIL), Indiana University Purdue University Indianapolis, Indianapolis, IN, 2003-2005

Developed the Themed Learning Communities (TLCs) and expanded program from 3 to 20 communities. Partnered with departments to develop policies and assess program effectiveness. Contributed to the electronic portfolio (ePort), communities of practice, and the scholarship of teaching and learning initiatives.

Practicum Evaluator/Associate Cluster Coordinator, Nova Southeastern University, FL. Lauderdale, FL, 2001-2007

Consulted with doctoral-level students on research proposals and dissertations. Created evaluation methods and research writing workshops. Promoted to practicum evaluator with responsibility for final approval on research proposals and dissertations.

Evaluation Consultant, University of Cincinnati Evaluation Services Center, Cincinnati, OH, 1999-2002

Assisted High Schools that Work and Migrant Head Start teachers in how to use data. Evaluated community-based programs such as Evanston's Weed and Seed and Hamilton County's Aspiring Principals Academy. Wrote grants and provided editorial assistance.

Director of Assessment, Research and Planning/Executive Assistant to the President, John Tyler Community College, Chester, VA, 1991-1998

Created and implemented an institutional effectiveness system. Analyzed research and wrote annual reports. Represented the college president when requested. Served as Acting Associate Dean for the Division of Allied Health, Business, and Technologies in 1996-1997.

Assistant Dean of Students, Hollins College, Roanoke, VA, 1983-1986

Enhanced student retention efforts, developed programs, counseled students, and served as academic advisor and admissions recruiter.

SCHOLARSHIP, AWARDS and PUBLICATIONS

Received the *Excellence in Teaching Award* from the National Society of Leadership and Success, Sigma Alpha Pi Chapter. April 2016. Ivy Tech Community College, Indianapolis, IN

Poetry accepted for publication – *All My Bags* in *Writing about Cancer*, Volume 2. IU Simon Cancer Center, 2016

Poetry accepted for publication - *I Have No Words 4 Cancer* in *Writing about Cancer Volume 1*. IU Simon Cancer Center, 2015.

SCHOLARSHIP, AWARDS and PUBLICATIONS (Cont'd)

Received the *Student Success Award*. July 2011. College-wide recognition for making a difference in the lives of students – awarded quarterly. Ivy Tech Community College, Indianapolis, IN

Applying Sociology: Cultural Diversity. (2011). Created a supplement to accompany an introductory sociology textbook with 20 chapters ranging from using one's sociological imagination to the environment. For each chapter, a brief introduction prepares the students for an opportunity to apply a specific concept. An issue related to cultural diversity was the focus for each activity. Upper Saddle Brook, NJ: Pearson Education, Inc.

Dr. John Morton Finney - African American National Biography - online. (October, 2009). Authored detailed biography for the Oxford African American Studies Center. NYC: Oxford University Press. www.oxfordaasc.com.

Our Journey with the Buffalo Soldiers. (2006). www.xlibris.com. Xlibris Corp. Co-authored with George Hicks, III.

Aspiring Leaders' Academy: Responding to the Principal Shortage. National Association of Secondary School Principals (NAASP) Bulletin. October 2000. vol. 84, no.618, pp. 75-83.
Faculty Assessment of General Education - Spring 1995. Richmond, VA: John Tyler Community College. (ERIC Document Reproduction Service Number ED 387 155).

John Tyler Community College Weekend College: The First Semester – February 1996. Richmond, VA: John Tyler Community College. (ERIC Document Reproduction Service Number ED 387 156).

John Tyler Community College 1994 Employer Survey. Richmond, VA: John Tyler Community College. (ERIC Document Reproduction Service Number ED 374 867).

A Model for Assessing Critical Thinking Skills – July 1994. Richmond, VA: John Tyler Community College. (ERIC Document Reproduction Service Number ED 367 400).

The Relationship of Black College Students' Achievement Motivation to Family Cohesion and Specific Aspirations. In M. Lang and C.A. Ford (Eds.). (1992). *Strategies for Retaining Minority Students in Higher Education* (pp. 45-53). Springfield, IL: Charles C. Thomas Publisher.

PRESENTATIONS

Thinking Outside of the Box with Dr. Cynthia Rickert. American Honors Conference. Denver, CO, July 2015.

Collecting World War II Buffalo Soldiers' Oral Histories. Association for African American Science
Carmon Weaver Hicks 4 of 4

PRESENTATIONS (Cont'd)

Historical Research and Preservation History Conference, Seattle, WA, February 2011.

Engaging the Masses: Active Engagement Assignment. North Central Sociological Association and the Midwest Sociological Society Joint Meeting, Chicago, IL April 2010.

Transformations: Moving from Traditional to Online Social Science Courses. National Social Association Fall Professional Development Conference, San Francisco, CA. Nov 2006.

Using ePort to Deepen Learning in the Themed Learning Communities, AAC&U Network for Academic Renewal Conference, Bethesda, MD. April 2005.

Collaboration on a Theme: Making Connections through Themed Learning Communities. Students in Transition National Conference, Costa Mesa, CA. November, 2005 and Ninth Annual Learning Communities and Collaboration Conference, Kansas City, MO. Nov 2004.

Developing Communities of Commitment. 2004 Colloquium on the Scholarship of Teaching and Learning – Building Knowledge, Improving Learning, San Diego, CA. April 2004.

Student Reflection of Curricular and Co-Curricular Integration to Enhance Learning in the Themed Learning Communities. Annual Conference on the First-Year Experience, Dallas, TX. February 2004.

Child Outcomes and Measures: Overview and Planning; Child Assessment Basics; Technology/Data Analysis; Data Use; and Action Plans, National Migrant and Seasonal Head Start Conference, Albuquerque, NM. April 2002.

Child Outcomes and Measures: Data Analysis and Use. Follow-up training for Migrant and Seasonal Head Start teachers in Laredo, TX, Sacramento, CA, and La Junta, CO. Summer-Fall 2002.

CONSULTATIONS

Authored book reviews for western writer, Billie Bierer, with Rabid Press Publishers, Austin, TX

The Audacity of Patience Levi, 2011

The Legend of Tommy Jo Sanchez, 2006

Faster Horses, 2006

GRANTS AWARDED

Head Start Oral Health Initiative 2002 - 2003. \$30,000 awarded by Ohio Department of Education, Columbus, Ohio, February 2002.

Knowledge Building for High Schools That Work Teachers. \$15,000 awarded by the Southwest Ohio Regional Professional Development Center, Cincinnati, Ohio, April 2000.

REFERENCES - Available upon request



*BRINGING TODAY'S WORLD TO TOMORROW'S
FUTURE*

BRANDON A. WARREN

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

BRANDON ANTONIO WARREN

Brandon Warren Page 2 of 4

OBJECTIVE

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

PROFILE

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

EDUCATION & CREDENTIALS

M.S. in Education Leadership,	Indiana University, Indianapolis <i>GPA: 3.8</i>	Degree Earned <i>August 2016</i>
B.S. in Elementary Education, <i>Minor in Music</i> <i>I am licensed K-6 in Elementary Education and as a Reading Specialist</i>	Indiana University, Indianapolis <i>GPA: 3.714</i>	Degree Earned <i>May 2009</i>

TEACHING

Teacher		<i>July 2015- Present</i>
<i>Phalen Leadership Academy</i>	<i>Agnes Aleobua, Principal</i>	<i>3rd /5th Grade</i>

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

Brandon Warren 3 of 4

Teacher

August 2009-June 2015

MSD Wayne Township

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

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

STUDENT TEACHING

Student Teacher

Fall 2008

MSD Wayne Township

Chapelwood Elementary School Mentor *Melissa Clark* 3rd Grade

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

Reading Specialist

Spring 2009

MSD Lawrence Township

Crestview Elementary School Mentor *Regina Young* Reading/Writing

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

Brandon Warren 4 of 4

Classroom Intern

Fall 2007

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

Spring 2008

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

Related Experiences

Summer 2007/Spring 2008

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

Summer 2006

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

HONORS

Outstanding Multicultural Education Student
Barbara L. Wilcox's Scholarship Recipient
Christamore Guild Scholarship Recipient
Transformational Leader in Education

National Dean's List
School of Education Dean's List (consecutively)
Alpha Delta Kappa Scholarship Recipient

AFFILIATIONS

Member, *Kappa Delta Pi*
Member, *International Reading Association*
Member, *Young Leaders of Urban Education*
Member, *Project TEAM*

Member, *National Science Teachers Association*
Member, *Elementary Urban Educators*
Member, *Indiana Partnership for Young Writers*

PROFESSIONAL DEVELOPMENT

Project WILD
Indianapolis Public Schools Infusion Conference
Kappa Delta Pi Bi-Annual Convocation
Indiana Partnership for Young Writers Summer
Workshop 2009. 2010. 2011.2012.2013.2014.

I-TEACH Conference
Indiana Reading Association Conference
Indiana Partnership for Young Writers
Fall Workshop 2009. 2010. 2011. 2012.

ATTACHMENT 1H – Resume, April Stephens – Board Director

April N. Stephens Page 1 of 2

April N Stephens

10849 Treasure Trail Fishers, IN 46037

(317) 820-9993

april.charlton@yahoo.com

EXPERIENCE

HR Manager, Health and Science Innovations, Indianapolis, IN (2016 – Current)

(promote research and development of new technologies among health, science and engineering students, educators, and professionals)

- Recruit students for our two flagship programs on an ongoing basis
- Conduct analysis of participants in our programs and formulate plans to ensure successful completion
- Work with local community manufacturing companies in order to create partnerships, which will allow program participants to obtain full-time positions and internships upon completion of IDEAA Program
- Facilitate the hiring process for employees and interns, as well as follow up on any employee relation issues, trainings, and audit of employee files
- Create and edit employee handbook and interpret any policies upon request

HR Generalist, Rocore, Indianapolis, IN (2015 – 2016)

(A manufacturing company which designs and manufacture heat transfer products)

- Supervise the payroll administrator while she processes weekly and bi-weekly payroll for 300 employees
- Facilitate guidance to managers on all employee relation issues
- Assist with updates in the employee handbook in order to stay current in regards to recent state and local government regulations
- ◆ Contribute with the administration of the Wellness program

HR Coordinator, Fairbanks Hospital, Indianapolis, IN (2014-2015)

(One of the oldest independent not for profit alcohol and drug treatment centers in America) (Worked temporarily through "That's Good HR from 05/2014-09/2014)

- ◆ Assist and oversee manager/employee onsite development training
- ◆ Manage leave of absence programs (STD, LTD, FMLA, and worker's compensation)
- ◆ Reconcile timecards and support the bi-weekly payroll process
- ◆ Oversee the administration of the company benefits and provide timely and accurate benefits payments to vendors for Medical, Dental, Vision
- ◆ Worked with the Director of HR in order to change benefit packages for part-time and PRN (as-needed) employees based on ACA

Benefits Analyst, Veolia Water North America, Indianapolis, IN (2013-2014)

(North America's leading provider of comprehensive water and wastewater solutions and provide expertise to all types of municipal water customers in both urban and rural settings) (Worked temporarily through "That's Good HR" from 10/2013-04/2014)

- ◆ Administered annual Open Enrollment for Benefits and process reports to vendors accordingly
- ◆ Provided calculations for pension benefits for future retirees
- ◆ Administered 401k plan benefits and perform annual audits of timely payments in accordance with DOL
- ◆ Researched and answered employee benefit questions and inquiry's

Payroll/Benefits Administrator, Colwell Inc., Kendallville, IN (2011 to 2012)

(A global color-merchandising leader that creates paint cards and color solutions for home improvement stores such as Lowes and Menards) (Worked temporarily through Creative Financial Staffing from 10/2011-01/2012)

- ◆ Processed bi-weekly and semi-monthly payroll through ADP and also process bi-weekly payroll for Canadian employees through ADP Canada
- ◆ Changed employee benefits and payroll information on a as needed basis
- ◆ Took ADP course for ACA in order to watch for future changes in benefits

HR and STEPS Program Coordinator, Fort Wayne Urban League, Fort Wayne, IN (2010 to 2011)

(An organization that assists city residents and others to secure economic self-reliance, parity, power and civil rights)

- ◆ Established, built, and maintained relationships with organizations in the community in order to receive support for the STEPS Program
- ◆ Designed recruitment strategies targeting specific skill sets to fill both paid and non-paid positions
- ◆ Answered all HR related questions and concerns; interpret policies in employee handbook
- ◆ Taught students job search and interviewing strategies, and offered internships so that students may acquire real life work experience

HR Representative, Edy's Grand Ice Cream, Fort Wayne, IN (2008 to 2010)

(One of the largest premium ice cream manufacturing plants in the United States and in 2008 became a subsidiary of the Nestle' corporation) (Worked temporarily through People Link from 08/2008-03/2009)

- ◆ Reconciled timecards and processed bi-weekly payroll for 405 employees within the manufacturing plant

Your Neighbor



School Board Trustee Howard Stevenson

LONG-TIME RESIDENT LOOKS FORWARD TO HELPING FISHERS FURTHER DEVELOP
ITS FIRST-CLASS STATUS

ARTICLE SHARI FINNELL

When Howard Stevenson established roots in Fishers with his wife and sons 15 years ago, his family counted about 7,200 residents as neighbors. Of course, plenty has changed since then. While their own household has dwindled to near “empty nester status,” the Stevensons now have nearly 82,000 neighbors who call Fishers home, according to the 2012 census records.

The Stevensons, who were drawn to Fishers because of its focus on family, welcome the growth, according to Howard, managing partner of the law firm Coleman Stevenson LLP.

“It’s great,” says Howard, “There has been a significant amount of commercial development that’s bringing in more job opportunities. It bolsters the economy even more.” Yet, he says, Fishers still manages to maintain the qualities that drew them to it in the first place.

“Fishers is a great place to raise a family,” Howard says. “It has a cohesive community and excellent schools.”

These days, Howard and wife, Christa, are instrumental in supporting Fishers’ first-class community status. Howard recently was appointed to the Hamilton Southeastern Board of School Trustees, while Christa is a fourth-grade teacher at

Geist Elementary School. She was the recipient of the Indiana State Teacher Association’s 2013 Minority Educator of the Year Award.

As a school board member representing Fall Creek Township, Howard is particularly concerned about doing his part to address two major issues currently facing HSE. One is inadequate funding for HSE schools, which has been an ongoing concern for the school system.

“It’s one of the fastest growing in the state and one of the most successful, but it has the second lowest per pupil funding ratio in Indiana,” he notes. “We’re not rewarded for being successful.” Another concern, Howard says, is boosting academic performance among minorities. “It’s not on par with the success of the overall student population.”

ROOTS IN LAW AND PUBLIC SERVICE

Howard’s interest in law and public service developed decades ago, as he was growing up in Fort Wayne as one of two sons of Richard and Carol Stevenson.

“The seed was planted in me at a young age,” says Howard, re-

calling how his father would pull him aside at about the age of 10 to watch TV networks like C-SPAN, which provides live coverage of proceedings of the U.S. Senate, the U.S. House of Representatives and other public forums.

While watching the interactions among senators and congressmen or Supreme Court hearings, Richard Stevenson, a Fort Wayne elected trustee, would ask his young son questions to gauge his understanding of the process. Then, he would invite him to form his own opinions.

At the time, Howard wasn't particularly keen on spending his free time watching C-SPAN. It took a while for it to become an interest, he recalls with a laugh.

"At first, I didn't appreciate it," he says. "But it was like a fine wine. I increasingly gained an appreciation for how politics and law are intertwined."

By the time he went off to college, Howard's passion for law was cemented. He attended Indiana University in Bloomington, where he quickly developed another passion after noticing a young woman by the name of Christa Baker.

At the time, they were undergoing a Spanish placement test as incoming freshman. As it turns out, Howard received the highest score among the group, while she came in second.

"I knew I had to get to know her. She had brains and beauty,"

Howard says with a laugh. After introducing himself, the two became friends and later dated throughout college before marrying 25 years ago on June 17. The couple's household expanded with the additions of Dominic, who is now attending graduate school in California; Drew, a junior at Indiana University, and Tyler, a freshman at Hamilton Southeastern High School.

After earning his Bachelor of Arts degree from Indiana University and his Juris Doctorate degree from Indiana University School of Law in Indianapolis, Howard served in numerous positions. He served as a judicial law clerk on the Indiana Supreme Court, as Section Chief of Office of the Attorney General of Indiana, and as managing attorney for the Indiana Department of Transportation.

He then went on to found the law firm Coleman Stevenson LLP, of which he is currently managing partner. His practice is focused on the areas of business law, real estate, civil litigation and municipal finance.

In his spare time, Howard enjoys taking in action by the Indianapolis Colts and the Indiana Pacers, while Christa is a voracious reader. He also serves as superintendent of Sunday Schools for Eastern Star Church, which they have attended for more than 20 years.

