



**Charter School Application  
for New School Operators**

Revised July 2017

**Proposed Charter School:  
Indianapolis (Indy) Steam Academy**

**Location:**

**Indianapolis-FAR EASTSIDE**

**Applicants:**

Yvonne Bullock, Ph.D.

CEO/Founder/Head of School

&

Educating Children Matters, Board of Directors

## 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, Eastern Star Church

Carmon Weaver Hicks, Director, Ivy Tech Community College

Davita Johnson, Director, Shrewsberry & Associates

Brandon A. Warren, Director, Indianapolis Public Schools

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

**Designated applicant representative:** Yvonne Bullock

**Address:**

P.O. Box

Fishers, Indiana 46037

**Office and cell phone numbers:** 317-797-5936

**Email address:** ybullock@outlook.com

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, 2018	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, 46218, 46219, and 46235)  
4410 North Shadeland Avenue, Indianapolis, Indiana 46226 (Former Carpe Diem)**

**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.)

<b>Proposed School Name:</b>	<b>Indianapolis (Indy) STEAM Academy</b>	
<b>Academic Year</b>	<b>Grade Levels</b>	<b>Student Enrollment (Planned/Maximum)</b>
Year 1: (2018-19)	K-2	200
Year 2: (2019-20)	K-3	275
Year 3: (2020-21)	K-4	350
Year 4: (2021-22)	K-5	425
Year 5: (2022-23)	K-6	500
Year 6: (2023-24)	K-7	575
<b>Year 7: (2024-25) Phase 1 - At Capacity</b>	<b>K-8</b>	<b>650 Maximum</b>
Year 8: (2025-26)	K-9	725
Year 9: (2026-27)	K-10	800
Year 10: (2027-28)	K-11	875
<b>Year 11: (2028-29) Phase 2 - At Capacity</b>	<b>K-12</b>	<b>950 Maximum</b>

**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 would like to partner with Indianapolis Public Schools as an Innovation Charter through the Innovation Network Schools initiative, which helps new charter schools with services such as transportation, food services, and additional resources such as a school nurse. The applicant is seeking a charter through Education One to meet requirements for this network agreement and to be able to function as a charter school with the established school governance team.

# PROPOSAL NARRATIVE

## EXECUTIVE SUMMARY

### I. Mission and Vision for Growth in Indiana

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 21<sup>st</sup> century global workforce. The **vision** of the Indianapolis 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, 2018 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, 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 **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). The Indianapolis STEAM Academy will provide educational opportunities to enhance the literacy of students in this community, support the economic advancement of the community, and result in a better quality of life, which will make this school a great fit for this community.

### 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**, the Program for International Student Assessment (PISA) students in the United States lag behind their peers in many countries. The U.S. ranked 38<sup>th</sup> out of 71 countries in math and 24<sup>th</sup> in science (National Center for Education Statistics, 2015). These results support the need for students to become more proficient in math and science to meet the needs of the global workforce.

On a **national level**, the National Assessment of Educational Progress (NAEP) 2015 results show that the average math scores for 4<sup>th</sup> and 8<sup>th</sup> 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 4<sup>th</sup> grade students and 29% of 8<sup>th</sup> grade students were rated “below basic” in math. The proficiency rates for students scoring at or above in science is 38% at 4<sup>th</sup> grade, 34% at 8<sup>th</sup> grade, and 22% at 12<sup>th</sup> grade. Approximately

24% of 4<sup>th</sup> grade students and 32% of 8<sup>th</sup> 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 the STEM jobs, African-Americans and Hispanics are significantly underrepresented in STEM jobs. In 2011, 6 percent 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. It is also estimated that 3 million of those jobs will go unfilled due to the lack of highly skilled workers (U.S. Department of Commerce, 2011). 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% at 4<sup>th</sup> grade and 39% at grade 8 in math, 42% at 4<sup>th</sup> grade and 36% at 8<sup>th</sup> grade in science. These proficiency rates were higher than the national proficiency rates and Indiana ranked fourth in the nation on 4<sup>th</sup> grade math and eleventh in the nation on 8<sup>th</sup> grade math proficiency rates as many other states saw significant drops in math proficiency rates.

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 by 2018, which is an increase from 105,560 in 2008. The Indiana Department of Workforce Development projections of future demands in the STEM fields in the year 2020, suggests there will be 401,408 STEM occupations in 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 the 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 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. The 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. The 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, encourage students to take ownership for their learning and 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, nation, 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).

### **Challenges of the Selected Community**

The Far Eastside of Indianapolis was selected as the targeted community for the 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. They 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). The 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 the learning of their children at home.

### **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 believes in the importance of building a strong foundation with students in the younger grades that lead 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 means there is a need to provide high quality education choices for parents due to the low performance of some schools in this target community (Illinois Facilities Fund, 2017). The Indianapolis 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 the current neighboring schools.

### **IV. Community Engagement.**

Indy STEAM Academy representative has met with several community organizations and has received letters of support from IUPUI Urban Center for the Advancement of STEM Education (UCASE), I-STEM Resource Network, Big Brothers and Big Sisters of Central Indianapolis, and the Community Alliance of the Far Eastside (CAFÉ)

Neighborhood Association. The Urban Center for the Advancement of STEM (UCASE) will provide the following supports: mobile resource science labs, undergraduate and graduate student tutors, and assistance with service learning projects, resources from the “Project Lead the Way” program, summer camp programs, professional development for classroom teachers and continuing education for teacher certification renewal. The I-STEM Resource Network will provide professional development and support with the implementation of the Indiana science standards and the use of science kits to support physical, earth, space, and life sciences instruction. The Big Brothers Big Sisters of Central Indiana will provide mentoring for students and support the character education program and social skills development of students. The Community Alliance of the Far Eastside (CAFÉ) Neighborhood Association will assist 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 will be administered at community places such as daycare centers, grocery stores, businesses, and churches during the months of October through December. Community meetings and focus groups will also be conducted during these months at local churches, local library, and apartment complex clubhouses to solicit parent interests in the academy and to gather feedback or input regarding desired programs and services for the Academy. Brochures will be distributed throughout the community to solicit support for the Academy. The Board of Directors Marketing committee is working on a Marketing Plan using resources from IUPUI Kelly School of Business which will also provide assistance with the distribution of the parent surveys using students at the University. 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 is under construction 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 initial startup funds to support the Academy. Our first fundraising campaign will begin the second week in December 2017, 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.](#)

The 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 above 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 of an additional 30 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 (Intersessions) will be two weeks which are embedded in the academic calendar year. All second grade students will attend STEAM Reinforcement and Intervention during the first week of intersession then will have the remaining week off for break. Students will have an opportunity to participate in a three-weeks summer school program, and local, state, and national STEM competitions 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, 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 Indiana Reading, Next Generation Science, Math, Technology Literacy, Social Science, Health, Physical Education and Career and College Readiness standards to ensure that students have the knowledge, skills and abilities to succeed in post-secondary education and viable career opportunities. Teachers will work with their grade level team leaders, and STEAM and Literacy coaches to align the curriculum with the standards by mapping the standards each quarter to ensure that all standards are covered for each grade level and content areas. Teachers will use their curriculum maps to deconstruct the standards to determine what they need to teach, and what students will know and be able to do at each grade level. Teachers will use data from diagnostic, formative, and summative assessments to determine what students already know about content to create rigorous highly effective lessons that 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.