ATTACHMENT 2: Resume - Yvonne Bullock CEO/Head of School
YVONNE BULLOCK, Ph.D.
12041 Cholla Road
Fishers, IN 46037

EDUCATIONAL PROFILE

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

ADMINISTRATIVE COMPETENCIES

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

ADMINISTRATIVE ACCOMPLISHMENTS

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

Facilitated turnaround and transformation of two high schools and one middle school that were slated for State takeover because they failed to make Adequate Yearly

Progress for 6 consecutive years. Results: The high schools improved in twelve months from “F” to “C” status. Student achievement improved from 50.4% to 60.5% passing English and from 30% to 47.6% passing math. The middle school improved in nine months from “F” to “A” status. Student achievement improved from 47% to 62% in reading, from 44% to 75% in math, and from 33% to 56% passing both, which prevented State takeover of schools as planned.

Written and awarded numerous grants such as SIG 1003g, 21st Century, Enhancing Education through Technology, Fine Arts, Magnet Schools and Homeless grant to support instruction, professional development and the integration of technology in the classroom. Results:

Provided reading and math coaches and intervention specialists to support classroom teachers. Provided professional development using research-based best practice strategies and interventions to enhance instructional delivery, student engagement, and classroom management. Provided I-Pads, desktop computers, laptops, interactive whiteboards, and student response systems to support instruction in the classroom. Enhanced the instructional leadership of principals through the use of classroom walkthroughs to build the capacity of teachers and transform instructional practices.

Yvonne Bullock 2 of 4

EDUCATION

Ph.D., Educational Administration and Leadership, Ohio University, Athens, OH. 1991
M.Ed., Curriculum/Instruction, Supervision/Eval. University of Cincinnati, Cincinnati, OH. 1984
B.S.Ed., Elementary Education, University of Cincinnati, Cincinnati, OH. 1981

CERTIFICATION

Superintendent	Professional	August 2, 2017 – September 6, 2020, Indiana
Superintendent	Professional	July 1, 2012 – June 30, 2017, Ohio
Superintendent	Professional	July 1, 2016 – June 30, 2021, Illinois
Elementary Administration Standard and Supervision		Sept. 6, 2010 – Sept. 6, 2020, Indiana

PRESENTATIONS

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

COMMUNITY/PROFESSIONAL ACTIVITIES

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

RELEVANT EDUCATIONAL EXPERIENCES

SUPERINTENDENT (3 years)

Mounds Community Schools, Mounds Illinois

- Facilitated the development and implementation of the district strategic plan
- Managed district operating budget and developed 5-year budget projection and tax levy projections
- Written and awarded numerous competitive grants totaling over \$10,000,000 to support reading and math instruction, professional development, technology hardware and software programs and facility improvements

Yvonne Bullock 3 of 4

- Facilitated the development of Restructuring, School Improvement, and Response to Intervention Plans
- Implemented Dual Credit, Gear-up and Upward bound programs to enhance college readiness
- Implemented a Grow Your Own Teacher program where four classroom assistants become teachers

EXECUTIVE DIRECTOR OF CURRICULUM AND INSTRUCTION (1.5 years)

South Bend Community School Corporation, South Bend, IN (21,000 Students, 3,997 Staff, \$237,012,076 Budget)

- Facilitated curriculum and instruction for 18 Elementary Schools, 10 Middle Schools and 6 High Schools
- Aligned curriculum with Common Core standards and implemented district-wide formative assessments
- Oversight of Title I and managed Title II grants and facilitated the development of School Improvement Plans
- Facilitated the turnaround and transformation process for two high schools and one middle school
- Facilitated the New and Beginning Teacher Mentoring program for non-tenured teachers

DIRECTOR FOR TEACHER AND LEADER DEVELOPMENT (1 year)

Phalen Leadership Academy, Indianapolis, IN

- Developed Teacher Fellows Program for new and beginning teachers
- Provided classroom observations of teachers, coaching, and reflective practice
- Developed Professional Learning Plans to enhance effectiveness
- Provided best practice strategies for reading and math and classroom management

DIRECTOR FOR TEACHER AND LEADER DEVELOPMENT (1 year)

Phalen Leadership Academies, Indianapolis, IN (750 Students, 75 Staff)

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

DIRECTOR FOR TEACHING AND LEARNING (2 years)

Hazel Crest School District 152.5, Hazel Crest, IL (1,200 Students, 275 Staff, \$24,701,956 Budget)

- Facilitated ENI Target Teach curriculum mapping and formative benchmark assessments alignment with State standards in reading and math
- Facilitated the analysis of standardized test results and local quarterly benchmark assessments
- Facilitated professional learning communities and grade level team planning

Yvonne Bullock 4 of 4

DIRECTOR FOR TEACHING AND LEARNING (Cont'd)

- Coordinated professional development for teachers and administrators
- Coordinated After School and Summer School Programs

ASSISTANT TO DIRECTOR FOR SCHOOL IMPROVEMENT SYSTEMS (2 years)

Fort Wayne Community School District, Fort Wayne, IN (35,000 Students, 2,459 Staff, \$349,678,045 Budget)

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

PRINCIPAL (8 years)

Indianapolis Public Schools City District, Indianapolis, IN; Cincinnati Public Schools District, Cincinnati, OH.

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

ASSISTANT PRINCIPAL (6 Years)

Cincinnati Public Schools City District, Cincinnati, OH.

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

TEACHER (8 years)

Cincinnati Public Schools City District, Cincinnati, OH.

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

ATTACHMENT 3: School Leadership Team Job Descriptions

Yvonne Bullock will serve as the CEO/ Head of School for the Indy STEAM Academy.

The remaining School Leadership Team members have not been hired, so it not possible to provide resumes for these staff persons; however, job descriptions are provided for each position as follows:

- A. CEO/Head of School – Yvonne Bullock, Ph.D. *(Hired)
- B. Assistant Principal – (Will be hired in Year 3, based on enrollment and funding)
- C. Business Manager – Will be hired July 2018
- D. STEAM Coach – Will be hired January 2019
- E. Literacy Coach – Will be hired January 2019
- F. Parent Coordinator/Engagement Specialist – Will be hired August 2018
- G. Grade Level Teacher Leaders – Will be hired March 2019

ATTACHMENT 3A: CEO/Head of School

Indy STEAM Academy CEO/Head of School Job Description

Reports to: Board of Directors

FLSA Status: Exempt

The Indy STEAM Academy CEO will serve as the Head of School will serve as the Head of School. The CEO is the sole employee of the Board of Directors.

School Description

The Indy STEAM Academy is a new public charter school serving students in grades K-8. The first year of operation will be the 2018-2019 school year. It will open as a K-2 Academy and will add one grade level in each subsequent school year until the Academy reaches full capacity as a K-8 charter school.

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

Position Summary

The CEO will serve as the Head of School and will be an Ex-officio of all standing committees of the Board of School Directors. The Head of School will provide a hands-on approach to leadership with directing, planning, managing, and coordinating the overarching vision and mission of the Academy. During the start-up year of operations and beyond, the CEO/Head of School will select and hire highly qualified persons to serve as members of the faculty and administration. The CEO/Head of School will have direct supervision of faculty and staff and will coordinate the activities of the entire organization. The CEO Head of School shall hold regular meetings with the faculty to ensure the effective implementation of the Academy's instructional model. The CEO/Head of School is responsible for ensuring that the Academy is meeting its educational and organizational goals and provides support and leadership to all teachers and support staff in the Academy. The CEO/Head of School will act as the face of the Academy and will maintain and develop professional relationships with the Board of Directors, staff, parents and community partners to enhance engagement of all stakeholders.

Qualifications

- Current Indiana Superintendent's license is required
- 10+ years of experience in a school-related leadership role
- Prior experience with district level management
- Prior experience with educating students in an urban environment
- Strong oral and written communication skills

- Ability to manage the multiple situations and possible demands of the various constituencies of the Academy

Education

Master's degree is required, but a Doctorate Degree is preferred.

Essential Duties and Responsibilities

- Embodies, manifests, and advocates the mission of the academy to all constituents;
- Articulates the vision for the school and its future;
- Provides oversight of all functions and the day-to-day operations of the Academy;
- Supervises and provides leadership for all Academy faculty and staff;
- Ensures the Academy is meeting all educational and organizational goals;
- Supervises all programs of the school (academic and extracurricular programs);
- Monitors curriculum, grading, testing, and reporting to parents;
- Prepares for and conducts periodic program evaluations; to submit reports to external agencies as required;
- Works closely with the Assistant Principal to ensure appropriate implementation and management of the Academy's educational objectives;
- Establishes disciplinary procedures and standards of conduct; and
- Works closely with the Assistant Principal to create and maintain a safe, nurturing, and positive educational environment for all students and staff.

Management:

- Ensures that all activities of the Academy are conducted in accordance with all applicable State and Federal laws;
- Ensures compliance with all reporting due to the State and Academy's authorizer;
- Leads the recruitment and enrollment of students and recruitment and selection of faculty and staff;
- Provides to the Board of Directors with various scenarios and possibilities to consider as it does its work focusing on the strategic future of the Academy;
- Works closely with the Board of Directors, its chair, and sub-committees in carrying out established Academy policies and procedures;
- Attends meetings, prepares reports, maintains board records, and keeps the Board of Directors informed on all aspects of the Academy's operations;
- Advises the Board of Directors on the need for new and/or revised Academy policies;
- Assists the Business Manager and Board of Directors with contracting outside vendors; and
- Coordinates the school calendar, late starts, snow days, and make-up days for the Academy

Salary: Determined by the Board of Directors and based on education and experience.

ATTACHMENT 3B: Assistant Principal Job Description

Assistant Principal

Reports to: Academy CEO/Head of School

Contract: 12 months

Supervises: Assists with the supervision of certified and non-certified staff

Job Goal: To assist the CEO/Head of School with the day-to-day operations of the school. To assist with the effective implementation of the curriculum and the supervision of students before, during, and after school. To maintain a positive relationship with staff, families, parents, community members and partners.

Essential Duties and Responsibilities

- Operates as an advocate for the Indianapolis (Indy) STEAM Academy to achieve the mission, vision, and goals of the organization;
- Evaluates non-certified staff and assists with informal classroom observations of certified staff;
- Assists with the supervision of students to maintain a positive, safe, and nurturing learning environment;
- Assists with monitoring grade level team planning and the implementation of Tiered instruction;
- Serves as the Test Coordinator for the implementation of formative and summative student assessments;
- Works with community organizations to provide or expand co-curricular programs and the STEAM Instructional model;
- Assists with the analysis of data to monitor student performance;
- Assists with providing data on programming to stakeholders and assist the Head of School with data reporting to the Indiana Department of Education, Education One, grantors, and other entities;
- Assists the CEO/Head of School with writing grants to support STEAM programming; and
- Demonstrates knowledge of and implements the Academy's policies and procedures including staff and parent handbooks, school discipline plan and emergency preparedness plans.

Qualifications:

- Valid Indiana Administrator's and Teacher's licenses with concentration in elementary education;
- At least five years of proven success as a classroom teacher;
- Previous experience as an assistant principal or teacher leader;
- Knowledge of current research based best-practices to support classroom instruction;
- Knowledge of Positive Behaviors Interventions and Supports (PBIS), Classroom Management Practices, Culturally Responsive Classrooms pedagogy, and Response to Intervention (RTI) and Instruction;

Assistant Principal Job Description

Assistant Principal Job Description

Page 2 of 2

- Experience coaching teachers and/or leading professional development;
- Strong computer skills, particularly with spreadsheets and word processing;
- Excellent written, public speaking, presentation and facilitation skills; and
- Ability to work collaboratively with the CEO/Head of School, leadership team, staff, community members and educational partners, parents, and students.

Education: Master's degree is required.

Evaluation: Completed by the Academy CEO/Head of School

Salary: Salary and benefits are competitive and based on experience and education.

ATTACHMENT 3C: Business Manager Job Description

Business Manager

Reports to: Academy CEO/Head of School

Contract: 12 months

Supervises: Food Service, Maintenance/Grounds, Transportation and other Contracted Services

Job Goal: To keep accurate records of the Indy STEAM Academy's financial program and assist the CEO/Head of School with managing the Academy's finances and administration of the budget.

Essential Duties and Responsibilities:

1. Follows and maintains knowledge of all Academy policies and procedures.
2. Keeps accurate District records on all financial transactions.
3. Maintains a working knowledge of the laws of the State of Indiana applicable to school business.
4. Makes necessary and required monthly reports to the Head of School for distribution to the Board.
5. Makes bank deposits, as necessary, and reconciles bank statements on a monthly basis.
6. Prepares vouchers and posts to Academy books.
7. Manages and prepares the annual budget with the CEO/Head of School within Academy guidelines and ensures compliance with program requirements.
8. Assists the CEO and Head of School with grant writing and general oversight of the process.
9. Corresponds effectively with vendors and reconciles all vendor statements.
10. Tracks grants and monitors revenues and spending.
11. Completes required reports to local, state and federal government agencies.
12. Tracks and informs staff on all PERS information.
13. Monitors payroll for all Academy employees.
14. Oversees correspondence and answers inquiries regarding PERS, medical insurance, payroll and budget, requiring knowledge of appropriate procedure and policy.
15. Assists payroll vendor or Academy liaison with medical insurance, payroll, Workers' Compensation, unemployment insurance and budget questions.
16. Attends Academy Board of Director meetings.
17. Oversees audit preparations and ensures compliance.
18. Maintains accurate accounts payable files and bank account balances, including depositing funds received into District bank accounts.
19. Appropriately maintains and secures confidential records and inquiries.
20. Professionally represents the school and the Academy in interactions with parents, community, staff and students.
21. Maintains appropriate certifications and training hours, as required.
22. Complies with applicable Academy, state, local and federal laws, rules and regulations.
23. Works closely with the CEO/Head of School and Board of Directors Treasurer and Finance and Facility Subcommittees
24. Ability to maintain strict confidentiality towards work

Qualifications:

- **Language Skills:** Ability to communicate fluently verbally and in writing in English. Ability to effectively present information and respond effectively to questions in one-on-one, small and large group situations. Ability to verbally respond to common inquiries from staff, Board, regulatory agencies, or members of the business community. Ability to read and interpret documents such as safety rules, operating and maintenance instructions, procedure manuals and governmental regulations. Ability to effectively present information to top management, public groups, and/or Boards of Directors. Ability to write routine reports and correspondence.

- **Mathematical Skills:** Ability to work with mathematical concepts such as probability and statistical inference and basic algebra and geometry. Ability to add, subtract, multiply and divide in all units of measure, using whole numbers, common fractions and decimals. Ability to compute rate, ratio, fractions, proportions and percent and to draw and interpret bar graphs and apply in practical situations.
- **Reasoning Ability:** Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to apply common sense understanding to carry out instructions furnished in written, oral, schedule or diagram form. Ability to interpret an extensive variety of technical instructions in mathematical form and deal with several abstract and concrete variables.
- **Computer Skills:** General knowledge of computer usage and ability to use standard school software, internet software, e-mail, spreadsheets and word processing software and reporting software such as "QuickBooks." Ability to proficiently use the following programs strongly preferred: MS Word, Excel, Access, Outlook and Infinite Visions. Ability to type accurately and proficiently.

Education and Experience:

Master's Degree in business accounting or related field

CPA or School Business Official Certification

Prior successful experience working in an educational fiscal department position strongly preferred.

Evaluation: Completed by the Academy CEO/Head of School

Salary: Salary and benefits are competitive and based on experience and education.

ATTACHMENT 3D: STEAM Coach – Job Description

STEAM Coach

Reports to: Academy CEO/Head of School

Contract: 12 months

Supervises: NA

Job Goal: To provide demonstration lessons for teachers with delivery of content area knowledge, and instructional strategies that are aligned with the standards and STEAM instructional model and provide collaboration and feedback that builds and sustains their capacity and classroom practices.

Essential Duties and Responsibilities

- Coaches teachers on the effective implementation and instructional methodology of project-based learning, the inquiry process, 21st century learning skills, the engineering design process; and Eight Studio Habits of Mind of the STEAM model curriculum;
- Informally observes classroom instruction, provides demonstration lessons, coaches teachers, and provides opportunities for teachers to reflect on their classroom practices;
- Demonstrates the skills and attitude of a master teacher and actively engage others in professional growth opportunities;
- Serves as a resource for faculty and administrators as they seek additional resources, both traditional and electronic, which support the STEAM curriculum;
- Works with faculty to create and disseminate information to various stakeholders about student projects and progress;
- Works with community organizations to provide or expand co-curricular programming which supports student success;
- Investigates and plans for the implementation of the STEAM Academy's math and science fairs and engineering design challenges;
- Assists with the analysis of data, monitors student achievement, and assists with the planning of enrichment and interventions "Success Time" to meet the needs of all students;
- Assists grade level teacher leaders with decomposing the Indiana State Standards and with developing curriculum maps and pacing guides to support instructional delivery;
- Assist the Head of School with writing grants to support STEAM programming; and
- Devises and maintains records and reports for successful execution of the position.