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 Project Based Learning, 21<sup>st</sup> 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, 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 grades K-1 and two teachers at grade 2. Three additional teachers will be added each year as students transition to the next grade level. There will be one paraprofessional assigned to each grade level team with the exception of grade three and higher where there will be one paraprofessional assigned to each classroom to assist the teacher with instruction to ensure that all students demonstrate proficiency on IREAD and ILEARN state standardized assessments.

### **Instructional Strategies**

The student learning experience is **reimagined** using instructional approaches such as **Project Based Learning, 21<sup>st</sup> Century Learning Skills, Science Inquiry, and the Engineering Design Process**. The instructional strategies identified below support the education model of the Academy 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.

**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



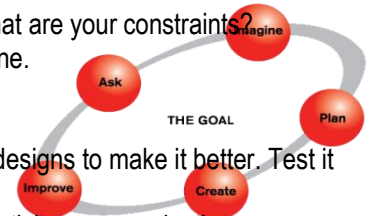
to improve their design process and models. Students present their work to their classes at STEAM assemblies and to parents at STEAM family night activities.

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

**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.

**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.

## 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 Capital Campaign**

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 and Recruitment Sub-Committee, and Chair of the Capital Campaign 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 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**

Keith Wilson holds a Master’s Degree in Business Administration, Financial Planning and Management from Regent University. Keith serves as the Stewardship Manager at Eastern Star Church. 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/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 and Member of the Climate and Culture 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 teach 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.

**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 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 80% 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 90% of its teaching staff, maintain at least 95% of its student enrollment, and increase the number of community partnerships by two 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	×	×		×	
Kamia Jackson	×	×		×	
Davita Johnson	×		×		×
Tanya Mack	×		×	×	
Jomo Mutegi	×	×		×	
Brandon Warren	×	×		×	
Keith Wilson	×		×		×
<b>School Leaders</b>					
Yvonne Bullock CEO/Head of School	×	×	×	×	×
Assistant Principal TBD					
Business Manager TBD					
STEAM Coach TBD					
Literacy Coach TBD					
Parent Coordinator/ Enrollment Specialist 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.

2. Identify any organizations, agencies, or consultants that are partners in planning and establishing the school(s) proposed, 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 Appendix A)

**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 School Self-Evaluation tool/rubric that the staff will use to assess its 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 program the school would receive this designation.

**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.

**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 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 growing industry in the world and right here in Indianapolis, Indiana. The seven member 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, 21<sup>st</sup> 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" 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?

It is the hope of Indy STEAM Academy to receive planning funds for Year 0 through the Indiana Department of Education Charter School Program (CSP) Grant. The following persons will work full-time or nearly full time prior to the start of school.

Yvonne Bullock, CEO/Head of School will continue to work full-time prior to the opening of school with the marketing team on recruitment efforts 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, supplies, and materials for the start of school, work with IFF and Charter Schools Capital with the re-outfitting of the facility, continue to write grants to provide supplemental funding, and work with the Board of Directors on fundraising and donations for opening day/week activities.

Assistant Principal (TBD) will work on a nearly full-time basis approximately five months prior to the start of school to assist the CEO/Head of School with all tasks to prepare for the opening day of school.

Business Manager (TBD) will work on a nearly full-time basis approximately five months prior to the opening of school to assist with setting up all financial accounts including payroll for record keeping and managing all revenues and expenditures of the academy. The business manager will assist with the ordering of instructional and non-instruction resources for the academy.

Office Manager (TBD) will work on a nearly full-time basis approximately five months prior to the start of school to organize office materials and equipment and assist with communications to staff, parents, and community members. The office manager will assist the business manager with ordering equipment, supplies, and materials for the start of school.

STEAM and Literacy Coaches will work on a nearly full-time basis approximately 3 months prior to the start of school with the alignment of the STEAM curriculum with the Indiana State Standards and assist with the implementation of the STEAM Instructional model and ongoing professional development that will begin the first two weeks prior to the start of school for all staff.

Parent Coordinator/Enrollment Specialist will work on a nearly full-time basis approximately five months prior to the start of school with the recruitment and marketing team to implement the marketing strategies and community activities identified in this application to build student enrollment.

Technology Specialist will work on a nearly full-time basis approximately five months prior to the start of school to assist with the ordering and installation of technology for office, classroom, staff, and student use. The technology specialist will assist the enrollment specialist and work closely with Enroll Indy on the electronic registration of students and collaborate with Power School with the data entry for the student 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:

- Assistant Principal, TBD will be hired five months prior to the opening of school.
- Business Manager, TBD will be hired five months prior to the opening of school.
- Office Manager, TBD will be hired three months prior to the opening of school.
- STEAM Coach, (TBD) will be hired three months prior to the opening of school.
- Literacy Coach, (TBD) will be hired three months prior to the opening of school.
- Parent Coordinator/Enrollment Specialist (TBD) will be hired five months prior to the opening of school.
- Technology Specialist, (TBD) will be hired five months prior to the opening of school

The qualifications and experiences for each of the above positions are described in the job descriptions in Attachments 3A-F. The Academy will advertise these positions on the Indianapolis Department of Education Job Bank 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 highly qualified 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 rubrics; (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.

**NOTE: Please use the provided form included in this RFP.**

See Attachment 5.

### 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 STEAM Academy will be governed by an independent governing board. The Board of Directors currently has seven members. The Bylaws suggests five to seven 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) Capital Campaign
Tanya Peterson Mack	Vice-President	Marketing, Recruiting and Enrollment (Co-Chair) Capital Campaign (Chair)
Kamia Jackson	Secretary	Marketing, Recruiting and Enrollment (Co-Chair) Academic Achievement and Accountability
Keith Wilson	Treasurer	Finance and Facilities (Chair) Policy and Governance
Carmon Weaver Hicks	Director	Culture and Climate (Chair)
Davita Johnson	Director	Finance and Facilities
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 five times to date since its inception August 2017. The Board of Directors meet the second Tuesday of each month at 6:00 PM. 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 on the entrance of the Academy and on the Academy’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 member 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 the branding of the Academy, recruit highly qualified staff and recruit students to achieve the staffing and enrollment targets.
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, 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 representatives 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.

- 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 CEO/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.

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 high school. The Board of Directors has not discussed developing new schools in Indiana or other states.

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.

Indy STEAM Academy would like to expand the model to include a high school in Year 8 (2025-26). The Academy plans to build an additional facility on the same campus to accommodate middle and high school students. 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 (2024-25). 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 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, 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.

4. 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. However, it will demonstrate the ability to operate and expand its existing school by achieving the academic and non-academic goals for accountability. The Academy will ensure the academic achievement of all students with at least 80% proficiency as measured by state standardized assessments and NWEA Growth MAP Benchmark assessments. The Academy will maintain at least 90% 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 STEAM instructional model.

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?

The unforeseen risk/challenge at this time will be maintaining a stable enrollment as the Academy organically grows each year. Indy STEAM Academy will provide 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. We plan to address this

challenge by providing internships, job shadowing, mentoring, college tours to a variety of university campuses and assisting students with the transition from high school to college. The Academy will assist students with completing college applications and seeking admissions early in their senior year. The Academy will assist students with finding scholarships and grants to support their college tuition. 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.

**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.)*

Indy STEAM Academy desires to partner with the Indianapolis Public Schools as an Innovative Network Charter School. This partnership would assist the Academy with transportation and food services.

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
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	

Function	Network/ Management Organization Decision-Making	School Decision-Making
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:
  - a. Network as a whole, aligned with the 5-Year Business Plan
  - b. 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.

## Education Plan and School Design

The Indy STEAM Academy will provide 180 days of student instruction per school year and an extended school day with 7 hours of student instruction in addition to the afterschool enrichment and extra-curricular activities (one hour). The (7) hours instructional day will provide a total of 30 additional days of instruction each school year compared to the traditional instructional day of surrounding school districts. Students will have an opportunity to participate in a summer school program or STEAM camp (three weeks), and local, state, and national STEM competitions that occur throughout the school year and during the summer months. Fall Break, Winter Break and Spring Break will be two weeks each. These breaks are embedded in the academic calendar year. During the seasonal breaks students will spend one week visiting science museums and participating in college tours.

### 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 increase 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.

### Instructional Model

Indy STEAM Academy will provide a strong foundation in reading, with the integrate science, technology, engineering, and mathematics that supports a deeper understanding of content area knowledge and prepares students to take more advanced coursework in high school and college. Teachers will provide instruction using these Indiana State Standards: Reading, Math, STEM, Science, Project Lead the Way (PLTW) Engineering and Technology Literacy, Computer Science, Social Studies and Fine Arts to ensure that students have the knowledge, skills and abilities to succeed in post-secondary education, and in viable career opportunities. Teachers will work with their grade level team leaders, and STEAM and Literacy coaches to align the curriculum with the standards by mapping the standards each quarter to ensure that all standards are covered for each grade level and content area. Teachers will use their curriculum maps to deconstruct the standards and determine what they need to teach, what students will know and be able to do. Teachers will use data from diagnostic, formative, and summative assessments to determine what students already know about content to create rigorous highly effective lessons that 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.

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 reimagined** using instructional approaches such as Project Based Learning, 21<sup>st</sup> 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, 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 grades K-1 and two teachers at grade 2. Additional teachers will be added each year as students transition to the next grade level. There will be one paraprofessional assigned to each grade level team with the exception of grade three where there will be one paraprofessional assigned to each classroom to assist the teacher with instruction to ensure that all students demonstrate proficiency on the Grade 3 IREAD and ISTEP+ or ILEARN state standardized assessments.

## **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 instruction with whole groups, explicit instruction and guided practice with small groups during guided reading time, collaborative learning with shared reading activities using learning centers and independent practice worktime. Our literacy curriculum builds a strong foundation for reading by focusing on the essential elements of reading: phonemic awareness, phonics, vocabulary, text comprehension and fluency and the integration of critical thinking, listening, speaking, reading and writing skills that prepare students to progress from learn to read to reading to learn for a lifetime.

**Balanced Mathematics.** Teachers will provide 90 minutes of reading instruction each day. During this block of time, teachers will provide direct instruction with whole groups, explicit instruction with small groups during guided practice math time, collaborative learning with shared math activities using learning centers and independent practice worktime. Our curriculum will provide a strong foundation in elements of math knowledge: 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 models.

**Science, Technology, and Engineering.** Teachers will provide 120 minutes of science and engineering instruction with use of one-to-one technology during this block of instruction. 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** 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** 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 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 one-to-one laptops 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.

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).** 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.

**Fine Arts Curriculum.** 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. The Academy will implement the Eight Studio Habits of Mind to support the fine arts curriculum. Teachers focus on developing the “whole mind” to nurture the creative talents of students. The fine arts curriculum will focus on Dance, Drama, Music, and Visual Arts.

**Social Studies.** Indy STEAM Academy will integrate Social Studies with reading and during the character education instruction two days per week for 60 minutes. 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.

**Health and Physical Education.** Indy STEAM Academy will provide 60 minutes of health and physical education. This 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.

### Highly Qualified and Effective Staff

**Recruitment and Selection.** Recruiting and retaining high quality staff will be critical to the success of the Academy. The quality of teachers is the strongest predictor of student success. The Academy is committed to ensuring that

highly qualified and effective teachers are placed and retained in every classroom. Several measures will be taken to ensure that the best and most qualified teachers and paraprofessionals are selected to educate students enrolled at the Academy. The Academy will post vacancy announcements and recruit through university and college job fairs and employment placement banks. The Academy will use our University partner (IUPUI) as a pipeline for recruiting teachers. The interview team will review applications and resumes of potential candidates; conduct telephone screenings; invite highly 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 starting in March 2018, and will complete the approval process for any remaining staff no later than June 30, 2018. Onboarding and orientations will be provided for all new hires.

**Evaluation Process.** Indy STEAM Academy will implement informal and formal evaluations of teachers to provide consistent support and feedback to support their instruction. Informal evaluations will be conducted using classroom walkthroughs. Informal feedback will be provided, and teachers will have an opportunity to reflect and discuss effective instruction and classroom management. Formal evaluations will be provided three times per year using the Indiana Rise Evaluation model. Teachers will participate in pre-observation and post observation conferences to reflect to their teacher practices.

**Professional Development for Staff.** Indy STEAM Academy will provide on-going, job-embedded professional development for all staff. Teachers will have a total of 23 professional development days during the calendar year that include 12 (twelve) days of professional development before the beginning of the school year, (6) six professional days during the school year and 5 (five) days at the end of the school year. For successful implementation of the STEAM model Year 1, teachers will receive training using textbook publishers, service providers, and external partners including the I-STEM Network, Project Lead the Way, Engineering is Elementary, Balanced Literacy, Balanced Math, IUPUI - 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 STEM Initiative. The STEAM Coach and Literacy Coach will provide on-going support for teachers with the implementation of the curriculum. Teachers with 0-3 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, assessments, analysis of data, and flexible grouping for Success Time and RTI tiered interventions.

### **Evidence-Based Supports**

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 intervention each day to address below level (remediation), on grade level (reinforcement), and above grade level (enrichment) proficiency skills of students based on state standards for reading and mathematics to ensure that students are meet or exceed standards as measured by state standardized achievement tests and the Map Growth K-2 benchmark assessments.

**Resource Teachers.** The Special Education Resource teacher will provide additional instruction and support for special needs students/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 on 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 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. 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) 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 as needed and to develop positive academic mindsets for learning. 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.

**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 pathways plans. The 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 three parent teacher conference days. Families and community members will be engaged through monthly Literacy and STEAM family nights, science and math fairs and other school extra-curricular activities in support of their children. 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, job shadowing, and mentoring for students and support students with participate in local, state and national STEM competitions. University partners will summer camp opportunities for students.

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, 21<sup>st</sup> Century Learning Skills, Science Inquiry, Engineering Design Process, and Eight Studio Habits of Mind.** The instructional strategies below support the education model of the Academy 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.

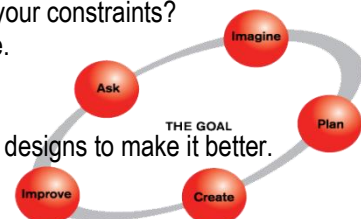
**Project Based Learning.** This hands-on instructional approach is integrated with the science inquiry approach. Classrooms are student-centered. Activities are hand-on and students work in learning teams or collaborative groups that rotate each quarter. Each grade level has specific science and engineering 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 to parents at STEAM family night activities.

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

**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.

**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.

**Eight Studio Habits of Mind.** The Academy will implement the Eight Studio Habits of Mind to support the fine arts curriculum. Teachers focus on developing the "whole mind" to nurture the creative talents of students. The fine arts curriculum will focus on Dance, Drama, Music, and Visual Arts.