Qualifications:

- Valid Indiana teaching license with concentration(s) in area(s) of science, extensive college credits in science content, and/or a teaching history rich in science instruction;
- At least six years classroom teaching experience with experience at the elementary level;
- Experience with hands-on inquiry science kits (i.e. FOSS, STC, SEPUP);
- Knowledge of current best-practice in inquiry and STEM/STEAM education;
- Experience coaching teachers and/or leading professional development over time;
- Strong computer skills, particularly with spreadsheets and word processing;
- Knowledge of websites and apps pertinent to the teaching of STEAM
- Excellent written, public speaking, presentation and facilitation skills; and
- Ability to work collaboratively with the academy leadership team and with community and professional development partners.

Education: Master's degree is required with at least 18 hours in science or specialist certification

Evaluation: Completed by the Academy CEO/Head of School

Salary: This is a Title I funded position. Salary and benefits are competitive and based on education and experience. This position provides a stipend for additional teacher responsibilities prior to the start of the school year.

ATTACHMENT 3E: Literacy Coach – Job Description

Literacy Coach

Reports to: Academy CEO/Head of School

Contract: 12 months

Supervises: NA

Job Goal: To provide demonstration lessons for teachers with the delivery of balanced literacy and instructional strategies that are aligned with the standards and provide collaboration and feedback that builds and sustains their capacity and classroom practices that focus on the essential elements of reading: Phonemic awareness, Phonics, Vocabulary, Text Comprehension and Fluency skills.

Essential Duties and Responsibilities:

- Coaches teachers with the use of strategies, methods, and techniques to improve reading proficiency;
- Informally observes classroom instruction and coaches teachers to ensure reading strategies and methods are effectively implemented;
- Assist the grade level team teacher leaders with deconstructing the Indiana State Standards and developing curriculum maps and pacing for instruction;
- Coaches and assists teachers with analyzing data, diagnosing reading problems and prescribing strategies teachers can implement to improve reading achievement for all students;
- Demonstrates the skills and attitude of a master teacher and actively engage teachers in professional growth opportunities;
- Provides leadership and coordination of reading instruction at the elementary level;
- Serves as the Test Coordinator for the Academy;
- Conducts professional development workshops and demonstration lessons to enhance instructional delivery;
- Identifies pertinent methods and materials appropriate to various levels of reading instruction;
- Works directly with teachers to ensure new learnings or expectations are being implemented in every classroom;
- Assists with the development of lesson plans for “Success Time” and Tiered Instruction for enrichment, reinforcement, and intervention to meet the needs of all students; and
- Devises and maintains such records and reports for successful execution of the position.

Qualifications:

- Valid Indiana teaching license with concentration in the area of reading/language arts, extensive experience and expertise with teaching reading; at least 18 hours college credits in reading/language arts content area or reading specialist certification;
- At least six years classroom teaching experience with experience at the elementary level;
- Experience and knowledge of the balanced literacy model of instruction;
- Knowledge of current best-practices with reading/language arts instruction;
- Experience coaching teachers and/or leading professional development over time;
- Strong computer skills, particularly with spreadsheets and word processing;
- Excellent written, public speaking, presentation and facilitation skills; and
- Ability to work collaboratively with the academy leadership team and with community and professional development partners.

Education: Master’s degree is required.

Evaluation: Complete by the CEO/Head of School

Salary: This is a Title I funded position. Salary and benefits are competitive and based on experience and education. This assignment pays a stipend for additional responsibilities prior to the start of the school year.

ATTACHMENT 3F – Parent Coordinator/Enrollment Specialist – Job Description

Parent Coordinator/Enrollment Specialist

Reports to: Academy CEO/Head of School

Contract: 12 months

Supervises: NA

Job Goal: Recruits students at each grade level and provide activities to maintain ensure and maintain enrollment targets. Develops and maintains a Parent Center at the Academy. Partner with and support the work of the Academy including parents/teachers/administration/school leadership team/community groups/and advisory councils.

Essential Duties and Responsibilities:

- Operates as an advocate for the Indianapolis (Indy) STEAM Academy to achieve the mission, vision, and goals of the organization;
- Provides activities that support and engage parents and community members to accomplish the mission and goals of the Academy;
- Develops and provides outreach materials and resources for marketing and branding;
- Creates and distributes information to parents and community members including school programs and activities;
- Works with bilingual parents to assist with translation of outreach materials;
- Develops an on-going relationship with community and faith-based organizations to share information about the Academy and identifies additional community resources;
- Provides information and resources through the Parent Center to support parents and students with their academic and non-academic needs;
- Serves as a liaison for parents and students;
- Hosts parent workshops and meetings of interest to the community and assists with outreach efforts of the STEAM Parent Advisory Council and STEAM Community Advisory Council;
- Conducts parent and community surveys to gauge the perceptions of all stakeholders;
- Coordinates recognition efforts for parents, community, and volunteers; and
- Maintains reports and supporting documents to meet State Federal guidelines and requirements of authorizers

Qualifications:

- Prior experience with marketing and recruitment of students;
- Experience serving as an advocate for students and parents;
- Knowledge of family and community engagement research-based practices;
- Must be fluent in Spanish
- Strong computer skills, particularly with spreadsheets and word processing;
- Excellent written, public speaking, presentation and facilitation skills;
- Ability to host parent meetings off school sites and in the local community and neighborhoods;
- Ability to work collaboratively with the academy leadership team and with community and professional development partners.
- Understands and respects the diversity of families' economic, linguistic, and cultural backgrounds and situations.

Education: Bachelor's degree is required.

Evaluation: Complete by the CEO/Head of School

Salary: This is a Title I funded position - Salary and benefits are competitive and based on experience.

ATTACHMENT 3G: Grade Level Team Teacher Leaders – Job Description

Grade Level Teacher Leaders

Reports to: Academy CEO/Head of School

Contract: Teacher Assignment Term

Supervises: NA

Job Goal: To collaborate with instructional coaches and grade level team teachers with the implementation of the STEAM instructional model, mentor Novice Teachers and be a support system by helping them with acclimating to the instructional and non-instructional responsibilities of teaching.

Essential Duties and Responsibilities:

- Provides leadership by serving as a mentor for new and beginning teachers.
- Informally observes teacher mentee to provide support with the implementation of the STEAM model and literacy instruction.
- Provides demonstration lessons for mentee to enhance classroom instructional practices and the use of research-based best practice strategies.
- Assist grade level team teachers with the review of student work, analysis of formative and summative data to make informed decisions about instruction and student achievement.
- Assist the grade level team with deconstructing the Indiana State Standards and developing curriculum maps and pacing guides.
- Facilitate grade level team meetings, maintains minutes from meetings, and submits team meeting reports to the Head of School.
- Participates in weekly school leadership team meetings.
- Participates in meetings with the Literacy and STEAM Coaches to enhance the implementation of the STEAM model and literacy instruction.
- Models and demonstrates effective use of content area strategies.
- Demonstrate the skills and attitude of a master teacher and actively engages teachers in professional growth opportunities.
- Provides leadership and coordination of instruction at the elementary level.
- Assists with the development of lesson plans for “Success Time” to meet the needs of all students including students identified as below proficient in reading, math, or science.
- Devises and maintains records and reports as necessary for the successful execution of the position

Qualifications:

- Valid Indiana teaching license with at least six years of experience as an elementary teacher with highly effective teacher evaluations.
- Experience and knowledge of current research-based best practice strategies
- Experience with mentoring new and beginning teachers to acclimate to the school culture and climate and support classroom instructional practices.
- Strong computer skills, particularly with spreadsheets and word processing
- Ability to work collaboratively with the academy leadership team and with community and professional development partners

Education: Master’s degree is required.

Evaluation: Complete by the CEO/Head of School

Salary: Teacher salary based on experience and education.

ATTACHMENT 4: Governance Documents

- A. Articles of Incorporation**
- B. 501 (c)(3) Letter of Determination – In the Application Process**
- C. Bylaws of the Board of Directors**

ATTACHMENT 4A: Articles of Incorporation

State of Indiana
Office of the Secretary of State

Certificate of Assumed Business Name
of

EDUCATING CHILDREN MATTERS, INC.

I, CONNIE LAWSON, Secretary of State, hereby certify that a Certificate of Assumed Business Name of the above Domestic Nonprofit Corporation has been presented to me at my office, accompanied by the fees prescribed by law and that the documentation presented conforms to law as prescribed by the provisions of the Indiana Nonprofit Corporation Act of 1991.

Following said transaction, the above named entity will transact business under the assumed business name(s) of:

INDIANAPOLIS (INDY) STEAM ACADEMY

NOW, THEREFORE, with this document I certify that said transaction will become effective **Thursday, August 17, 2017.**



In Witness Whereof, I have caused to be affixed my signature and the seal of the State of Indiana, at the City of Indianapolis, August 17, 2017.

Connie Lawson

CONNIE LAWSON
SECRETARY OF STATE

2015050700873 / 7679558

To ensure the certificate's validity, go to <https://bsd.sos.in.gov/PublicBusinessSearch>

APPROVED AND FILED
CONNIE LAWSON
INDIANA SECRETARY OF STATE
08/17/2017 10:46 AM

CERTIFICATE OF ASSUMED BUSINESS NAME

NAME AND PRINCIPAL OFFICE ADDRESS

BUSINESS ID 2015050700873
BUSINESS TYPE Domestic Nonprofit Corporation
BUSINESS NAME EDUCATING CHILDREN MATTERS, INC.
PRINCIPAL OFFICE ADDRESS 12041 CHOLLA RD, FISHERS, IN, 46037, USA

EFFECTIVE DATE

EFFECTIVE DATE 08/17/2017

ASSUMED NAME AND ADDRESS

Indianapolis (Indy) STEAM Academy 12041 Cholla Road, Fishers, IN, 46037, USA

SIGNATURE

IN WITNESS WHEREOF, THE UNDERSIGNED HEREBY VERIFIES, SUBJECT TO THE PENALTIES OF PERJURY, THAT THE STATEMENTS CONTAINED HEREIN ARE TRUE, THIS DAY **August 17, 2017**

SIGNATURE Yvonne Bullock
TITLE CEO

Business ID : 2015050700873
Filing No. : 7679558

**ARTICLES OF INCORPORATION
FOR EDUCATING CHILDREN MATTERS, INC., A NONPROFIT
CORPORATION**

The undersigned incorporator or incorporators, desiring to form a corporation (hereinafter referred to as the "Corporation.") pursuant to the provisions of the Indiana Nonprofit Corporation Act of 1991 (hereinafter referred to as the "Act"), execute the following Articles of Incorporation:

ARTICLE I

Name and Principal Office

The name of the Corporation is Educating Children Matters, Inc. The principal office of the Corporation shall be 12041 Cholla Road, Fishers, Indiana 46037.

ARTICLE II

Purpose

This Corporation is organized for the basic purpose to do all things reasonable and proper in the operation of a nonprofit charter school within the state of Indiana and to deal generally therein. This corporation is organized exclusively for educational purposes within the meaning of IRC Section 501(c) (3) of the Internal Revenue Code.

Notwithstanding any other provision of these Articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from Federal Income tax under Section 501(c)(3) of the Internal Revenue Code of 1986 (or corresponding provision of any future United States Internal Revenue Law), or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law).

ARTICLE III

Registered Agent and Registered Office

The name of the registered agent is Yvonne Bullock, Ph.D. and is located at 12041 Cholla Road, Fishers, Indiana 46037.

ARTICLE IV

Members

This Corporation shall have no members.

ARTICLE V
Limitations on Corporate Earnings and Activities

- 5.1 Earnings. No part of the net earnings of the Corporation shall inure to the benefit of or be distributable to its incorporator, directors, officers or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purpose set forth in Article II.
- 5.2 Limitations on Activities. No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislations, except as may be permitted to Section 501 (c) (3) organizations by the Code and the Corporation shall not participate in or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provision of these Articles of Incorporation, the Corporation shall not conduct or carry on any other activities not permitted to be conducted or carried on (i) by an organization exempt from federal income tax under Section 501 (c)(3) of the Code, or (ii) by an organization, contributions to which are deductible under Section 170 (c) (2) of the Code.
- 5.3 Notwithstanding any other provision of these articles, this corporation shall not, except to an insubstantial degree, engage in any activities or exercise any powers that are not in furtherance of the purposes of this corporation.

ARTICLE VI
Incorporators

The name of the incorporators is are Yvonne Bullock, Ph.D. and William G. Bullock III.

ARTICLE VII
Dissolution

Upon the dissolution of the corporation, assets shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code, as amended or supplemented, or shall be distributed to the federal government or to a state or local government for a public purpose. Any such assets not so disposed of shall be disposed of by the District Court of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

In witness whereof, the undersigned incorporators of said Corporation execute this document, and verify subject to penalties of perjury that the facts contained are true

this 27th day of March, 2015.

Yvonne Bullock
Signature

Yvonne Bullock
Printed Name

William G. Bullock III
Signature

William G. Bullock III
Printed Name

**This instrument was prepared by Gerald B. Coleman, Attorney-at-Law, of
COLEMAN STEVENSON, LLP, 9101 Wesleyan Road, Suite 100
Indianapolis, Indiana 46268.**

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Stevenson Legal Group, LLC
 612 E. Market Street
 Indianapolis, Indiana 46202
 317-875-0400

000319
 Fifth Third Bank

PAY TO THE ORDER OF
 UNITED STATES TREASURY
 EIGHT HUNDRED FIFTY and 00/100 DOLLARS
 \$ 850.00

Memo Educating Children Matters, Inc.
 Filing fee for 1625 app

000319 0749085944 7902967368

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3.
- Print your name and address on the reverse so that we can return the card to you.
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1. Article Addressed to:
 INTERNAL Revenue Service
 P.O. Box 12192
 Covington, KY 41012-0192

9590 9402 2996 7094 3238 48

7007 0220 0003 9082 9827

PS Form 3811, July 2015 PSN 7530-02-000-9053

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A. Signature Agent Addressee

B. Received by (Printed Name) C. Date of Delivery

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

INTERNAL REVENUE SERVICE
 441

3. Service Type JAN 02 2018

Adult Signature Priority Mail Express®
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 Insured Mail Restricted Delivery (over \$500)

Domestic Return Receipt

Form 1023 (Rev. December 2013) Department of the Treasury Internal Revenue Service	Application for Recognition of Exemption Under Section 501(c)(3) of the Internal Revenue Code (00) OMB No. 1545-0056 (Use with the June 2008 revision of the Instructions for Form 1023 and the current Notice 1382)	Note: If exempt status is approved, this application will be open for public inspection.
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Use the instructions to complete this application and for a definition of all **bold** items. For additional help, call IRS Exempt Organizations Customer Account Services toll-free at 1-877-829-5500. Visit our website at www.irs.gov for forms and publications. If the required information and documents are not submitted with payment of the appropriate user fee, the application may be returned to you.

Attach additional sheets to this application if you need more space to answer fully. Put your name and EIN on each sheet and identify each answer by Part and line number. Complete Parts I - XI of Form 1023 and submit only those Schedules (A through H) that apply to you.

Part I Identification of Applicant

1 Full name of organization (exactly as it appears in your organizing document)	2 c/o Name (if applicable)
Educating Children Matters, Inc.	Yvonne Bullock
3 Mailing address (Number and street) (see instructions)	4 Employer Identification Number (EIN)
12041 Cholla Road	82-3816879
City or town, state or country, and ZIP + 4	5 Month the annual accounting period ends (01 - 12)
Fishers, IN 46037	June
6 Primary contact (officer, director, trustee, or authorized representative)	b Phone: 317-875-0400
a Name: Howard Stevenson	c Fax: (optional) 317-802-0900
7 Are you represented by an authorized representative, such as an attorney or accountant? If "Yes," provide the authorized representative's name, and the name and address of the authorized representative's firm. Include a completed Form 2848, <i>Power of Attorney and Declaration of Representative</i> , with your application if you would like us to communicate with your representative.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
8 Was a person who is not one of your officers, directors, trustees, employees, or an authorized representative listed in line 7, paid, or promised payment, to help plan, manage, or advise you about the structure or activities of your organization, or about your financial or tax matters? If "Yes," provide the person's name, the name and address of the person's firm, the amounts paid or promised to be paid, and describe that person's role.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
9a Organization's website: to be established	
b Organization's email: (optional) to be established	
10 Certain organizations are not required to file an information return (Form 990 or Form 990-EZ). If you are granted tax-exemption, are you claiming to be excused from filing Form 990 or Form 990-EZ? If "Yes," explain. See the instructions for a description of organizations not required to file Form 990 or Form 990-EZ.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
11 Date incorporated if a corporation, or formed, if other than a corporation. (MM/DD/YYYY)	05 / 04 / 2015
12 Were you formed under the laws of a foreign country? If "Yes," state the country.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

For Paperwork Reduction Act Notice, see page 24 of the instructions.

Cat. No. 17133K

Form **1023** (Rev. 12-2013)

Part II Organizational Structure

You must be a corporation (including a limited liability company), an unincorporated association, or a trust to be tax exempt. (See instructions.) **DO NOT file this form unless you can check "Yes" on lines 1, 2, 3, or 4.**

- 1 Are you a **corporation**? If "Yes," attach a copy of your articles of incorporation showing **certification of filing** with the appropriate state agency. Include copies of any amendments to your articles and be sure they also show state filing certification. **Yes** **No**
- 2 Are you a **limited liability company (LLC)**? If "Yes," attach a copy of your articles of organization showing certification of filing with the appropriate state agency. Also, if you adopted an operating agreement, attach a copy. Include copies of any amendments to your articles and be sure they show state filing certification. Refer to the instructions for circumstances when an LLC should not file its own exemption application. **Yes** **No**
- 3 Are you an **unincorporated association**? If "Yes," attach a copy of your articles of association, constitution, or other similar organizing document that is dated and includes at least two signatures. Include signed and dated copies of any amendments. **Yes** **No**
- 4a Are you a **trust**? If "Yes," attach a signed and dated copy of your trust agreement. Include signed and dated copies of any amendments. **Yes** **No**
- b Have you been funded? If "No," explain how you are formed without anything of value placed in trust. **Yes** **No**
- 5 Have you adopted **bylaws**? If "Yes," attach a current copy showing date of adoption. If "No," explain how your officers, directors, or trustees are selected. **Yes** **No**

Part III Required Provisions in Your Organizing Document

The following questions are designed to ensure that when you file this application, your organizing document contains the required provisions to meet the organizational test under section 501(c)(3). Unless you can check the boxes in both lines 1 and 2, your organizing document does not meet the organizational test. **DO NOT file this application until you have amended your organizing document.** Submit your original and amended organizing documents (showing state filing certification if you are a corporation or an LLC) with your application.

- 1 Section 501(c)(3) requires that your organizing document state your exempt purpose(s), such as charitable, religious, educational, and/or scientific purposes. Check the box to confirm that your organizing document meets this requirement. Describe specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document. Refer to the instructions for exempt purpose language. Location of Purpose Clause (Page, Article, and Paragraph): **Articles (Page 1, Article 2, Par 1)**
- 2a Section 501(c)(3) requires that upon dissolution of your organization, your remaining assets must be used exclusively for exempt purposes, such as charitable, religious, educational, and/or scientific purposes. Check the box on line 2a to confirm that your organizing document meets this requirement by express provision for the distribution of assets upon dissolution. If you rely on state law for your dissolution provision, do not check the box on line 2a and go to line 2c.
- 2b If you checked the box on line 2a, specify the location of your dissolution clause (Page, Article, and Paragraph). Do not complete line 2c if you checked box 2a. **Articles (Page 2, Article 7, Paragraph 1)**
- 2c See the instructions for information about the operation of state law in your particular state. Check this box if you rely on operation of state law for your dissolution provision and indicate the state:

Part IV Narrative Description of Your Activities

Using an attachment, describe your *past, present, and planned* activities in a narrative. If you believe that you have already provided some of this information in response to other parts of this application, you may summarize that information here and refer to the specific parts of the application for supporting details. You may also attach representative copies of newsletters, brochures, or similar documents for supporting details to this narrative. Remember that if this application is approved, it will be open for public inspection. Therefore, your narrative description of activities should be thorough and accurate. Refer to the instructions for information that must be included in your description.

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors

- 1a List the names, titles, and mailing addresses of all of your officers, directors, and trustees. For each person listed, state their total annual **compensation**, or proposed compensation, for all services to the organization, whether as an officer, employee, or other position. Use actual figures, if available. Enter "none" if no compensation is or will be paid. If additional space is needed, attach a separate sheet. Refer to the instructions for information on what to include as compensation.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
*See attachment			

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)

b List the names, titles, and mailing addresses of each of your five highest compensated employees who receive or will receive compensation of more than \$50,000 per year. Use the actual figure, if available. Refer to the instructions for information on what to include as compensation. Do not include officers, directors, or trustees listed in line 1a.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
n/a			

c List the names, names of businesses, and mailing addresses of your five highest compensated independent contractors that receive or will receive compensation of more than \$50,000 per year. Use the actual figure, if available. Refer to the instructions for information on what to include as compensation.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
n/a			

The following "Yes" or "No" questions relate to *past, present, or planned* relationships, transactions, or agreements with your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in lines 1a, 1b, and 1c.

- 2a** Are any of your officers, directors, or trustees **related to each other through family or business relationships**? If "Yes," identify the individuals and explain the relationship. Yes No
 - b** Do you have a business relationship with any of your officers, directors, or trustees other than through their position as an officer, director, or trustee? If "Yes," identify the individuals and describe the business relationship with each of your officers, directors, or trustees. Yes No
 - c** Are any of your officers, directors, or trustees related to your highest compensated employees or highest compensated independent contractors listed on lines 1b or 1c through family or business relationships? If "Yes," identify the individuals and explain the relationship. Yes No
- 3a** For each of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c, attach a list showing their name, qualifications, average hours worked, and duties.
- b** Do any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c receive compensation from any other organizations, whether tax exempt or taxable, that are related to you through **common control**? If "Yes," identify the individuals, explain the relationship between you and the other organization, and describe the compensation arrangement. Yes No
- 4** In establishing the compensation for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, and 1c, the following practices are recommended, although they are not required to obtain exemption. Answer "Yes" to all the practices you use.
- a** Do you or will the individuals that approve compensation arrangements follow a conflict of interest policy? Yes No
 - b** Do you or will you approve compensation arrangements in advance of paying compensation? Yes No
 - c** Do you or will you document in writing the date and terms of approved compensation arrangements? Yes No

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)

d Do you or will you record in writing the decision made by each individual who decided or voted on compensation arrangements? Yes No

e Do you or will you approve compensation arrangements based on information about compensation paid by **similarly situated** taxable or tax-exempt organizations for similar services, current compensation surveys compiled by independent firms, or actual written offers from similarly situated organizations? Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. Yes No

f Do you or will you record in writing both the information on which you relied to base your decision and its source? Yes No

g If you answered "No" to any item on lines 4a through 4f, describe how you set compensation that is **reasonable** for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c.

5a Have you adopted a **conflict of interest policy** consistent with the sample conflict of interest policy in Appendix A to the instructions? If "Yes," provide a copy of the policy and explain how the policy has been adopted, such as by resolution of your governing board. If "No," answer lines 5b and 5c. Yes No

b What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you for setting their own compensation?

c What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you regarding business deals with themselves?

Note: A conflict of interest policy is recommended though it is not required to obtain exemption. Hospitals, see Schedule C, Section I, line 14.

6a Do you or will you compensate any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in lines 1a, 1b, or 1c through **non-fixed payments**, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are determined, who is eligible for such arrangements, whether you place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. Yes No

b Do you or will you compensate any of your employees, other than your officers, directors, trustees, or your five highest compensated employees who receive or will receive compensation of more than \$50,000 per year, through non-fixed payments, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are or will be determined, who is or will be eligible for such arrangements, whether you place or will place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. Yes No

7a Do you or will you purchase any goods, services, or assets from any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such purchase that you made or intend to make, from whom you make or will make such purchases, how the terms are or will be negotiated at **arm's length**, and explain how you determine or will determine that you pay no more than **fair market value**. Attach copies of any written contracts or other agreements relating to such purchases. Yes No

b Do you or will you sell any goods, services, or assets to any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such sales that you made or intend to make, to whom you make or will make such sales, how the terms are or will be negotiated at **arm's length**, and explain how you determine or will determine you are or will be paid at least fair market value. Attach copies of any written contracts or other agreements relating to such sales. Yes No

8a Do you or will you have any leases, contracts, loans, or other agreements with your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," provide the information requested in lines 8b through 8f. Yes No

b Describe any written or oral arrangements that you made or intend to make.

c Identify with whom you have or will have such arrangements.

d Explain how the terms are or will be negotiated at **arm's length**.

e Explain how you determine you pay no more than fair market value or you are paid at least fair market value.

f Attach copies of any signed leases, contracts, loans, or other agreements relating to such arrangements.

9a Do you or will you have any leases, contracts, loans, or other agreements with any organization in which any of your officers, directors, or trustees are also officers, directors, or trustees, or in which any individual officer, director, or trustee owns more than a 35% interest? If "Yes," provide the information requested in lines 9b through 9f. Yes No

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)

- b Describe any written or oral arrangements you made or intend to make.
- c Identify with whom you have or will have such arrangements.
- d Explain how the terms are or will be negotiated at arm's length.
- e Explain how you determine or will determine you pay no more than fair market value or that you are paid at least fair market value.
- f Attach a copy of any signed leases, contracts, loans, or other agreements relating to such arrangements.

Part VI Your Members and Other Individuals and Organizations That Receive Benefits From You

The following "Yes" or "No" questions relate to goods, services, and funds you provide to individuals and organizations as part of your activities. Your answers should pertain to *past, present, and planned* activities. (See instructions.)

- 1a In carrying out your exempt purposes, do you provide goods, services, or funds to individuals? If "Yes," describe each program that provides goods, services, or funds to individuals. Yes No
- b In carrying out your exempt purposes, do you provide goods, services, or funds to organizations? If "Yes," describe each program that provides goods, services, or funds to organizations. Yes No
- 2 Do any of your programs limit the provision of goods, services, or funds to a specific individual or group of specific individuals? For example, answer "Yes," if goods, services, or funds are provided only for a particular individual, your members, individuals who work for a particular employer, or graduates of a particular school. If "Yes," explain the limitation and how recipients are selected for each program. Yes No
- 3 Do any individuals who receive goods, services, or funds through your programs have a family or business relationship with any officer, director, trustee, or with any of your highest compensated employees or highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c? If "Yes," explain how these related individuals are eligible for goods, services, or funds. Yes No

Part VII Your History

The following "Yes" or "No" questions relate to your history. (See instructions.)

- 1 Are you a **successor** to another organization? Answer "Yes," if you have taken or will take over the activities of another organization; you took over 25% or more of the fair market value of the net assets of another organization; or you were established upon the conversion of an organization from for-profit to non-profit status. If "Yes," complete Schedule G. Yes No
- 2 Are you submitting this application more than 27 months after the end of the month in which you were legally formed? If "Yes," complete Schedule E. Yes No

Part VIII Your Specific Activities

The following "Yes" or "No" questions relate to specific activities that you may conduct. Check the appropriate box. Your answers should pertain to *past, present, and planned* activities. (See instructions.)

- 1 Do you support or oppose candidates in **political campaigns** in any way? If "Yes," explain. Yes No
- 2a Do you attempt to **influence legislation**? If "Yes," explain how you attempt to influence legislation and complete line 2b. If "No," go to line 3a. Yes No
- b Have you made or are you making an **election** to have your legislative activities measured by expenditures by filing Form 5768? If "Yes," attach a copy of the Form 5768 that was already filed or attach a completed Form 5768 that you are filing with this application. If "No," describe whether your attempts to influence legislation are a substantial part of your activities. Include the time and money spent on your attempts to influence legislation as compared to your total activities. Yes No
- 3a Do you or will you operate bingo or **gaming** activities? If "Yes," describe who conducts them, and list all revenue received or expected to be received and expenses paid or expected to be paid in operating these activities. **Revenue and expenses** should be provided for the time periods specified in Part IX, Financial Data. Yes No
- b Do you or will you enter into contracts or other agreements with individuals or organizations to conduct bingo or gaming for you? If "Yes," describe any written or oral arrangements that you made or intend to make, identify with whom you have or will have such arrangements, explain how the terms are or will be negotiated at arm's length, and explain how you determine or will determine you pay no more than fair market value or you will be paid at least fair market value. Attach copies of any written contracts or other agreements relating to such arrangements. Yes No
- c List the states and local jurisdictions, including Indian Reservations, in which you conduct or will conduct gaming or bingo.

Part VIII Your Specific Activities (Continued)

4a Do you or will you undertake fundraising? If "Yes," check all the fundraising programs you do or will conduct. (See instructions.) Yes No

<input checked="" type="checkbox"/> mail solicitations	<input type="checkbox"/> phone solicitations
<input checked="" type="checkbox"/> email solicitations	<input checked="" type="checkbox"/> accept donations on your website
<input checked="" type="checkbox"/> personal solicitations	<input checked="" type="checkbox"/> receive donations from another organization's website
<input type="checkbox"/> vehicle, boat, plane, or similar donations	<input checked="" type="checkbox"/> government grant solicitations
<input checked="" type="checkbox"/> foundation grant solicitations	<input type="checkbox"/> Other

Attach a description of each fundraising program.

b Do you or will you have written or oral contracts with any individuals or organizations to raise funds for you? If "Yes," describe these activities. Include all revenue and expenses from these activities and state who conducts them. Revenue and expenses should be provided for the time periods specified in Part IX, Financial Data. Also, attach a copy of any contracts or agreements. Yes No

c Do you or will you engage in fundraising activities for other organizations? If "Yes," describe these arrangements. Include a description of the organizations for which you raise funds and attach copies of all contracts or agreements. Yes No

d List all states and local jurisdictions in which you conduct fundraising. For each state or local jurisdiction listed, specify whether you fundraise for your own organization, you fundraise for another organization, or another organization fundraises for you.

e Do you or will you maintain separate accounts for any contributor under which the contributor has the right to advise on the use or distribution of funds? Answer "Yes" if the donor may provide advice on the types of investments, distributions from the types of investments, or the distribution from the donor's contribution account. If "Yes," describe this program, including the type of advice that may be provided and submit copies of any written materials provided to donors. Yes No

5 Are you affiliated with a governmental unit? If "Yes," explain. Yes No

6a Do you or will you engage in economic development? If "Yes," describe your program. Yes No

b Describe in full who benefits from your economic development activities and how the activities promote exempt purposes.

7a Do or will persons other than your employees or volunteers develop your facilities? If "Yes," describe each facility, the role of the developer, and any business or family relationship(s) between the developer and your officers, directors, or trustees. Yes No

b Do or will persons other than your employees or volunteers manage your activities or facilities? If "Yes," describe each activity and facility, the role of the manager, and any business or family relationship(s) between the manager and your officers, directors, or trustees. Yes No

c If there is a business or family relationship between any manager or developer and your officers, directors, or trustees, identify the individuals, explain the relationship, describe how contracts are negotiated at arm's length so that you pay no more than fair market value, and submit a copy of any contracts or other agreements.

8 Do you or will you enter into joint ventures, including partnerships or limited liability companies treated as partnerships, in which you share profits and losses with partners other than section 501(c)(3) organizations? If "Yes," describe the activities of these joint ventures in which you participate. Yes No

9a Are you applying for exemption as a childcare organization under section 501(k)? If "Yes," answer lines 9b through 9d. If "No," go to line 10. Yes No

b Do you provide child care so that parents or caretakers of children you care for can be gainfully employed (see instructions)? If "No," explain how you qualify as a childcare organization described in section 501(k). Yes No

c Of the children for whom you provide child care, are 85% or more of them cared for by you to enable their parents or caretakers to be gainfully employed (see instructions)? If "No," explain how you qualify as a childcare organization described in section 501(k). Yes No

d Are your services available to the general public? If "No," describe the specific group of people for whom your activities are available. Also, see the instructions and explain how you qualify as a childcare organization described in section 501(k). Yes No

10 Do you or will you publish, own, or have rights in music, literature, tapes, artworks, choreography, scientific discoveries, or other intellectual property? If "Yes," explain. Describe who owns or will own any copyrights, patents, or trademarks, whether fees are or will be charged, how the fees are determined, and how any items are or will be produced, distributed, and marketed. Yes No

Part VIII Your Specific Activities (Continued)

11 Do you or will you accept contributions of: real property; conservation easements; closely held securities; intellectual property such as patents, trademarks, and copyrights; works of music or art; licenses; royalties; automobiles, boats, planes, or other vehicles; or collectibles of any type? If "Yes," describe each type of contribution, any conditions imposed by the donor on the contribution, and any agreements with the donor regarding the contribution. Yes No

12a Do you or will you operate in a **foreign country or countries?** If "Yes," answer lines 12b through 12d. If "No," go to line 13a. Yes No

b Name the foreign countries and regions within the countries in which you operate.

c Describe your operations in each country and region in which you operate.

d Describe how your operations in each country and region further your exempt purposes.