- **Express:** Learning to create works that convey an idea, a feeling, or a personal meaning.
- **Develop Craft:** Learning to use tools, materials, artistic conventions; and learning to care for tools, materials, and space.
- **Envision:** Learning to picture mentally what cannot be directly observed and imagine possible next steps in making a piece.
- **Understand Arts Community:** Learning to interact as an artist with other artists i.e., in classrooms, in local arts organizations, and across the art field) and within the broader society.
- **Observe:** Learning to attend to visual contexts more closely than ordinary “looking” requires, and thereby to see things that otherwise might not be seen.
- **Engage & Persist:** Learning to embrace problems of relevance within the art world and/or of personal importance, to develop focus conducive to working and persevering at tasks.
- **Reflect:** Learning to think and talk with others about an aspect of one’s work or working process, and, learning to judge one’s own work and working process and the work of others.
- **Stretch & Explore:** Learning to reach beyond one’s capacities, to explore playfully without a preconceived plan, and to embrace the opportunity to learn from mistakes.



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 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.

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, the 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	≥75%	DIBELS, NWEA MAP Growth K-2 IREAD K-2
3-8	Reading and Math Levels	≥75%	IREAD 3, NWEA MAP Growth 3-8 ILEARN 3-8



All second grade students are required to participate in the reinforcement and intervention of skills during intersessions. Students performing below 75% in reading and math are required to participate in the following intervention services:

- **After School Tutoring** - Three days per week for one hour (4:00-5:00 PM)
- **Intersessions** - Five days from (8:00 AM to Noon) during Fall, Winter, and Spring Breaks
- **Summer School** – 19 days after the end of the school year (Second week in June-July 4) 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 2 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, and Caring 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.

<b>Respect</b> <ul style="list-style-type: none"> <li>• Treat others with respect</li> <li>• Follow the "Golden Rules"</li> <li>• Be tolerant and accepting of other's differences</li> <li>• Use good manners</li> <li>• Be considerate of other's feelings</li> </ul>	<b>Responsibility</b> <ul style="list-style-type: none"> <li>• Do what you are supposed to do</li> <li>• Plan Ahead</li> <li>• Be accountable for your words actions and attitudes</li> <li>• Set an example for others</li> <li>• Be Diligent</li> <li>• Persevere</li> <li>• Do your best</li> </ul>	<b>Fairness</b> <ul style="list-style-type: none"> <li>• Play by the rules</li> <li>• Take turns and share</li> <li>• Be open-minded</li> <li>• Listen to others</li> <li>• Avoid blaming others</li> <li>• Treat people fairly</li> </ul>
<b>Trustworthiness</b> <ul style="list-style-type: none"> <li>• Be honest</li> <li>• Be reliable</li> <li>• Be loyal</li> <li>• Do what you say you will do</li> <li>• Have a good reputation</li> <li>• Have courage to do the right thing</li> </ul>	<b>Caring</b> <ul style="list-style-type: none"> <li>• Be kind</li> <li>• Be compassionate</li> <li>• Show you care</li> <li>• Express gratitude</li> <li>• Forgive others</li> <li>• Help people in need</li> </ul>	<b>Citizenship</b> <ul style="list-style-type: none"> <li>• Do your share to make the community better</li> <li>• Cooperate</li> <li>• Get involved in school/community activities</li> <li>• Be a good neighbor</li> <li>• Follow the rules</li> <li>• Protect the environment</li> <li>• Volunteer</li> </ul>

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 School 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 second grade student at Indy STEAM Academy and Mrs. Brown is her teacher. Joys is a former student of the Indianapolis Public School district. 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 the STEAM academy would be a good fit to meet the needs 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., and follows Mrs. Brown to the classroom.
- 8:00 Joy goes to the closet to hang up her coat and book bag then she goes the charging station to retrieve her laptop and puts in on the table where she and her team sits. 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.
- 8:10-9:30 Joy gets out her math folder. Joy is learning how to solve two-digit addition word problems with regrouping. Joy watches Mrs. Brown demonstrate how to solve the word problem using an anchor

chart and participates in the class discussion. Joy uses manipulatives as she works with her learning team to find the solution to the problem. Joy uses her calculator to check her answer. Mrs. Brown calls on Joy's team to come to the interactive white board to demonstrate how her team solved the problem. Joy writes the homework assignment in her planner then puts her work away to get ready for reading.

9:30-9:34 Joy lines up, and follows Mrs. Brown for the restroom break.

9:35-11:00 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. Joy returns to her seat to work on an independent assignment. Mrs. Brown calls Joy's group to come to the back table to work on a guided reading lesson. After small group, Joy works on her reading response and reflection journal on her laptop where she develops sentences that explain the characters and setting of the story. Joy updates her reading log, completes her mini lesson activity sheet then shares her responses with the class. Joy puts her reading materials away then gets out her favorite book to read independently until it is time for specials.

11:00-12:00 Joy follows Mrs. Brown to the art room. The art teacher, Mrs. Jones has students 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. 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 then puts her computer in the charging cart 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 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.

12:30-12:50 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**

1:00-3:00 Joy gets out her Chromebook. Joy is learning about simple machines. Joy watches the video on the interactive white board and participates in the class discussion. Joy uses her interactive response system hand held device to answer questions about what they learned. Joy works with her STEAM learning team to begin the goal setting and planning process for the design challenge. Joy keeps notes on her computer. Joy's team shares with the class what her group has planned in preparation for the design challenge.

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 being 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 returns to her table and works with her team with the planning of their design challenge. Joy discusses the plans they have made and exchange ideas about the design concept and the mediums learned in their art class that they could use to create the machine as a group. Joy keeps notes in her Chromebook. Joy returns her computer to the charging station and gets ready for Success Time.

3:00-3:55 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, 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 and completes the graphic organizer. At the end success time, Joy gathers her work and returns to Mrs. Brown's classroom.

### **Dismissal**

3:55-4:00 Joys checks her planner as Mrs. Brown reviews the homework assignment. Joy makes sure that she has her homework assignment written in her planner. Joy puts her favorite book, reading journal, homework assignment, and planner in her book bag then lines up for dismissal. Joy follows Mrs. Brown to the bus pick-up area. Joy participates in the drama club after school on Tuesdays and Thursdays. Joy's mom picks her up after hours on these days; however, she could ride the after-school activity bus home. This was a rigorous, yet exciting day in the life of Joy as a student at the Indianapolis 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 second grade self-contained teacher at Indy STEAM Academy. Mrs. Brown comes to the Academy from the Warren Township School district. She has a Master's degree from IUPUI, and she has a strong background in science, which is why she was selected to serve as a grade level teacher leader and as 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 second grade teacher.

### **Arrival/Morning**

7:15 Mrs. Brown arrives at school, checks her mailbox then goes to her classroom.

7:25-7:55 Mrs. Brown has 30 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 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. Morning announcements are delivered over the intercom.

8:10 Mrs. Brown starts the day by reviewing the schedule and learning objectives for the day using "I Can" Statements.

8:15-9:30 Mrs. Brown teaches a math lesson on two-digit addition with regrouping word problems. Mrs. Brown introduces the lesson using her interactive whiteboard. Mrs. Brown demonstrates an example for problem solving at the whiteboard. Mrs. Brown has students work in pairs on a practice activity sheet for 30 minutes using manipulatives. She has students explain their answers at the whiteboard to check for understanding. She has students turn in their practice sheets and write their homework in their planners.

9:30-9:35 Mrs. Brown takes students on a short restroom break and returns to the classroom.

9:35-11:00 Mrs. Brown implements the Balanced Literacy block of instruction that begins with whole group instruction (mini lesson), then small group guided reading instruction while students are working on

independent seatwork activities or at learning centers.