13a Do you or will you make grants, loans, or other distributions to organization(s)? If "Yes," answer lines 13b through 13g. If "No," go to line 14a. Yes No

b Describe how your grants, loans, or other distributions to organizations further your exempt purposes.

c Do you have written contracts with each of these organizations? If "Yes," attach a copy of each contract. Yes No

d Identify each recipient organization and any **relationship** between you and the recipient organization.

e Describe the records you keep with respect to the grants, loans, or other distributions you make.

f Describe your selection process, including whether you do any of the following:

(i) Do you require an application form? If "Yes," attach a copy of the form. Yes No

(ii) Do you require a grant proposal? If "Yes," describe whether the grant proposal specifies your responsibilities and those of the grantee, obligates the grantee to use the grant funds only for the purposes for which the grant was made, provides for periodic written reports concerning the use of grant funds, requires a final written report and an accounting of how grant funds were used, and acknowledges your authority to withhold and/or recover grant funds in case such funds are, or appear to be, misused. Yes No

g Describe your procedures for oversight of distributions that assure you the resources are used to further your exempt purposes, including whether you require periodic and final reports on the use of resources.

14a Do you or will you make grants, loans, or other distributions to foreign organizations? If "Yes," answer lines 14b through 14f. If "No," go to line 15. Yes No

b Provide the name of each foreign organization, the country and regions within a country in which each foreign organization operates, and describe any relationship you have with each foreign organization.

c Does any foreign organization listed in line 14b accept contributions earmarked for a specific country or specific organization? If "Yes," list all earmarked organizations or countries. Yes No

d Do your contributors know that you have ultimate authority to use contributions made to you at your discretion for purposes consistent with your exempt purposes? If "Yes," describe how you relay this information to contributors. Yes No

e Do you or will you make pre-grant inquiries about the recipient organization? If "Yes," describe these inquiries, including whether you inquire about the recipient's financial status, its tax-exempt status under the Internal Revenue Code, its ability to accomplish the purpose for which the resources are provided, and other relevant information. Yes No

f Do you or will you use any additional procedures to ensure that your distributions to foreign organizations are used in furtherance of your exempt purposes? If "Yes," describe these procedures, including site visits by your employees or compliance checks by impartial experts, to verify that grant funds are being used appropriately. Yes No

Part VIII Your Specific Activities (Continued)

- 15 Do you have a **close connection** with any organizations? If "Yes," explain. Yes No
- 16 Are you applying for exemption as a **cooperative hospital service organization** under section 501(e)? If "Yes," explain. Yes No
- 17 Are you applying for exemption as a **cooperative service organization of operating educational organizations** under section 501(f)? If "Yes," explain. Yes No
- 18 Are you applying for exemption as a **charitable risk pool** under section 501(n)? If "Yes," explain. Yes No
- 19 Do you or will you operate a **school**? If "Yes," complete Schedule B. Answer "Yes," whether you operate a school as your main function or as a **secondary activity**. Yes No
- 20 Is your main function to provide **hospital or medical care**? If "Yes," complete Schedule C. Yes No
- 21 Do you or will you provide **low-income housing** or housing for the **elderly or handicapped**? If "Yes," complete Schedule F. Yes No
- 22 Do you or will you provide scholarships, fellowships, educational loans, or other educational grants to individuals, including grants for travel, study, or other similar purposes? If "Yes," complete Schedule H. Yes No

Note: Private foundations may use Schedule H to request advance approval of individual grant procedures.

Part IX Financial Data

For purposes of this schedule, years in existence refer to completed tax years. If in existence 4 or more years, complete the schedule for the most recent 4 tax years. If in existence more than 1 year but less than 4 years, complete the statements for each year in existence and provide projections of your likely revenues and expenses based on a reasonable and good faith estimate of your future finances for a total of 3 years of financial information. If in existence less than 1 year, provide projections of your likely revenues and expenses for the current year and the 2 following years, based on a reasonable and good faith estimate of your future finances for a total of 3 years of financial information. (See instructions.)

A. Statement of Revenues and Expenses

Type of revenue or expense	Current tax year	3 prior tax years or 2 succeeding tax years			(e) Provide Total for (a) through (d)
	(a) From... To... 2016 2017	(b) From... To... 2015 2016	(c) From... To... 2017 2018	(d) From... To...	
Revenues					
1 Gifts, grants, and contributions received (do not include unusual grants)	0	0	0		
2 Membership fees received	0	0	0		
3 Gross investment income	0	0	0		
4 Net unrelated business income	0	0	0		
5 Taxes levied for your benefit	0	0	0		
6 Value of services or facilities furnished by a governmental unit without charge (not including the value of services generally furnished to the public without charge)	0	0	0		
7 Any revenue not otherwise listed above or in lines 9-12 below (attach an itemized list)	0	0	0		
8 Total of lines 1 through 7	0	0	0		
9 Gross receipts from admissions, merchandise sold or services performed, or furnishing of facilities in any activity that is related to your exempt purposes (attach itemized list)	0	0	0		
10 Total of lines 8 and 9	0	0	0		
11 Net gain or loss on sale of capital assets (attach schedule and see instructions)	0	0	0		
12 Unusual grants	0	0	0		
13 Total Revenue Add lines 10 through 12	0	0	0		
14 Fundraising expenses	0	0	0		
Expenses					
15 Contributions, gifts, grants, and similar amounts paid out (attach an itemized list)	0	0	0		
16 Disbursements to or for the benefit of members (attach an itemized list)	0	0	0		
17 Compensation of officers, directors, and trustees	0	0	0		
18 Other salaries and wages	0	0	0		
19 Interest expense	0	0	0		
20 Occupancy (rent, utilities, etc.)	0	0	0		
21 Depreciation and depletion	0	0	0		
22 Professional fees	0	0	0		
23 Any expense not otherwise classified, such as program services (attach itemized list)	0	0	0		
24 Total Expenses Add lines 14 through 23	0	0	0		

Part IX Financial Data (Continued)

B. Balance Sheet (for your most recently completed tax year)

		Year End:	
		(Whole dollars)	
Assets			
1	Cash	1	0
2	Accounts receivable, net	2	0
3	Inventories	3	0
4	Bonds and notes receivable (attach an itemized list)	4	0
5	Corporate stocks (attach an itemized list)	5	0
6	Loans receivable (attach an itemized list)	6	0
7	Other investments (attach an itemized list)	7	0
8	Depreciable and depletable assets (attach an itemized list)	8	0
9	Land	9	0
10	Other assets (attach an itemized list)	10	0
11	Total Assets (add lines 1 through 10)	11	0
Liabilities			
12	Accounts payable	12	0
13	Contributions, gifts, grants, etc. payable	13	0
14	Mortgages and notes payable (attach an itemized list)	14	0
15	Other liabilities (attach an itemized list)	15	0
16	Total Liabilities (add lines 12 through 15)	16	0
Fund Balances or Net Assets			
17	Total fund balances or net assets	17	0
18	Total Liabilities and Fund Balances or Net Assets (add lines 16 and 17)	18	0
19	Have there been any substantial changes in your assets or liabilities since the end of the period shown above? If "Yes," explain.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Part X Public Charity Status

Part X is designed to classify you as an organization that is either a **private foundation** or a **public charity**. Public charity status is a more favorable tax status than private foundation status. If you are a private foundation, Part X is designed to further determine whether you are a **private operating foundation**. (See instructions.)

- 1a Are you a private foundation? If "Yes," go to line 1b. If "No," go to line 5 and proceed as instructed. If you are unsure, see the instructions. Yes No
- 1b As a private foundation, section 508(e) requires special provisions in your organizing document in addition to those that apply to all organizations described in section 501(c)(3). Check the box to confirm that your organizing document meets this requirement, whether by express provision or by reliance on operation of state law. Attach a statement that describes specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document or by operation of state law. See the instructions, including Appendix B, for information about the special provisions that need to be contained in your organizing document. Go to line 2.
- 2 Are you a private operating foundation? To be a private operating foundation you must engage directly in the active conduct of charitable, religious, educational, and similar activities, as opposed to indirectly carrying out these activities by providing grants to individuals or other organizations. If "Yes," go to line 3. If "No," go to the signature section of Part XI. Yes No
- 3 Have you existed for one or more years? If "Yes," attach financial information showing that you are a private operating foundation; go to the signature section of Part XI. If "No," continue to line 4. Yes No
- 4 Have you attached either (1) an affidavit or opinion of counsel, (including a written affidavit or opinion from a certified public accountant or accounting firm with expertise regarding this tax law matter), that sets forth facts concerning your operations and support to demonstrate that you are likely to satisfy the requirements to be classified as a private operating foundation; or (2) a statement describing your proposed operations as a private operating foundation? Yes No
- 5 If you answered "No" to line 1a, indicate the type of public charity status you are requesting by checking one of the choices below. You may check only one box.
- The organization is not a private foundation because it is:
- a 509(a)(1) and 170(b)(1)(A)(i)—a church or a convention or association of churches. Complete and attach Schedule A.
 - b 509(a)(1) and 170(b)(1)(A)(ii)—a school. Complete and attach Schedule B.
 - c 509(a)(1) and 170(b)(1)(A)(iii)—a hospital, a cooperative hospital service organization, or a medical research organization operated in conjunction with a hospital. Complete and attach Schedule C.
 - d 509(a)(3)—an organization supporting either one or more organizations described in line 5a through c, f, g, or h or a publicly supported section 501(c)(4), (5), or (6) organization. Complete and attach Schedule D.

Part X Public Charity Status (Continued)

- e 509(a)(4)—an organization organized and operated exclusively for testing for public safety.
- f 509(a)(1) and 170(b)(1)(A)(iv)—an organization operated for the benefit of a college or university that is owned or operated by a governmental unit.
- g 509(a)(1) and 170(b)(1)(A)(vi)—an organization that receives a substantial part of its financial support in the form of contributions from publicly supported organizations, from a governmental unit, or from the general public.
- h 509(a)(2)—an organization that normally receives not more than one-third of its financial support from gross investment income and receives more than one-third of its financial support from contributions, membership fees, and gross receipts from activities related to its exempt functions (subject to certain exceptions).
- i A publicly supported organization, but unsure if it is described in 5g or 5h. The organization would like the IRS to decide the correct status.

6 If you checked box g, h, or i in question 5 above, you must request either an **advance** or a **definitive ruling** by selecting one of the boxes below. Refer to the instructions to determine which type of ruling you are eligible to receive.

a Request for Advance Ruling: By checking this box and signing the consent, pursuant to section 6501(c)(4) of the Code you request an advance ruling and agree to extend the statute of limitations on the assessment of excise tax under section 4940 of the Code. The tax will apply only if you do not establish public support status at the end of the 5-year advance ruling period. The assessment period will be extended for the 5 advance ruling years to 8 years, 4 months, and 15 days beyond the end of the first year. You have the right to refuse or limit the extension to a mutually agreed-upon period of time or issue(s). Publication 1035, *Extending the Tax Assessment Period*, provides a more detailed explanation of your rights and the consequences of the choices you make. You may obtain Publication 1035 free of charge from the IRS web site at www.irs.gov or by calling toll-free 1-800-829-3676. Signing this consent will not deprive you of any appeal rights to which you would otherwise be entitled. If you decide not to extend the statute of limitations, you are not eligible for an advance ruling.

Consent Fixing Period of Limitations Upon Assessment of Tax Under Section 4940 of the Internal Revenue Code

For Organization

Yvonne Bullock
 Signature of Officer, Director, Trustee, or other authorized official

Yvonne Bullock
 (Type or print name of signer)

12/28/17
 (Date)

INCORPORATOR
 (Type or print title or authority of signer)

For IRS Use Only

IRS Director, Exempt Organizations

(Date)

b Request for Definitive Ruling: Check this box if you have completed one tax year of at least 8 full months and you are requesting a definitive ruling. To confirm your public support status, answer line 6b(i) if you checked box g in line 5 above. Answer line 6b(ii) if you checked box h in line 5 above. If you checked box i in line 5 above, answer both lines 6b(i) and (ii).

(i) (a) Enter 2% of line 8, column (e) on Part IX-A, Statement of Revenues and Expenses.

(b) Attach a list showing the name and amount contributed by each person, company, or organization whose gifts totaled more than the 2% amount. If the answer is "None," check this box.

(ii) (a) For each year amounts are included on lines 1, 2, and 9 of Part IX-A, Statement of Revenues and Expenses, attach a list showing the name of and amount received from each **disqualified person**. If the answer is "None," check this box.

(b) For each year amounts are included on line 9 of Part IX-A, Statement of Revenues and Expenses, attach a list showing the name of and amount received from each payer, other than a disqualified person, whose payments were more than the larger of (1) 1% of line 10, Part IX-A, Statement of Revenues and Expenses, or (2) \$5,000. If the answer is "None," check this box.

7 Did you receive any unusual grants during any of the years shown on Part IX-A, Statement of Revenues and Expenses? If "Yes," attach a list including the name of the contributor, the date and amount of the grant, a brief description of the grant, and explain why it is unusual. Yes No

Form 1023 (Rev. 12-2013) (00) Name: Educating Children Matters, Inc.

EIN: 82 - 3816879

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Part XI User Fee Information

You must include a user fee payment with this application. It will not be processed without your paid user fee. If your average annual gross receipts have exceeded or will exceed \$10,000 annually over a 4-year period, you must submit payment of \$850. If your gross receipts have not exceeded or will not exceed \$10,000 annually over a 4-year period, the required user fee payment is \$400. See instructions for Part XI, for a definition of gross receipts over a 4-year period. Your check or money order must be made payable to the United States Treasury. User fees are subject to change. Check our website at www.irs.gov and type "User Fee" in the keyword box, or call Customer Account Services at 1-877-829-5500 for current information.

- 1 Have your annual gross receipts averaged or are they expected to average not more than \$10,000? Yes No
 If "Yes," check the box on line 2 and enclose a user fee payment of \$400 (Subject to change—see above).
 If "No," check the box on line 3 and enclose a user fee payment of \$850 (Subject to change—see above).
- 2 Check the box if you have enclosed the reduced user fee payment of \$400 (Subject to change).
- 3 Check the box if you have enclosed the user fee payment of \$850 (Subject to change).

I declare under the penalties of perjury that I am authorized to sign this application on behalf of the above organization and that I have examined this application, including the accompanying schedules and attachments, and to the best of my knowledge it is true, correct, and complete.

Please Sign Here

Yvonne Bullock
(Signature of Officer, Director, Trustee, or other authorized official)

Yvonne Bullock
(Type or print name of signer)

12/28/17
(Date)

INCORPORATOR
(Type or print title or authority of signer)

Reminder: Send the completed Form 1023 Checklist with your filled-in-application.

Form 1023 (Rev. 12-2013)

Schedule B. Schools, Colleges, and Universities

If you operate a school as an activity, complete Schedule B

Section I Operational Information

- 1a Do you normally have a regularly scheduled curriculum, a regular faculty of qualified teachers, a regularly enrolled student body, and facilities where your educational activities are regularly carried on? If "No," do not complete the remainder of Schedule B. Yes No

- b Is the primary function of your school the presentation of formal instruction? If "Yes," describe your school in terms of whether it is an elementary, secondary, college, technical, or other type of school. If "No," do not complete the remainder of Schedule B. Yes No

- 2a Are you a public school because you are operated by a state or subdivision of a state? If "Yes," explain how you are operated by a state or subdivision of a state. Do not complete the remainder of Schedule B. Yes No

- b Are you a public school because you are operated wholly or predominantly from government funds or property? If "Yes," explain how you are operated wholly or predominantly from government funds or property. Submit a copy of your funding agreement regarding government funding. Do not complete the remainder of Schedule B. Yes No

- 3 In what public school district, county, and state are you located?

- 4 Were you formed or substantially expanded at the time of public school desegregation in the above school district or county? Yes No

- 5 Has a state or federal administrative agency or judicial body ever determined that you are racially discriminatory? If "Yes," explain. Yes No

- 6 Has your right to receive financial aid or assistance from a governmental agency ever been revoked or suspended? If "Yes," explain. Yes No

- 7 Do you or will you contract with another organization to develop, build, market, or finance your facilities? If "Yes," explain how that entity is selected, explain how the terms of any contracts or other agreements are negotiated at arm's length, and explain how you determine that you will pay no more than fair market value for services. Yes No

- Note.** Make sure your answer is consistent with the information provided in Part VIII, line 7a.

- 8 Do you or will you manage your activities or facilities through your own employees or volunteers? If "No," attach a statement describing the activities that will be managed by others, the names of the persons or organizations that manage or will manage your activities or facilities, and how these managers were or will be selected. Also, submit copies of any contracts, proposed contracts, or other agreements regarding the provision of management services for your activities or facilities. Explain how the terms of any contracts or other agreements were or will be negotiated, and explain how you determine you will pay no more than fair market value for services. Yes No

- Note.** Answer "Yes" if you manage or intend to manage your programs through your own employees or by using volunteers. Answer "No" if you engage or intend to engage a separate organization or independent contractor. Make sure your answer is consistent with the information provided in Part VIII, line 7b.

Section II Establishment of Racially Nondiscriminatory Policy

Information required by Revenue Procedure 75-50.