Mrs. Brown works with the whole group first on word work then conducts the mini lesson on identifying the plot of the story. Mrs. Brown differentiates instruction by having students work at a literacy center, in small groups, or independently while she conducts a small guided reading group. Students return to their seats to type two sentences about the plot of the story then complete their reading logs. Mrs. Brown has students share what they have learned during the lesson. Mrs. Brown has students put their reading materials away and gets ready for the math lesson. Mrs. Brown takes her students to Art then goes to the planning room for the grade level team meeting.

11:00-11:55 Mrs. Brown has a one hour planning period during specials each day. Mrs. Brown meets with her grade level team on Tuesdays, Wednesdays, and Thursdays to collaborate on the implementation of standards and objectives that have been mapped-out for the semester. Mrs. Brown is the leader of the second grade level team. She was selected by her peers and the school administration because of her teaching experience and education. Mrs. Brown leads the team in a discussion about the upcoming NWEA MAP assessment. They review the proficiency levels of students on the data wall in the planning room and sets goals for the next assessment. Teachers will also identify students that need to be regrouped during Success Time. They share ideas for lesson plans for next week's learning objectives. Each teacher has a lesson activity to share to enhance their instruction. The Academy Head of School meets with the team twice per month. The Literacy and STEAM Coach meets with Mrs. Brown's grade level team on Mondays. Mrs. Brown returns to the art room to pick up her students then returns to the classroom. Students get ready for lunch.

12:00-1:00 Mrs. Brown takes her class to the cafeteria for lunch. Mrs. Brown goes to the staff cafeteria where she has 60 minutes of uninterrupted lunch and 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"). Mrs. Brown takes her students to the restroom then returns to her classroom for afternoon lessons.

### **Afternoon**

1:00-3:00 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. Mrs. Brown reviews the inquiry approach for scientific discovery. Mrs. Brown reviews vocabulary, discusses content information then asks questions. Students 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 laptops 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. Mrs. Brown reminds students to check the bulletin board for their group assignments.

3:00-3:50 Mrs. Brown has students line up in their flexible groups for "Success Time," which is skills intervention and/or enrichment based on reading and math standards. Mrs. Brown is working on helping students that are having difficulty with addition with regrouping. Mrs. Brown uses the

interactive whiteboard to demonstrate and has students practice at the whiteboard as well. Mrs. Brown shows students how to use subtraction to check their answers. Mrs. Brown has students work in pairs to create one addition with regrouping word problem then has them share how to solve the word problem with the group to check for understanding. Students return to their homeroom classes.

- 3:55 Mrs. Brown has students clean up and get ready for dismissal. She reminds them of their homework assignments and students check to make sure that their assignments are in their planners. Mrs. Brown reminds students to put their laptops back in the charging stations. Mrs. Brown has students line up to be dismissed.
- 3:55 Mrs. Brown walks her class to the bus pickup area and remains there until students in her class have departed. Any car riders not picked up by 4:10 are to remain in the gym.
- 4:00-4:15 Mrs. Brown may leave at 4:15, 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 the Indianapolis 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 (19 days) after the end of the school year (June 10 -July 5, 2019). Summer School will be **five hours** per day from **8:30 AM -2:30 PM**. It is anticipated that approximately 30% (60 students) of our new 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-2 and DIBELS assessment results. Students may be recommended by their classroom teacher or the RTI team. Parents may recommend their children for summer school which will be reviewed by the RTI team and contingent upon funding. Summer school will be funded using the Title I allocation and resources and/or 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 partner with the Boys and Girls Club Finish Line to provide before and after school care program. The cost for this service will be paid by parents. After school tutoring will be provided three days per week (Tuesday, Wednesday, and Thursday) for one hour (4:15-5:15 PM) starting August 21, 2017 through May 24, 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 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. Athletic option, foreign language and instrumental activities such as Spanish, Mandarin Chinese, Violin, Piano, Ballet, Drama, Gymnastics, Soccer, Tennis, Golf, Basketball, and Baseball may be offered on a rotating semester or seasonal basis, with the exception of foreign language and instrumentals, which may be offered for the entire school year, so every student can find an activity of interest. These extra-curricular 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 use community service agencies to develop programs to help students with mental health, emotional, 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, if it is not feasible to include this position in the budget.

**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](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)***

Indy STEAM Academy will develop an Academic, Behavior, and Career Plan (ABC Plan) for all students who do not have formal Individualized Education Plans (IEP’s). If a student has an IEP, it will be used in place of the ABC plan, and will include a career pathway goal. Academic, behavior, career pathway goals are established with the parent and student 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 including the “growth mindset” and study skills. All students are expected to participate in at least one extra-curricular activity each semester to stay connected in the learning community. Goals will be established for the transition to high school. College and career aspirations will be identified, and resources to help students accomplish their goals for career pathways will be provided. The ABC Learning Plan will be updated at the end of each semester and shared with parents and students at teacher conferences.

**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.]**

The Indianapolis 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.

2. Explain how the school will identify and meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible. 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 for the purpose of determining 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 who have identified students in their classrooms and their parents/guardian(s). 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 part-time (contract services) a properly certified individual as the Director of Special Services (DSS) and a full-time certified Special Education teacher. These individuals will ensure that parents/guardians of children with special needs are informed of their student's progress on annual IEP goals and in the general curriculum frequently. 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, the difference between modifications and accommodations, and 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.

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 full-time certified English Language Learner (ELL) Resource teacher 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. All of these factors should be considered with 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.

#### 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 “pull-out” 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 the Indianapolis 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. The Academy will conduct **surveys** of families in the high priority needs community to gauge the level of interest in the school during the months of November and December 2017. The Academy will conduct **focus group meetings** in each the four surrounding school district communities to provide opportunities for parents and community members learn about the instructional model and services the Academy will provide and 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 January 2018, to explain the STEAM focus and provide more information about the curriculum and school calendar. Once chartered, the Academy will secure the proposed 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 February and April 2018 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** using postcards 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, and digital media advertisements to get the word out to the community about the opening of the Academy and enrollment seats available. The Academy is in the process of developing a website. We will have **PowerSchool registration software** set up and ready to interface with Enroll Indy for the February 2018 lottery to support our registration efforts. Indy STEAM Academy has developed a **Letter of Intent to Enroll (see Attachment 14)** which will be distributed to parents interested in sending their children to our Academy. Our recruitment process 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, pharmacies, and home improvement stores where we greet families and community members and 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.