- 1 Have you adopted a racially nondiscriminatory policy as to students in your organizing document, bylaws, or by resolution of your governing body? If "Yes," state where the policy can be found or supply a copy of the policy. If "No," you must adopt a nondiscriminatory policy as to students before submitting this application. See Publication 557. Yes No

- 2 Do your brochures, application forms, advertisements, and catalogues dealing with student admissions, programs, and scholarships contain a statement of your racially nondiscriminatory policy? Yes No
 - a If "Yes," attach a representative sample of each document.
 - b If "No," by checking the box to the right you agree that all future printed materials, including website content, will contain the required nondiscriminatory policy statement.

- 3 Have you published a notice of your nondiscriminatory policy in a newspaper of general circulation that serves all racial segments of the community? (See the instructions for specific requirements.) If "No," explain. Yes No

- 4 Does or will the organization (or any department or division within it) discriminate in any way on the basis of race with respect to admissions; use of facilities or exercise of student privileges; faculty or administrative staff; or scholarship or loan programs? If "Yes," for any of the above, explain fully. Yes No

Schedule B. Schools, Colleges, and Universities (Continued)

5 Complete the table below to show the racial composition for the current academic year and projected for the next academic year, of: (a) the student body, (b) the faculty, and (c) the administrative staff. Provide actual numbers rather than percentages for each racial category.

If you are not operational, submit an estimate based on the best information available (such as the racial composition of the community served).

Racial Category	(a) Student Body		(b) Faculty		(c) Administrative Staff	
	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year
Total						

6 In the table below, provide the number and amount of loans and scholarships awarded to students enrolled by racial categories. *n/a*

Racial Category	Number of Loans		Amount of Loans		Number of Scholarships		Amount of Scholarships	
	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year
Total								

7a Attach a list of your incorporators, founders, board members, and donors of land or buildings, whether individuals or organizations.

b Do any of these individuals or organizations have an objective to maintain segregated public or private school education? If "Yes," explain. Yes No

8 Will you maintain records according to the non-discrimination provisions contained in Revenue Procedure 75-50? If "No," explain. (See instructions.) Yes No

Schedule E. Organizations Not Filing Form 1023 Within 27 Months of Formation

Schedule E is intended to determine whether you are eligible for tax exemption under section 501(c)(3) from the postmark date of your application or from your date of incorporation or formation, whichever is earlier. If you are not eligible for tax exemption under section 501(c)(3) from your date of incorporation or formation, Schedule E is also intended to determine whether you are eligible for tax exemption under section 501(c)(4) for the period between your date of incorporation or formation and the postmark date of your application.

- 1** Are you a church, association of churches, or integrated auxiliary of a church? If "Yes," complete Schedule A and stop here. Do not complete the remainder of Schedule E. Yes No
- 2a** Are you a public charity with annual **gross receipts** that are normally \$5,000 or less? If "Yes," stop here. Answer "No" if you are a private foundation, regardless of your gross receipts. Yes No

b If your gross receipts were normally more than \$5,000, are you filing this application within 90 days from the end of the tax year in which your gross receipts were normally more than \$5,000? If "Yes," stop here. Yes No
- 3a** Were you included as a subordinate in a group exemption application or letter? If "No," go to line 4. Yes No

b If you were included as a subordinate in a group exemption letter, are you filing this application within 27 months from the date you were notified by the organization holding the group exemption letter or the Internal Revenue Service that you cease to be covered by the group exemption letter? If "Yes," stop here. Yes No

c If you were included as a subordinate in a timely filed group exemption request that was denied, are you filing this application within 27 months from the postmark date of the Internal Revenue Service final adverse ruling letter? If "Yes," stop here. Yes No
- 4** Were you created on or before October 9, 1969? If "Yes," stop here. Do not complete the remainder of this schedule. Yes No
- 5** If you answered "No" to lines 1 through 4, we cannot recognize you as tax exempt from your date of formation unless you qualify for an extension of time to apply for exemption. Do you wish to request an extension of time to apply to be recognized as exempt from the date you were formed? If "Yes," attach a statement explaining why you did not file this application within the 27-month period. Do not answer lines 6, 7, or 8. If "No," go to line 6a. Yes No
- 6a** If you answered "No" to line 5, you can only be exempt under section 501(c)(3) from the postmark date of this application. Therefore, do you want us to treat this application as a request for tax exemption from the postmark date? If "Yes," you are eligible for an advance ruling. Complete Part X, line 6a. If "No," you will be treated as a private foundation. Yes No

Note. Be sure your ruling eligibility agrees with your answer to Part X, line 6.
- b** Do you anticipate significant changes in your sources of support in the future? If "Yes," complete line 7 below. Yes No

Schedule E. Organizations Not Filing Form 1023 Within 27 Months of Formation (Continued)

7 Complete this item only if you answered "Yes" to line 6b. Include projected revenue for the first two full years following the current tax year.

Type of Revenue	Projected revenue for 2 years following current tax year		
	(a) From 2018 To 2019	(b) From 2019 To 2020	(c) Total
1 Gifts, grants, and contributions received (do not include unusual grants)	300,000	300,000	
2 Membership fees received	0	0	
3 Gross investment income	0	0	
4 Net unrelated business income	0	0	
5 Taxes levied for your benefit	0	0	
6 Value of services or facilities furnished by a governmental unit without charge (not including the value of services generally furnished to the public without charge)	0	0	
7 Any revenue not otherwise listed above or in lines 9-12 below (attach an itemized list)	0	0	
8 Total of lines 1 through 7	300,000	300,000	
9 Gross receipts from admissions, merchandise sold, or services performed, or furnishing of facilities in any activity that is related to your exempt purposes (attach itemized list)	0	0	
10 Total of lines 8 and 9	300,000	300,000	
11 Net gain or loss on sale of capital assets (attach an itemized list)	0	0	
12 Unusual grants	0	0	
13 Total revenue. Add lines 10 through 12	300,000	300,000	

8 According to your answers, you are only eligible for tax exemption under section 501(c)(3) from the postmark date of your application. However, you may be eligible for tax exemption under section 501(c)(4) from your date of formation to the postmark date of the Form 1023. Tax exemption under section 501(c)(4) allows exemption from federal income tax, but generally not deductibility of contributions under Code section 170. Check the box at right if you want us to treat this as a request for exemption under 501(c)(4) from your date of formation to the postmark date. ▶

Attach a completed Page 1 of Form 1024, Application for Recognition of Exemption Under Section 501(a), to this application.

**BYLAWS OF THE BOARD OF DIRECTORS
INDIANAPOLIS STEAM ACADEMY**

ARTICLE I: OFFICES

The principal office of the Academy in the State of Indiana shall be located in Indianapolis, County of Marion. The Academy shall have and continuously maintain in the State of Indiana a registered office, and a registered agent whose office is identical with such registered office, as required by the relevant state Nonprofit School Act.

ARTICLE I: BOARD OF DIRECTORS

Section 1. General Powers.

The affairs of the Academy shall be managed by its Board of Directors. Directors need not be residents of the State of Indiana.

Section 1A. Duties of the Board of Directors.

The Board shall be charged with the management of the affairs of the Academy and shall pursue such policies and principles as shall be in accordance with the law, the provisions of the Articles of the Academy, these By-Laws, and any written charter entered into by the Board. The Board shall be considered as having the powers of a Board of Directors and shall be deemed to be acting as the Board of Directors for all purposes of the Nonprofit School Law. By way of elucidation, and not in limitation, the Board shall be responsible to carry out the following duties and obligations:

- a. The Board shall uphold the school's mission and vision and ensure effective organizational planning on the part of the school through an annual strategic planning and review process that will review and update the school's short-term, mid-term, and long-range goals, and evaluate the effectiveness of the implementation of the school's mission and plans;
- b. The Board shall either directly or through a personnel committee provide for the annual appraisal of the performance of the school's principal/head of school;
- c. The Board shall do its best to ensure the financial stability of the Academy through regular monthly review of financial statements and reports, an annual independent audit, and direct oversight of major financial commitments and decisions;
- d. The Board shall take an active role, either directly or through a Board committee, in resolving grievances and conflicts which may arise within the school community involving, students, parents, staff, administration, and Board members.
- e. To the extent permitted by law, the Board may, by general resolution, delegate to officers of the Academy or to committees of the Board such powers within the Board's authority, as it deems necessary or appropriate to carry out its duties and obligations.

Section 2. Number, Election, Tenure and Qualifications.

- a. The number of Directors shall be between five (5) and nine (9) members. They shall be selected in accordance with the provisions of paragraph b. There is no limit to the number of terms a Director may serve. Terms of service are voluntary but must complete one full school year of service to remain as a Director.

- b. Directors need not be residents of the State of Indiana.
- c. No Director shall as a private person engage in any business transaction with the Academy or be employed in any capacity by the Academy.

Section 3. Annual Meeting.

An annual meeting of the Board of Directors shall be held during the month of July in each year, beginning with the year the Academy opens or before for the purpose of electing officers and handling any business transactions for the opening of school.

Section 4. Regular Meetings.

The Board of Directors may provide by resolution the time and place, within the State of Indiana, for the holding of additional regular meetings of the Board. The preferred location for regular meetings shall be the school's location. There shall be a notice posted in a public place, at least a 24-hour prior to the meeting.

Section 5. Special Meetings.

Special meetings of the Board of Directors may be called by or at the request of the President or any two Directors. The person or persons authorized to call special meetings of the Board may fix any place, within the State of Indiana, as the place for holding any special meeting of the Board called by them. The preferred location for regular meetings shall be the school's location.

Section 6. Notice.

Notice of any special meeting of the Board of Directors shall be given at least twenty-four hours previously thereto by written notice delivered personally or sent by mail, email or telegram to each Director at his address as shown by the records of the Academy, and by posting a public notice twenty-four hours prior to the meeting. If mailed, such notice shall be deemed to be delivered when deposited in the United States mail in a sealed envelope so addressed, with postage thereon prepaid. Any Director may waive notice of any meeting. The attendance of a Director at any meeting shall constitute a waiver of notice of such meeting, except where a Director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened. Neither the business to be transacted at, nor the purpose of, any regular or special meeting of the Board need be specified in the notice or waiver of notice of such meeting, unless specifically required by law or by these by-laws.

Section 7. Quorum.

A majority of the Board of Directors either attending or participating in the meeting telephonically shall constitute a quorum for the transaction of business at any meeting of the Board.

Section 8. Manner of Acting.

The act of a majority of the Directors present at a duly called and attended meeting or participating in the meeting telephonically at which a quorum is present shall be the act of the Board of Directors, unless the act of a greater number is required by law or by these by-laws.

Section 9. Vacancies.

Any vacancy occurring in the Board of Directors and any directorship to be filled by reason of an increase in the number of directors may be filled by the affirmative vote of a majority of the remaining directors, though less than a quorum of the Board of Directors. A Director selected to fill a vacancy shall at least one full year to remain as a Director.

Section 10. Compensation.

Directors shall receive a stipend of 250.00 per year for their service and reimbursement for mileage and other Board related expenses. A Director may not receive reimbursement for cell phone or internet use.

Section 11. Informal Action by Directors.

Any action required by law to be taken at a meeting of directors, or any action which may be taken at a meeting of directors, may be taken without a meeting if a consent is verbal or in writing, setting forth the action so taken, shall be signed and approved by all of the Directors.

Section 12. Removal of a Director.

Any Director may be removed as a Director of the Academy by the vote of two-thirds of all duly elected Directors for violating these By-Laws, neglect of duty of office, or behavior injurious to the Academy. No such action shall be taken until the Director has been advised of specific charges, given a reasonable time to prepare a response, and afforded a full hearing before the entire Board of Directors.

ARTICLE II: OFFICERS

Section 1. Officers.

The officers of the Academy shall be a President, one Vice President, a Secretary, and a Treasurer and such other officers as may be elected in accordance with the provisions of this Article. The Board of Directors may elect or appoint such other officers, including one or more Assistant Secretaries and one or more Assistant Treasurers, as it shall deem desirable, such officers to have the authority and perform the duties prescribed, from time to time, by the Board of directors. Any two or more offices may be held by the same person, except the offices of President and Secretary.

Section 2. Election and Term of Office.

The officers of the Academy shall be elected annually by the Board of Directors at the regular annual meeting of the Board of Directors. If the election of officers shall not be held at such meeting, such election shall be held as soon thereafter as conveniently may be. New offices may be created and filled at any meeting of the Board of Directors. Each officer shall hold office at least one school year term.

Section 3. Removal.

Any officer appointed by the Board of Directors may be removed by the Board of Directors whenever in its judgment the best interests of the Academy would be served thereby, but such removal shall be without prejudice to the contract rights, if any, of the officer so removed.

Section 4. Vacancies.

A vacancy in any office because of death, resignation, removal, disqualification or otherwise, may be filled by the Board of Directors for the unexpired portion of the term.

Section 5. President.

The President shall be the principal executive officer of the Academy and shall in general supervise and control all of the business and affairs of the Academy. The President shall preside at all meetings of the members and of the Board of Directors. The President may sign, with the Secretary or any other proper officer of the Academy authorized by the Board of Directors, any deeds, mortgages, bonds, contracts, or other instruments which the Board of Directors has authorized to be executed, except in cases where the signing and execution thereof shall be expressly delegated by the Board of Directors or by these by-laws or by statute to some other officer or agent of the Academy; and in general he shall perform all duties incident to the office of President and such other duties as may be prescribed by the Board of Directors from time to time.

Section 6. Vice President.

In the absence of the President or in event of his inability or refusal to act, the Vice President (or in the event there be more than one Vice President, the Vice President shall perform the duties of the President, and when so acting, shall have all the powers of and be subject to all the restrictions upon the President. The Vice President shall perform such other duties as from time to time may be assigned to him by the President or by the Board of Directors.

Section 7. Treasurer.

If required by the Board of Directors, the Treasurer shall give a bond for the faithful discharge of his duties in such sum and with such surety or sureties as the Board of Directors shall determine. The Treasurer shall have charge and custody of and be responsible for all funds and securities of the Academy; receive and give receipts for moneys due and payable to the

Academy from any source whatsoever, and deposit all such moneys in the name of the BY-the Academy in such banks, trust companies or other depositaries as shall be selected in accordance with the provisions in Article VII of these by-laws; and in general, perform all the duties incident to the office of Treasurer and such other duties as from time to time may be assigned by the President or by the Board of Directors.

Section 8. Secretary.

The Secretary shall keep the minutes of the meetings of the members and of the Board of Directors in one or more books provided for that purpose; see that all notices are duly given in accordance with the provisions of these by-laws or as required by law; be custodian of the corporate records and of the seal of the Academy and see that the seal of the Academy is affixed to all documents, the execution of which on behalf of the Academy under its seal is duly authorized in accordance with the provisions of these by-laws; keep a register of the post-office address of each member which shall be furnished to the Secretary by such member; and in general perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned to him by the President or by the Board of Directors.

Section 9. Assistant Treasurers and Assistant Secretaries.

If required by the Board of Directors, the Assistant Treasurers shall give bonds for the faithful discharge of their duties in such sums and with such sureties as the Board of Directors shall determine. The Assistant Treasurers and Assistant Secretaries, in general, shall perform such duties as shall be assigned to them by the Treasurer or the Secretary or by the President or the Board of Directors.

ARTICLE III

COMMITTEES

Section 1. Committees of Directors.

The Board of Directors, by resolution adopted by a majority of the Directors in office, may designate and appoint one or more committees, each of which shall consist of two or more Directors, which committees, to the extent provided in said resolution, shall have and exercise the authority of the Board of Directors in the management of the Academy, except that no such committee shall have the full authority of the Board of Directors.

Section 2. Nominating Committee.

There shall be a Nominating Committee which shall be appointed and operate as follows:

- a. **Chairman.** The President of the Board of Directors shall appoint a Chairman of the Nominating Committee, who must be a Director who has served at least one-year term as a Director. Upon the expiration of the Chairman's term or upon a vacancy in the position, the President shall appoint a successor.

- b. Members.** The Chairman shall appoint two additional members to the Committee. In order to stagger the terms of the committee members, one of the appointed members shall serve an initial two-year term, and the other shall serve an initial one-year term. Upon the expiration of the initial terms and of any succeeding terms, subsequent members shall be appointed to serve up to a three-year term. Upon any vacancy in either of the members' positions, the Chairman shall appoint a new member to fill the unexpired term.
- c. Duties.** The Nominating Committee shall be charged with reviewing all applications and interviewing all applicants for member on the Board of Directors. Any person nominated or wishing to be considered for a position on the Board shall submit an application together with all supplemental information to the Board of Directors. Applications and supplemental information shall be submitted no less than 30 days prior to the date on which the vacancy is to be filled except in cases where through death, resignation or otherwise a vacancy on the Board must be filled more quickly, in which case the Nominating Committee, acting unanimously, may prescribe a different submission schedule. No person may be placed in nomination for a position on the Board without having first been screened by the Nominating Committee in accordance with the procedures set forth in this paragraph c.

Section 3. Other Committees.

Other committees not having and exercising the authority of the Board of Directors in the management of the Academy may be appointed in such manner as may be designated by a resolution adopted by a majority of the Directors present at a meeting at which a quorum is present. Except as otherwise provided in such resolution, all such committees shall include at least one Board member and the President of the Academy shall appoint the members thereof or accept volunteers. Any member thereof may be removed by the person or persons authorized to appoint such member whenever in their judgment the best interests of the Academy shall be served by such removal.

Section 4. Term of Office.

Each member of a committee shall continue as such until the next annual meeting of the Board of the Academy and until his successor is appointed, unless the committee shall be sooner terminated, or unless such member be removed from such committee, or unless such member shall cease to qualify as a member thereof.

Section 5. Chairman.

One member of each committee shall be appointed chairman by the person or persons authorized to appoint the members thereof.

Section 6. Vacancies.

Vacancies in the membership of any committee may be filled by appointments made in the same manner as provided in the case of the original appointments.

Section 7. Quorum.

Unless otherwise provided in the resolution of the Board of Directors designating a committee, a majority of the whole committee shall constitute a quorum and the act of a majority of the members present at a duly called meeting or participating in the duly called meeting telephonically at which a quorum is present shall be the act of the committee.

Section 8. Rules.

Each committee may adopt rules for its own government not inconsistent with these by-laws or with rules adopted by the Board of Directors.

ARTICLE IV

CONTRACTS, CHECKS, DEPOSITS AND FUNDS

Section 1. Contracts.

The Board of Directors may authorize any officer or officers, agent or agents of the Academy, in addition to the officers so authorized by these by-laws, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Academy, and such authority may be general or confined to specific instances.

Section 2. Checks, Drafts, etc.

All checks, drafts or orders for the payment of money, notes or other evidences of indebtedness issued in the name of the Academy, shall be signed by such officer or officers, agent or agents of the Academy and in such manner as shall from time to time be determined by resolution of the Board of Directors. In the absence of such determination by the Board of Directors, such instruments shall be signed by the Treasurer or Assistant Treasurer and countersigned by the President or a Vice President of the Academy. Any amounts in excess of \$[10,000] shall first require an affirmative vote of a majority of the Directors present at a meeting at which a quorum is present.

Section 3. Deposits.

All funds of the Academy shall be deposited from time to time to the credit of the Academy in such banks, trust companies or other depositories as the Board of Directors may select.

Section 4. Gifts.

The Board of Directors may accept on behalf of the Academy any contribution, gift, bequest or devise for the general purposes or for any special purpose of the Academy.

**ARTICLE V
BOOKS AND RECORDS**

The Academy shall keep correct and complete books and records of account and shall also keep minutes of the proceedings of its Board of Directors and committees having any of the authority of the Board of Directors.

**ARTICLE VI
FISCAL YEAR**

The fiscal year of the Academy shall begin on the first day of July and end on the last day of June in each year.

**ARTICLE VII
WAIVER OF NOTICE**

Whenever any notice is required to be given under the provisions of the state's Non-Profit School Act or under the provisions of the articles of the Academy or the by-laws of the Academy, a waiver thereof in writing signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be deemed equivalent to the giving of such notice.

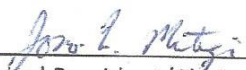
**ARTICLE VIII
AMENDMENTS TO BY-LAWS**

These by-laws may be altered, amended or repealed and new by-laws may be adopted by a two-third (2/3) vote of all the Directors then serving on the Board at any regular meeting properly called or at any special meeting properly called, if at least two days' written notice is given of intention to alter, amend or repeal or to adopt new by-laws at such meeting.

**ARTICLE IX
DISPOSITION OF CHARTER SCHOOL ASSETS UPON DISSOLUTION**

Pursuant to IC § 20-24-3-3 upon dissolution of the Indianapolis (Indy) STEAM Academy, the Board of Directors and CEO/Founder shall take the following actions regarding the disposition of the school's assets and funds (1) identify all remaining assets, except funds specified in subdivision; (2) funds/assets shall be used for nonprofit educational purposes; and (3) remaining fund received from the [Indiana Department of Education] shall be returned to the department not more than thirty (30) days after dissolution.

Adopted this 24th day of August 2017.



Board President/Chair of Policy Committee

9-7-17

Date



Board Secretary

9/10/17

Date


Bylaws were amended
to include Article IX-
Disposition of Charter
School Assets Upon
Dissolution

November 14, 2017

EXHIBITS

- **Exhibit B: Statement of Assurances**

Exhibit B: EDUCATION ONE, L.L.C. - CHARTER SCHOOL APPLICANT Statement of Assurances (One copy per proposed charter)
<p>The charter school agrees to comply with all of the following provisions: <i>(Read and check)</i></p> <ul style="list-style-type: none"> <li style="margin-bottom: 10px;"><input checked="" type="checkbox"/> 1. A resolution or motion has been adopted by the charter school applicant's governing body that authorizes the submission of this application, including all understanding and assurances contained herein, directing and authorizing the applicant's designated representative to act in connection with the application and to provide such additional information as required. <li style="margin-bottom: 10px;"><input checked="" type="checkbox"/> 2. Recipients operate (or will operate if not yet open) a charter school in compliance with all federal and state laws, including Indiana Charter Schools Law as described in all relevant sections of IC § 20-24. <li style="margin-bottom: 10px;"><input checked="" type="checkbox"/> 3. Recipients will, for the life of the charter, participate in all data reporting and evaluation activities as required by Education One, L.L.C. and the Indiana Department of Education. See in particular IC § 20-20-8-3 and relevant sections of IC § 20-24. <li style="margin-bottom: 10px;"><input checked="" type="checkbox"/> 4. Recipients will comply with all relevant federal laws including, but not limited to, the <i>Age Discrimination in Employment Act of 1975</i>, Title VI of the <i>Civil Rights Act of 1964</i>, Title IX of the <i>Education Amendments of 1972</i>, section 504 of the <i>Rehabilitation Act of 1973</i>, Part B of the <i>Individuals with Disabilities Education Act</i>, and section 427 of the <i>General Education Provision Act</i>. <li style="margin-bottom: 10px;"><input checked="" type="checkbox"/> 5. Recipients will comply with all provisions of the Non regulatory Guidance—Public Charter Schools Program of the U.S. Department of Education, which includes the use of a lottery for enrollment if the charter school is oversubscribed, as well as with applicable Indiana law. See also relevant sections of IC § 20-24. <li style="margin-bottom: 10px;"><input checked="" type="checkbox"/> 6. Recipients shall ensure that a student's records, and, if applicable, a student's individualized education program as defined at 20 U.S.C. § 1401(14) of the <i>Individuals with Disabilities Education Act</i>, will follow the student, in accordance with applicable federal and state law. <li style="margin-bottom: 10px;"><input checked="" type="checkbox"/> 7. Recipients will comply with all provisions of the <i>No Child Left Behind Act</i>, including but not limited to, provisions on school prayer, the Boy Scouts of America Equal Access Act, the Armed Forces Recruiter Access to Students and Student Recruiting Information, the Unsafe School Choice Option, the Family Educational Rights and Privacy Act (FERPA) and assessments. <li style="margin-bottom: 10px;"><input checked="" type="checkbox"/> 8. Recipients will operate with the organizer serving in the capacity of fiscal agent for the charter school and in compliance with generally accepted accounting principles. <li style="margin-bottom: 10px;"><input checked="" type="checkbox"/> 9. Recipients will at all times maintain all necessary and appropriate insurance coverage. <li style="margin-bottom: 10px;"><input checked="" type="checkbox"/> 10. Recipients will indemnify and hold harmless Education One, L.L.C., Trine University, the Indiana Department of Education, the State of Indiana, all school corporations providing funds to the charter school (if applicable), and their officers, directors, agents and employees, and any successors and assigns from any and all liability, cause of action, or other injury or damage in any way relating to the charter school or its operation. <li style="margin-bottom: 10px;"><input checked="" type="checkbox"/> 11. Recipients understand that Education One, L.L.C. may revoke the charter if it deems that the recipient is not fulfilling the academic goals and/or fiscal management responsibilities outlined in the charter.

Signature from Authorized Representative of the Charter School Applicant	
I, the undersigned, am an authorized representative of the charter school applicant and do hereby certify that the information submitted in this application is accurate and true to the best of my knowledge and belief. In addition, I do hereby certify to the assurances contained above.	
PRINT NAME & TITLE Yvonne Bullock, Ph.D. CEO/Founder/Head of School	DATE Approved November 14, 2017
SIGN NAME 	

ATTACHMENT 6: Charter School Board Member Information Forms

EXHIBITS

- **Exhibit A: CHARTER SCHOOL BOARD MEMBER INFORMATION FORMS:**

- Exhibit A1: Jomo W. Mutegi, Board of Directors, President
- Exhibit A2: Tanya Peterson Mack, Vice-President
- Exhibit A3: Kamia Jackson, Board of Directors, Secretary
- Exhibit A4: Keith Wilson, Board of Directors, Treasurer
- Exhibit A5: Carmon Weaver Hicks, Board of Directors, Member
- Exhibit A6: Davita Johnson, Board of Directors, Member
- Exhibit A7: Brandon Warren, Board of Directors, Member
- Exhibit A8: [April Stephens, Board of Directors, Member](#)
- Exhibit A9: Yvonne Bullock, Ex-Officio, Non-Voting Member

Exhibit A1: CHARTER SCHOOL BOARD MEMBER INFORMATION

Jomo W. Mutegi, Board of Directors, President

Exhibit A: CHARTER SCHOOL BOARD MEMBER INFORMATION

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

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

As part of the application for a new charter school, Education One, L.L.C. requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

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

Background

1. Name of charter school on whose Board of Directors you intend to serve:
Indianapolis (Indy) STEAM Academy
2. Your full name: **Jomo W. Mutegi**
3. Brief educational and employment history. (No narrative response is required if resume is attached.)
 Resume is attached.
4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I have served as a board member for 2 non-profit educational associations. I have served as executive director for a non-profit association. I have also served as CEO for a for-profit business.
5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?
 Yes Don't Know/ Unsure

Disclosures

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

3. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
 I / we do not anticipate conducting any such business. Yes
4. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not intend to contract with an education service provider or school management organization.
 I / we do not know any such persons. Yes
5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
 N/A. I / we have no such interest. Yes
6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
 N/A. I / we or my family do not anticipate conducting any such business. Yes
7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
 Does not apply to me, my spouse or family. Yes
8. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. None. Yes

Certification

I, Jomo W. Mutegi, certify to the best of my knowledge and ability that the information I am providing to Education One, L.L.C. as a prospective board member for the Indianapolis (Indy) STEAM Academy Charter School is true and correct in every respect.

Jomo W. Mutegi
Signature

12-07-17
Date

Exhibit A2: CHARTER SCHOOL BOARD MEMBER INFORMATION

Tanya Peterson Mack, Board of Directors, Vice-President

Exhibit A: CHARTER SCHOOL BOARD MEMBER INFORMATION

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

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

As part of the application for a new charter school, Education One, L.L.C. requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

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

Background

1. Name of charter school on whose Board of Directors you intend to serve:
Indianapolis STEAM Academy
2. Your full name: Tanya P. Mack
3. Brief educational and employment history. (No narrative response is required if resume is attached.)
 Resume is attached.
4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
My experience includes 18+ years of corporate business experience, 5+ years in adult education instruction (both online & classroom), and community/education/business development ventures. I am also a small business owner.
5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?
 Yes Don't Know/ Unsure

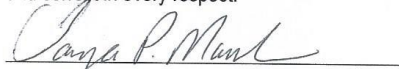
Disclosures

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

3. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
 I / we do not anticipate conducting any such business. Yes
4. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not intend to contract with an education service provider or school management organization.
 I / we do not know any such persons. Yes
5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
 N/A. I / we have no such interest. Yes
6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
 N/A. I / we or my family do not anticipate conducting any such business. Yes
7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
 Does not apply to me, my spouse or family. Yes
8. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. None. Yes

Certification

I, **Tanya P. Mack**, certify to the best of my knowledge and ability that the information I am providing to Education One, L.L.C. as a prospective board member for **Indianapolis STEAM Academy** Charter School is true and correct in every respect.



Signature

11/16/17
Date

Kamia Jackson, Board of Directors, Secretary

Exhibit A: CHARTER SCHOOL BOARD MEMBER INFORMATION (To be completed individually by each proposed board member for the charter holder)

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

As part of the application for a new charter school, Education One, L.L.C. requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

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

Background

1. Name of charter school on whose Board of Directors you intend to serve:
Indianapolis STEAM Academy
2. Your full name: Kamia Lynne Jackson
3. Brief educational and employment history. (No narrative response is required if resume is attached.)
 Resume is attached.
4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I have previously served as secretary for two boards: Indiana Association of College Stores (1997-1998) and Martin University Alumni Association (2013-2015).
5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?
 Yes Don't Know/ Unsure

Disclosures

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

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

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

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

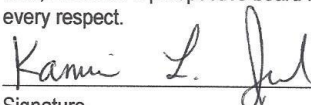
- 6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
 N/A.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

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

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

Certification

I, Kamia L. Jackson, certify to the best of my knowledge and ability that the information I am providing to Education One, L.L.C. as a prospective board member for Indianapolis Steam Academy Charter School is true and correct in every respect.



Signature

11/10/17
Date

Exhibit A4: CHARTER SCHOOL BOARD MEMBER INFORMATION
Keith Wilson, Board of Directors, Treasurer

Exhibit A: CHARTER SCHOOL BOARD MEMBER INFORMATION
(To be completed individually by each proposed board member for the charter holder)

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

As part of the application for a new charter school, Education One, L.L.C. requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

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

Background

1. Name of charter school on whose Board of Directors you intend to serve:
Indianapolis STEAM Academy
2. Your full name: Keith Wilson
3. Brief educational and employment history. (No narrative response is required if resume is attached.)
 Resume is attached.
4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I have had experience in leading department of several different companies and I have managed the budgets for these departments. I understand what it takes to run a business.
5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?
 Yes Don't Know/ Unsure

Disclosures

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

Keith Wilson 2 of 2

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

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

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

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

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

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

Certification

I, Keith Wilson, certify to the best of my knowledge and ability that the information I am providing to Education One, L.L.C. as a prospective board member for Indiana STEAM Academy Charter School is true and correct in every respect.

 Signature



 Date

Exhibit A5: CHARTER SCHOOL BOARD MEMBER INFORMATION

Carmon Weaver Hicks, Board of Directors, Member

Exhibit A: CHARTER SCHOOL BOARD MEMBER INFORMATION

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

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

As part of the application for a new charter school, Education One, L.L.C. requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

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

Background

1. Name of charter school on whose Board of Directors you intend to serve:
Indianapolis STEAM Academy
2. Your full name: Carmon Weaver Hicks
3. Brief educational and employment history. (No narrative response is required if resume is attached.)
 Resume is attached.
4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
Have more than 25 years of varied experience in educational institutions throughout the US. This is my opportunity to take some of my learning and apply it to youth in Indianapolis.
5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?
XX Yes Don't Know/ Unsure

Disclosures

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

describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

XX I / we do not know any such persons. Yes

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

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

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

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

I / we do not know any such persons. Yes

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

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

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

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

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

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

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

Certification

I, Carmon Weaver Hicks, certify to the best of my knowledge and ability that the information I am providing to Education One, L.L.C. as a prospective board member for STEAM Charter School is true and correct in every respect.

Carmon Weaver Hicks

Signature

11/15/17

Date

Exhibit A6: CHARTER SCHOOL BOARD MEMBER INFORMATION

Davita Johnson, Board of Directors, Member

Exhibit A: CHARTER SCHOOL BOARD MEMBER INFORMATION (To be completed individually by each proposed board member for the charter holder)

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

As part of the application for a new charter school, Education One, L.L.C. requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

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

Background

1. Name of charter school on whose Board of Directors you intend to serve:
Indianapolis STEAM Academy
2. Your full name: Davita Johnson
3. Brief educational and employment history. (No narrative response is required if resume is attached.)
 Resume is attached.
4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
ISA Committee Member, previous Community Development member and have taught STEM during the summer to 6th – 8th grade students.
5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?
 Yes Don't Know/ Unsure

Disclosures

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

Davita Johnson 2 of 2

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

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

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

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

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

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

Certification

I, Davita Johnson, certify to the best of my knowledge and ability that the information I am providing to Education One, L.L.C. as a prospective board member for Indianapolis STEAM Academy Charter School is true and correct in every respect.



 Signature

11/22/2017

 Date

Exhibit A7: CHARTER SCHOOL BOARD MEMBER INFORMATION
Brandon A. Warren, Board of Directors

Exhibit A: CHARTER SCHOOL BOARD MEMBER INFORMATION
(To be completed individually by each proposed board member for the charter holder)

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

As part of the application for a new charter school, Education One, L.L.C. requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

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

Background

6. Name of charter school on whose Board of Directors you intend to serve:
Indianapolis STEAM Academy

7. Your full name: Brandon Antonio Warren

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

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

-Though I have had no experience serving on a charter board, I have had experience being an educator. In my tenure as an educator, I have consistently performed well above state average on standardized measures which makes me an asset to this board.