**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.

**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. The Indianapolis 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. The Indianapolis 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)	527	W: 8.7% B: 76.3% H: 10.6%	81.4%	14.6%	.5%	D	Math: 30.8% Rdg: 36.0% Sci: 20.8%
Floro Torrence Elementary 83 (Grades PK-6)	299	W: 3.3% B: 62.9% H: 30.8%	80.3%	15.7%	.6%	C	Math: 35.9% Rdg: 40.7% Sci: 20.5%
George H. Fisher Elementary 93 (Grades K-6)	380	W: 7.4% B: 76.6% H: 11.6%	75.5%	13.4%	1.0%	A	Math: 56.1% Rdg: 50.1% Sci: 25.6%
Charles S. Buck Elementary 94 (Grades K-6)	442	W: 6.8% B: 59.5% H: 31.0%	75.3%	15.4%	0%	F	Math: 10.9% Rdg: 24.9% Sci: 0.6%
Francis Scott Key 103 (PLA) (Grades PK-6)	448	W: 2.9% B: 78.8% H: 12.3%	40.8%	12.3%	0%	A	Math: 19.0% Rdg: 27.3% Sci: 0.6%
Charles W Fairbanks 105 (Grades K-6)	424	W: 4.7% B: 73.1% H: 19.6%	83.2%	12.3%	53.8%	F	Math: 19.7% Rdg: 31.7% Sci: 13.9%
Robert Lee Frost School 106 (Grades PK-6)	347	W: 2.6% B: 82.7% H: 7.2%	75.8%	11.8%	23.6%	C	Math: 26.2% Rdg: 40.7% Sci: 16.7%
John Marshall Middle (Grades 7-8)	295	W: 6.8% B: 63.4% H: 24.1%	75.2%	27.5%	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)	643	W: 11.7% B: 63.6% H: 17.9%	83.2%	12.9%	2.1%	D	Math: 26.8% Rdg: 35.0% Sci: 24.4%
Crestview Elementary (Grades 1-6)	541	W: 23.5% B: 51.9% H: 16.5%	80.1%	14.4%	4.6%	D	Math: 54.7% Rdg: 39.8% Sci: 42.8%
Harrison Hill Elementary (Grades 1-6)	745	W: 16.0% B: 40.4% H: 35.4%	88.9%	12.8%	3.0%	D	Math: 31.7% Rdg: 35.4% Sci: 17.2%

Skiles Test Elementary (Grades 1-6)	536	W: 17.0% B: 68.1% H: 9.0%	75.5%	12.1%	15.9%	C	Math: 40.9% Rdg: 42.2% Sci: 30.4%
Belzer Middle (Grades 7-8)	1157	W: 21.1% B: 51.3% H: 19.8%	68.0%	16.1%	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	804	W: 49.1% B: 29.1% H: 11.6%	42.9%	14.8%	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	540	W: 18.7% B: 49.3% H: 25.4%	84.8%	11.3%	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)	304	W: 2.3% B: 90.5% H: 3.9%	90.5%	20.1%	55.6%	A	Math: 23.0% Rdg: 35.3% Sci: 37.5%
Indiana College Prep (Grades K-8)	260	W: 1.5% B: 93.1% H: 1.9%	35.8%	10%	57.2%	F	Math: 10.2% Rdg: 24.0% Sci: 0.7%
Indianapolis Lighthouse East (Grades 7-10)	269	W: 4.5% B: 87.4% H: 5.6%	100%	19%	13.4%	A	Math: 22.2% Rdg: 28.3% Sci: No data
Tindley Renaissance (Grade K-5)	544	W: 0.6% B: 94.7% H: 1.7%	57.2%	9.6%	50.0%	B	Math: 35.1% Rdg: 50.4% Sci: 24.7%
Tindley Summit Academy (Grades K-5)	304	W: 2.6% B: 90.0% H: 3.3%	77.6%	11.2%	59.5%	B	Math: 20.2% Rdg: 7.4% Sci: 17.6%

Sources: <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 (120 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 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 **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 **College Tours** and **Science Museum Fieldtrips** during the Intersessions (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, 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 Demands**

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. We have created two parent/community surveys: (1) quick response paper pencil survey and (2) online survey using “Survey Monkey” (**see Attachment 14C**). These surveys will be implemented starting in November through January. 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 gauge parents’ and community stakeholders’ perceptions and interests for a new charter STEAM school. We have developed a **Letter of Intent to Enroll** for Indy STEAM Academy (**see Attachment 14B**) to identify parents who are interested in sending their children to the STEAM Academy and the grade levels of the intended students. We will tabulate these responses at the end of the month of January 2018 to determine the potential interest and make projections about enrollment. We plan to conduct focus groups (see Attachment 14D) with community members and parents to discuss their ideas about programs and services they would like to see the Academy provide. We will speak directly with over 20 ministers in the targeted community to garner their support and request an opportunity to share the Academy model with their congregations and collect Letters of Intent to Enroll after services.

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 approved by conducting **focus groups panel discussions** (see Attachment 14) with parents about the programs and services they would like to see included at our Academy. We will contact all parents who have completed **Letters of Intent to Enroll** (see Attachment 14B) to gather feedback on the Academy’s instructional model, programs and services. We will develop a **STEAM Founding Parents Advisory Council**. 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 implement a school **supply-bookbag drive** where we collect donated school supplies for students. We will contact 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 for after school care. There is a \$15 fee to use this service. The Academy will provide transportation from school to the Boys and Girls Club 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 program. 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. The Academy seeks to partner with other after school/extra-curricular programs like STEMnasium, NASA ignite, and First Lego league. There will be no cost for students to participate in this program. Mays Chemical Company will provide an opportunity for students to visit their chemical plant. 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.
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. 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.*

- 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. 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 determined by the NWEA Map Growth, IREAD K, 1, 3, and ILEARN Assessments. Teachers will analyze assessment results throughout the year to differentiate instruction and monitor the progress of students towards. All students will have a deep understanding of mathematical concepts before entering high school.

**Annual Targets:**

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	2018-19	80% and above of students met their NWEA growth goals	79-70% of students met their NEWA growth goals	69-60% of students met their NEWA growth goals	59% and below of students met their NEWA growth goals
2	2019-20	80% and above of students met their NWEA growth goals	79-70% of students met their NEWA growth goals	69-60% of students met their NEWA growth goals	59% and below of students met their NEWA growth goals
3	2020-21	85% and above of students met their NWEA growth goals	84-75% of students met their NEWA growth goals	74-65% of students met their NEWA growth goals	64% and below of students met their NEWA growth goals
4	2021-22	85% and above of students met their NWEA growth goals	84-75% of students met their NEWA growth goals	74-65% of students met their NEWA growth goals	64% and below of students met their NEWA growth goals
5	2022-23	90% and above of students met their	89-80% of students met their NEWA	79-70% of students met their NEWA	69% and below of students met their

		NWEA growth goals	growth goals	growth goals	NEWA growth goals
6	2023-24	90% and above of students met their NWEA growth goals	89-80% of students met their NEWA growth goals	79-70% of students met their NEWA growth goals	69% and below of students met their NEWA growth goals
7	2024-25	95% and above of students met their NWEA growth goals	94-85% of students met their NEWA growth goals	84-75% of students met their NEWA growth goals	74% and below of students met their NEWA growth goals

**Academic Performance Goal 2:**

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 determined by the NWEA Map Growth and ILEARN assessments. Teachers will analyze assessment results throughout the year to differentiate instruction and monitor the progress of students towards. All students will have a deep understanding of mathematical concepts before entering high school.

**Annual Targets:**

Performance Goal 1: 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	2018-19	80% and above of students met their NWEA growth goals	79-70% of students met their NEWA growth goals	69-60% of students met their NEWA growth goals	59% and below of students met their NEWA growth goals
2	2019-20	80% and above of students met their NWEA growth goals	79-70% of students met their NEWA growth goals	69-60% of students met their NEWA growth goals	59% and below of students met their NEWA growth goals
3	2020-21	85% and above of students met their NWEA growth goals	84-75% of students met their NEWA growth goals	74-65% of students met their NEWA growth goals	64% and below of students met their NEWA growth goals
4	2021-22	85% and above of students met their NWEA growth goals	84-75% of students met their NEWA growth goals	74-65% of students met their NEWA growth goals	64% and below of students met their NEWA growth goals
5	2022-23	90% and above of students met their NWEA growth goals	89-80% of students met their NEWA growth goals	79-70% of students met their NEWA growth goals	69% and below of students met their NEWA growth goals
6	2023-24	90% and above of students met their NWEA growth goals	89-80% of students met their NEWA growth goals	79-70% of students met their NEWA growth goals	69% and below of students met their NEWA growth goals
7	2024-25	95% and above of students met their NWEA growth goals	94-85% of students met their NEWA growth goals	84-75% of students met their NEWA growth goals	74% and below 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 grades 4 and 6 will demonstrate annual measurable growth in **science** as determined by the NWEA Map

Growth and ILEARN Assessments. Teachers will analyze assessment results throughout the year to differentiate instruction and monitor the progress of students.

**Annual Targets:**

Performance Goal 1: 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	2018-19	80% and above of students met their NWEA growth goals	79-70% of students met their NWEA growth goals	69-60% of students met their NWEA growth goals	59% and below of students met their NWEA growth goals
2	2019-20	80% and above of students met their NWEA growth goals	79-70% of students met their NWEA growth goals	69-60% of students met their NWEA growth goals	59% and below of students met their NWEA growth goals
3	2020-21	85% and above of students met their NWEA growth goals	84-75% of students met their NWEA growth goals	74-65% of students met their NWEA growth goals	64% and below of students met their NWEA growth goals
4	2021-22	85% and above of students met their NWEA growth goals	84-75% of students met their NWEA growth goals	74-65% of students met their NWEA growth goals	64% and below of students met their NWEA growth goals
5	2022-23	90% and above of students met their NWEA growth goals	89-80% of students met their NWEA growth goals	79-70% of students met their NWEA growth goals	69% and below of students met their NWEA growth goals
6	2023-24	90% and above of students met their NWEA growth goals	89-80% of students met their NWEA growth goals	79-70% of students met their NWEA growth goals	69% and below of students met their NWEA growth goals
7	2024-25	95% and above of students met their NWEA growth goals	94-85% of students met their NWEA growth goals	84-75% of students met their NWEA growth goals	74% and below of students met their NWEA growth goals

**Organizational Non-Academic**

**Performance Goal 1:**

Indy STEAM Academy will recruit, retain, and support highly qualified teachers who will become STEAM/STEM certified to effectively implement the instructional model and accomplish the mission of the STEAM Academy.

**Performance Indicator:**

The academy will maintain high teacher retention rates through mentoring, team collaboration, and professional development. All teachers will become STEAM/STEM certified.

**Annual Targets:**

Operational Goal 1: Recruit, retain, and support highly qualified teachers who will become STEAM/STEM Certified					
Charter Year	Calendar Year	Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
1	2018-19	85% of teachers will return the following school year and will	80% of teachers will return the following school year and will	75% of teachers will return the following school year and will	70% of teachers will return the following school



		be STEM certified	be STEM certified	be STEM certified	year and will be STEM certified
2	2019-20	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	70% of teachers will return the following school year and will be STEM certified
3	2020-21	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	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
5	2022-23	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	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
7	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

**Assessment Tools and Measures:**

Teachers will complete the STEM self-assessment to determine the Academy’s capacity to successfully implement the STEAM Model. 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 teacher survey each year which gauges their perceptions about the Academy’s climate and culture. Teachers will participate in professional development provided by the academy, curriculum vendors, community partnerships, and the Indiana Department of Education (IDOE) STEM Department. Professional development sign-in sheets and learning logs will be maintained as evidence of participation.

**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. The Academy Superintendent plays a critical role in ensuring that the academy recruits, retains, and supports highly qualified and highly effective teachers.

**Assessment Reliability and Scoring Consistency**

New and beginning teachers (0-5) years of experience will be assigned a mentor who is an experienced, highly effective teacher. 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 5 days before and after the end 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 school. The school will complete the IDOE STEM self-evaluation, which will be used as a baseline for preparedness to implement the STEAM model. Responses from the Climate and Culture Teacher Survey will be analyzed. The IDOE STEM department will engage the staff in the initial phase of the application process to become a STEM/STEAM certified school. Professional development logs and the number of hours of participation in professional development will serve as a baseline.

**Organizational Non-Academic**

**Performance Goal 2:**

Indy STEAM Academy will establish additional community partnerships annually to support the implementation of the STEAM instructional model.

**Performance Indicator:**

One of the roles and responsibilities of the Academy Superintendent 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:**

Performance Goal 1: 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	2018-19	Four community partners work with students and staff	Three community partners work with students and staff	Two community partner work with students and staff	One community partner work with students and staff
2	2019-20	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 partner work with students and staff
3	2020-21	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 work with students and staff
4	2021-22	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	2022-23	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	2023-24	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	2024-25	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 selected 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 "Success Time" (RTI Tiered Instruction), after school tutoring, intersession remediation and Summer School participation.

**Assessment Tools and Measures:**

The NWEA Growth K-8 is a web-based, computerized adaptive, universal screening test that measures 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 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 math concepts to take advanced math 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 has 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.

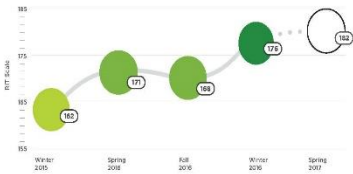


**Precisely Measure Growth and Performance**

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**  
 K-2  
 3-5  
 6-8  
 9-12

**GRADE-LEVEL INDEPENDENCE**  
 Measures performance of each student, whether excellent, or below or on level—over 70 countries range.

**SUBJECTS**  
 Math  
 Reading  
 Language Arts  
 Science

**FREQUENCY**  
 1x  
 2x  
 3x  
 4x

**TEST TIME**  
 45 minutes  
 Unlabeled. Approx. 10-15 minutes per student.

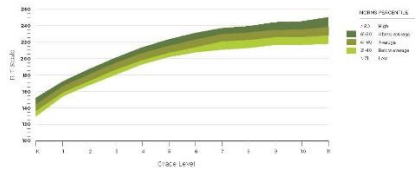
**STANDARDS ALIGNMENT**  
 State Standards  
 Common Core  
 Next Generation Science Standards

**ACCESSIBILITY**  
 Flexible and a flexible navigation  
 Screen reader (JAWS)  
 Compatible  
 High-contrast  
 Color contrast adjusted  
 Text to speech  
 Large font (18pt) for Learning Tools  
 Screen magnification  
 Accessible

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**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. To get 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](http://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 leaders 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 period 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. 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 during the school day to address skill areas where students are deficient. Students will receive additional support in the afterschool tutoring program, during Fall and Spring intersessions, and at summer school. 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](http://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					
<b>Total schools</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
Student enrollment	<b>200</b>	<b>275</b>	<b>350</b>	<b>425</b>	<b>500</b>
<b>Management Organization Positions</b>					
Superintendent/Principal: CEO-Head of Schools	1	1	1	1	1
Business Manager	1	1	1	1	1
Office Manager	1	1	1	1	1
Director of Special Education	.25	.25	.25	.25	.25
<b>Total back-office FTEs</b>	<b>3.25</b>	<b>3.25</b>	<b>3.25</b>	<b>3.25</b>	<b>3.25</b>
<b>Elementary School Staff</b>					
Principals (See CEO Above)					
Assistant Principals* based on enrollment/funding	1	1	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	.25	.25
Speech Therapist	.25	.25	.25	.25	.25
Student Support Position 2 (English Language Learners Resource	1	1	1	1.5	2

	Year 1	Year 2	Year 3	Year 4	Year 5
Teacher)					
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)	1.5	1.5	1.5	1.5	2.0
School Operations Support Staff (Cafeteria Manager)	1	1	1	1	1
<b>Total FTEs at elementary schools</b>	<b>29</b>	<b>33</b>	<b>37</b>	<b>42</b>	<b>47.5</b>
<b>High School Staff – Not Applicable</b>					