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

Disclosures

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

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

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

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

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

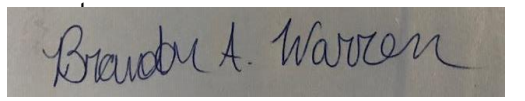
- 14. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
 N/A.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

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

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

Certification

I, Brandon A. Warren, certify to the best of my knowledge and ability that the information I am providing to Education One, L.L.C. as a prospective board member for Indy STEAM Charter School is true and correct in every



Signature

11/22/17
Date

Exhibit A8: CHARTER SCHOOL BOARD MEMBER INFORMATION
April N. Stephens, Board of Directors

Page 1 of 2

Exhibit A: CHARTER SCHOOL BOARD MEMBER INFORMATION
(To be completed individually by each proposed board member for the charter holder)

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

As part of the application for a new charter school, Education One, L.L.C. requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

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

Background

1. Name of charter school on whose Board of Directors you intend to serve:
Indianapolis (Indy) STEAM Academy

2. Your full name: April Stephens

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

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

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

Disclosures

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

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

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

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

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

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

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

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

Certification

I, April Stephens, certify to the best of my knowledge and ability that the information I am providing to Education One, L.L.C. as a prospective board member for the Indianapolis (Indy) STEAM Academy Charter School is true and correct in every respect.

April Stephens

Signature

3/31/2018
Date

Exhibit A9: CHARTER SCHOOL BOARD MEMBER INFORMATION

Yvonne Bullock, Ex-Officio, Non-Voting Member

Exhibit A: CHARTER SCHOOL BOARD MEMBER INFORMATION

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

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

As part of the application for a new charter school, Education One, L.L.C. requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

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

Background

1. Name of charter school on whose Board of Directors you intend to serve: Ex-Officio – CEO/Head of School
Indianapolis STEAM Academy
2. Your full name: Yvonne Bullock
3. Brief educational and employment history. (No narrative response is required if resume is attached.)
 Resume is attached.
4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
CEO – Ex-Officio – Non-Voting Member
5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?
 Yes Don't Know/ Unsure

Disclosures

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

Yvonne Bullock 2 of 2

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

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

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

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

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

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

Certification

I, Yvonne Bullock, certify to the best of my knowledge and ability that the information I am providing to Education One, L.L.C. as a prospective board member for Indianapolis (Indy) STEAM Charter School is true and correct in every respect.

Yvonne Bullock
Signature

11/14/2017
Date

ATTACHMENT 7: Policies

A. Code of Ethics

B. Conflict of Interest

ATTACHMENT 7A: Code of Ethics Policy

INDIANAPOLIS (INDY) STEAM ACADEMY GOVERNING BOARD CODE OF ETHICS

The Indianapolis (Indy) STEAM Academy Governing Board of Directors desire to operate in the most ethical and conscientious manner possible and to that end the board adopts this Code of Ethics and each member of the board agrees that he or she will:

Domain I: Governance Structure

1. Recognize that the authority of the board rests only with the board as a whole and not with individual members and act accordingly.
2. Support the delegation of authority for the day-to-day administration of the charter school to the school leader and act accordingly.
3. Honor the chain of command and refer problems or complaints consistent with the chain of command.
4. Recognize that the school leader should be present at all meetings of the board except when his or her contract, salary or performance is under consideration.
5. Not undermine the authority of the school leader or school administration.
6. Use reasonable efforts to keep the school leader informed of concerns or specific recommendations that any member of the board may bring to the board.

Domain II: Strategic Planning

1. Reflect through actions that his or her first and foremost concern is for educational welfare of children attending the charter school.
2. Participate in all planning activities to develop the vision and goals of the board.
3. Work with the board and the school leader to ensure prudent and accountable uses of the resources of the charter school.
4. Render all decisions based on available facts and his or her independent judgment and refuse to surrender his or her judgment to individuals or special interest groups.
5. Uphold and enforce all applicable laws, all rules and guidelines of the State Board of Education and the board.

Domain III: Board and Community Relations

1. Seek regular and systemic communications among the board and students, staff, and the community.
2. Communicate to the board and the school leader expressions of public reaction to board policies and charter school programs.

Domain IV: Policy Development

1. Work with other board members to establish effective policies for the charter school.
2. Make decisions on policy matters only after full discussion at publicly held board meetings.
3. Periodically review and evaluate the effectiveness of policies on charter school programs and performance.

Domain V: Board Meetings

1. Attend and participate in regularly scheduled and called board meetings.
2. Be informed and prepared to discuss issues to be considered on the board agenda.

3. Work with other board members in a spirit of harmony and cooperation in spite of differences of opinion that may arise during the discussion and resolution of issues at board meetings.
4. Vote for a closed executive session of the board only when applicable law or board policy requires consideration of a matter in executive session.
5. Maintain the confidentiality of all discussions and other matters pertaining to the board and the charter school, during executive session of the board.
6. Make decisions in accordance with the interests of the charter school as a whole and not any particular agreement thereof.
7. Express opinions before votes are cast, but after the board vote, abide by and support all majority decisions of the board.

Domain VI: Personnel

1. Consider the employment of personnel only after receiving and considering the recommendation of the school leader.
2. Support the employment of people best qualified to serve as employees of the charter school and insist on regular and impartial evaluations of charter school staff.
3. Comply with all applicable laws, rules, regulation, and all board policies regarding employment of family members.

Domain VII: Financial Governance

1. Refrain from using the position of board member for personal or partisan gain or to benefit any person or entity over the interest of the charter school.

Conduct as a Board Member

1. Devote sufficient time, thought and study to the performance of the duties and responsibilities of a member of the board.
2. Become informed about current educational issues by individual study and through participation in programs providing needed education and training.
3. Communicate in a respectful professional manner with and about fellow board members.
4. Take no private action that will compromise the board or charter school administration.
5. Participate in all required training programs developed for board members by the board or the State Board of Education.
6. In the annual report, submitted to the Department, disclose the status of board member compliance with the Code of Ethics.

This policy was adopted by the Board of Directors on November 14, 2017 (Date)

ATTACHMENT 7B: Conflict of Interest Policy

Indianapolis (Indy) STEAM Academy Board of Directors Conflict of Interest Policy

Article I: Purpose

The purpose of this Board Conflict of Interest Policy is to protect the Indianapolis (Indy) STEAM Academy's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Academy or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations. This policy is also intended to identify "independent" directors.

Article II: Definitions

1. Interested Person

Any director, principal officer, or member of a committee with Board of Directors delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

2. Financial Interest

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

- a. An ownership or investment interest, in any entity with which the Indianapolis STEAM Academy has a transaction or arrangement,
- b. A compensation arrangement with the Indianapolis STEAM Academy or with any entity or individual with which the Indianapolis STEAM Academy has a transaction or arrangement, or
- c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Indianapolis STEAM Academy is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial. A financial interest is not necessarily a conflict of interest. A person who has a financial interest may have a conflict of interest only if the Board or Policy Committee decides that a conflict of interest exists, in accordance with this policy.

Article III: Conflict of Interest Procedures

1. Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of a financial interest and be given the opportunity to disclose all material facts to the Board of Directors and members of Policy Committee - Board of Directors delegated powers to consider the proposed transaction or arrangement.

2. Recusal of Self

Any director may recuse himself or herself at any time from involvement in any decision or discussion in which the director believes he or she has or may have a conflict of interest, without going through the process for determining whether a conflict of interest exists.

3. Determining Whether a Conflict of Interest Exists

A financial interest is not necessarily a conflict of interest. A person who has a financial interest may have a conflict of interest only if the appropriate Board of Directors or Policy Committee decides that a conflict of interest exists. After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the Board of Directors or Policy Committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or Policy Committee members shall decide if a conflict of interest exists. Notwithstanding anything herein, a conflict of interest shall not exist and no review or action by any Board of Directors or Policy Committee shall be necessary for one or more grants in an aggregate amount of Five Thousand Dollars (\$5,000) or less in any single calendar year, from the Indianapolis STEAM Academy to an organization that is tax exempt under Section 501(c)(3) of the Internal Revenue Code, where a financial interest as described herein exists.

4. Procedures for Addressing a Conflict of Interest

- a. An interested person may make a presentation at the Board of Directors or Policy Committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
- b. The Chairperson of the Board of Directors or Policy Committee shall, if appropriate, appoint a disinterested person or Policy Committee to investigate alternatives to the proposed transaction or arrangement.
- c. After exercising due diligence, the Board of Directors or Policy Committee shall determine whether the Indianapolis STEAM Academy can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Board of Directors or Policy Committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Indianapolis STEAM Academy's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

5. Violations of the Conflicts of Interest Policy

- a. If the Board of Directors or Policy Committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the Board of Directors or Policy Committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV: Records of Proceedings

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

- a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the Board of Director's or Policy Committee's decision as to whether a conflict of interest in fact existed.
- b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Article V: Compensation

- a. A voting member of the Board of Directors who receives compensation, directly or indirectly, from the Indianapolis STEAM Academy for services is precluded from voting on matters pertaining to that member's compensation.
- b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Indianapolis STEAM Academy for services is precluded from voting on matters pertaining to that member's compensation.
- c. A voting member of the Board of Directors or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Indianapolis STEAM Academy, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI: Annual Statements

1. Each director, principal officer and member of a committee with Board of Directors delegated powers shall annually sign a statement which affirms such person:
 - a. Has received a copy of the conflicts of interest policy,
 - b. Has read and understands the policy,
 - c. Has agreed to comply with the policy, and
 - d. Understands the Indianapolis STEAM Academy is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.
2. Each voting member of the Board shall annually sign a statement which declares whether such person is an independent director.
3. If at any time during the year, the information in the annual statement changes materially, the director shall disclose such changes and revise the annual disclosure form.
4. The Policy Committee shall regularly and consistently monitor and enforce compliance with this policy by reviewing annual statements and taking such other actions as are necessary for effective oversight.

Article VII: Periodic Reviews

To ensure the Indianapolis STEAM Academy operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are reasonable, based on competent survey information (if reasonably available), and the result of arm's length bargaining.
- b. Whether partnerships, joint ventures, and arrangements with management organizations conform to the Indianapolis STEAM Academy's written policies, are properly recorded, reflect reasonable investments or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Article VIII: Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, the Indianapolis STEAM Academy may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the Board of Directors of its responsibility for ensuring periodic reviews are conducted.

This Conflict of Interest Policy was adopted on November 14, 2017 (Date)

ATTACHMENT 8: School Management Contracts – Education Service Providers (ESP)

Not Applicable

ATTACHMENT 9: Network Vision, Growth Plan & Capacity

The table below identifies the planned years, grade levels and enrollment of the Indy STEAM Academy. The Academy will serve students grades K-2 with a minimum enrollment of 200 students Year One. The Academy will grow organically each year by adding an additional grade level and additional 75 students until it reaches its maximum capacity of 650 students grades K-8. The Academy will be grouped by grade spans: *Elementary* - Grades K-5, and *Middle School* – Grades 6-8 as Phase 1 of the implementation of the educational model. *The Academy desires to expand the model by opening a high school wing in the expanded facility Year 8 and will develop Grades 9-12 as Phase 2 of the education model to include the high school curriculum to meet graduation requirements and college entrance guidelines.*

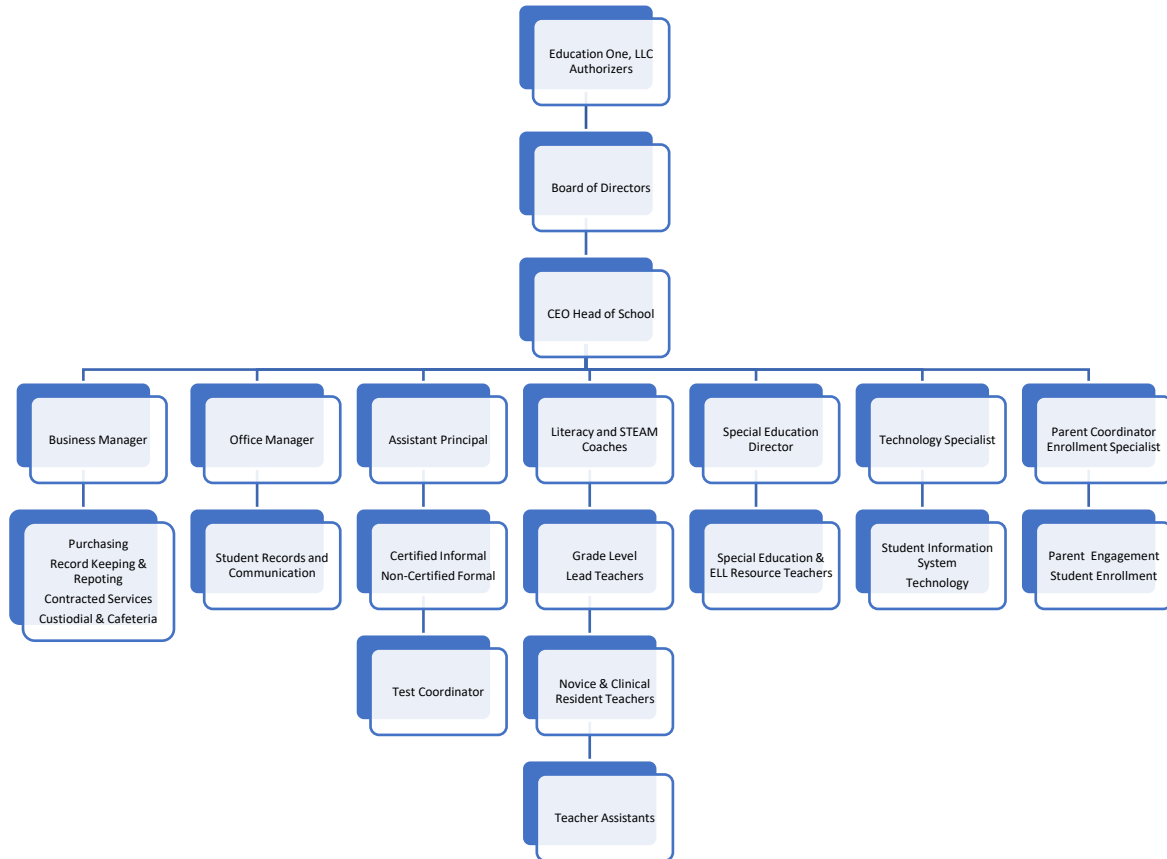
Indianapolis (Indy) STEAM Academy		
Academic Year	Grade Levels	Student Enrollment (Planned Maximum)
Year 1 – 2019-20	K-2	200
Year 2 – 2020-21	K-3	275
Year 3 – 2021-22	K-4	350
Year 4 – 2022-23	K-5	425
Year 5 – 2023-24	K-6	500
Year 6 – 2024-25	K-7	575
Year 7 – 2025-26 (P1-Capacity)	K-8	650 Maximum
Year 8 – 2026-27	K-9	725
Year 9 – 2027-28	K-10	800
Year 10 – 2028-29	K-11	875
Year 11 – 2029-30 (P2-Capacity)	K-12	950 Maximum

The Indy STEAM Academy understands the phenomenon of the “Middle School Drip” where students lose interest in science and tend to drop out of STEM programs at the end of their middle school years. To combat this phenomenon, the Academy desires to maintain its students by creating a STEAM High School in Year 8 and continue to work with students whom we have prepared over the years for high school STEAM coursework. This expanded growth plan will ensure that its students remain in the STEM pipeline for college and careers in the workplace. This will be Phase 2 Implementation of our model. Indy STEAM Academy will provide an athletics programs to accommodate the interests of students in addition to after school extra-curricular activities and clubs. Indy Steam Academy will provide opportunities for students to expand their awareness of STEAM career opportunities through industry visits, mentoring, job shadowing, internships, and career fairs to help students identify STEM career pathways as they set goals for Academic Achievement, Behaviors (academic mindsets), and Career Pathways in their **ABC Plans** that will follow them from kindergarten to college.

The vision of the Indy STEAM Academy is to ensure that students who remain in the Academy will graduate with an Associate’s Degree, or Core 40 with STEM Honors, or Technical High School Diploma, and receive admission to attend college. The Academy will assist students with completing college applications and seeking admissions. The Academy will assist students with finding scholarships and grants to support their college tuitions. Students receiving a high school technical degree who desire to enter the workforce while going to school part-time will receive assistance with this transition.

ATTACHMENT 10A: School Level Organizational Chart (Year One through Full Capacity)

**Indianapolis (Indy) STEAM Academy
School Level Organizational Chart**



ATTACHMENT 10B: Organizational Chart – Board of Directors

Indianapolis (Indy) STEAM Academy
Organizational Chart
Role and Responsibilities of the Governing Board of Directors