### 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:
December 2017	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Develop a website to share information about the academy and to collect information from potential candidates.</li> <li>• Develop recruitment materials – brochures, postcards, flyers, logo, pass-outs</li> </ul>
January 2018	<ul style="list-style-type: none"> <li>• Visit surrounding colleges of education – informally meet and greet students. Distribute brochures to College of Education offices and career placement centers and bulletin boards.</li> <li>• Seek out Fall and Spring graduates.</li> <li>• Create a list of potential candidates.</li> <li>• Contact retired and veteran teachers – ask for referrals – word-of-mouth</li> <li>• Create recruitment video and slide show</li> <li>• Create Job Announcement Postings and Recruitment Messages</li> <li>• Meet with the Interview Team to review the Recruitment and Interview Process</li> </ul>
February 2018	<ul style="list-style-type: none"> <li>• 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</li> </ul>

	<ul style="list-style-type: none"> <li>• Utilize the College Career Center Consortium of Indiana (CCCC) resources</li> <li>• 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.</li> <li>• <b>Begin screening and interview process for Round #1 candidates</b></li> </ul>
<b>March 2018</b>	<ul style="list-style-type: none"> <li>• Participate in the local and surrounding annual college fairs in Indiana, Kentucky, Ohio, and Illinois - Email all candidates in the Directory</li> <li>• Conduct site Indy STEAM Teacher Recruitment Fair (Round #2). Advertise in local newspapers, use social media and placement centers of the identified colleges and universities, job-search websites,</li> <li>• Send job postings to local churches. Post jobs with IDOE Job Bank and Temporary Job Placement Centers.</li> <li>• <b>Begin screening and interview process for Rounds #2 candidates</b></li> <li>• <b>Make recommendations for hire for First Round Candidates</b></li> </ul>
<b>April 2018</b>	<ul style="list-style-type: none"> <li>• Conduct site Indy STEAM Teacher Recruitment Fair (Round #3)</li> <li>• Advertise in local newspapers, use social media and placement centers of the identified colleges and universities, job-search websites</li> <li>• Send job postings to local churches. Post jobs with IDOE Job Bank and Temporary Job Placement Centers.</li> <li>• Participate in the Regional Teacher Candidate Interview Day (CCCC)</li> <li>• <b>Begin screening and interview process for Rounds #3 candidates</b></li> </ul>
<b>May 2018</b>	<ul style="list-style-type: none"> <li>• Complete the hiring and selection process by May 30, 2013 - <b>Deadline to make offers for second and third round candidates</b></li> <li>• Make recommendations for new hires to the Board of Directors</li> </ul>
<b>June, 2018</b>	<ul style="list-style-type: none"> <li>• If there are any remaining positions left vacant, fill these positions no later than June 30, 2018 – <b>Deadline for accepting offers</b></li> </ul>

**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 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 and will begin on time.
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 a complete background checks **before employing** any person to work or volunteer for the Indy STEAM 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:** The success of Indy STEAM Academy's program is completely dependent upon the ability of the organization to attract, recruit, and retain top talent. It is the people who are charged with implementing our programs and who interact with students, parents, and other community members on a daily basis that will largely determine the Academy's success. Indy STEAM Academy focuses on enhancing student achievement by recruiting and retaining highly qualified teachers. The CEO/Head of School is responsible for aligning professional development, feedback, and coaching with formal evaluation systems in order to promote the professional growth of every teacher and ensure school-wide excellence. Indy STEAM Academy will hire a team of talent who possess commitment to the Indy STEAM mission and vision. Indy STEAM Academy will collaborate with our partner IUPUI to access a pool of teachers.

### **Criteria for Selection and Qualifications**

#### **The following qualities are expected of our teachers:**

- Ability to execute standards-based instruction and project-based learning units
- Knowledge of core content area subject matter
- Knowledge of 21<sup>st</sup> century learning skills, science inquiry and engineering design processes
- Ability to implement progress monitoring strategies to promote student achievement
- Ability to work in professional learning communities and within their grade level teams to collaborate with curriculum mapping, lesson planning, analyzing data, and creating flexible groups and making instructional decisions to support teaching and learning
- Effective classroom management skills and the ability to reinforce classroom expectations and procedures
- Ability to analyze data and measurements of achievement
- Maintain regular communication with families and work collaboratively with parents
- Commitment to ongoing professional development and lifelong learning
- Commitment to creating fun, engaging, and relevant learning experiences for students
- Hold at least a Bachelor's Degree
- Possess a valid Indiana Teaching Certificate or has the ability to obtain one
- Commitment to become a STEM Certified School/Teacher
- Lead Teacher: Master's Degree required, at least five (5) year teaching experience, evidence of high-progress student outcomes in reading and math, and highly effective teacher evaluation ratings within the past two years.

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

- Excellent 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
- Ability to establish positive relationships and work well with staff, parents, and students
- Possess a sense of humor, flexibility, and ability to adapt to change and new situations

### Teacher Pool

The Academy will collaborate with our partners at IUPUI to recruit teachers from the College of Education. Special consideration will be given to teachers with additional training or certification in math and science. Indy STEAM Academy has identified five (5) upcoming graduating student teachers who will be prepared to participate in the application process. Indy STEAM Academy will collaborate with organizations such as Teach for America, HBCU's Grow Your Own, Teachers of Tomorrow, and the University of Phoenix.

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, facilitates 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 will the evaluation of non-certified staff, 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.

**STEAM Coach** will lead staff with the implementation of the STEAM model, coach classroom teachers, provide demonstration lessons and support with the implementation of Project-Based Learning, 21<sup>st</sup> Century Learning Skills, the Eight Habits of Mind, Inquiry Process, Engineering Design Process; assist teachers with curriculum mapping, lesson planning, analysis of data, and participate on the school leadership team, collaborate with teachers during their grade level team planning periods, 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, assist teachers with curriculum mapping, lesson planning, analysis of data, coordinate Success Time Tier II Interventions, after school tutoring program, intersession instruction, summer school programming; participate on the school leadership team, collaborate with teachers during their grade level team planning periods, 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.

**Grade Level Teacher Leaders** will lead grade level team with curriculum mapping, lesson planning, analysis of data, developing flexible groups for instruction, assist with planning Success Time instruction, mentor new and beginning teachers, serve on the school leadership team and report to the CEO/Head of School.

**Classroom 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 teacher 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 the instruction during Success Time and other push-in, pull-out interventions and supports.

**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. The teacher assistant will receive informal feedback from the classroom teacher, formal evaluation feedback from the Assistant Principal. The Teacher Assistant will report directly to the Assistant Principal.

**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.

**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.

**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 Facilities 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 level in any category, the board will recommend identifying a mentor to connect with as a means of support.

**Teacher Evaluation: see RISE**

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

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

It is a top priority of Indy STEAM Academy to provide competitive salaries and benefits for our staff because we believe that if our teachers and staff members are happy in the work environment, they will be able to carry out their best work and affect the most change in the classroom to support the academic achievement of students in the classroom. Indy STEAM Academy believes that highly effective teachers who work hard and yield high outcomes should be rewarded. The base salary for classroom teachers is \$42,000 with annual cost of living raises at 2.0% and a benefit package at 32% of the actual annual salary (which includes 7.5% towards retirement and up to 2% towards 401K contributions). At the end of each school year, a bonus will be given to teachers who yielded high marks in student academic growth and performance evaluation ratings. Teachers who take on a leadership role as a Grade Level Teacher leader will receive a stipend of \$2,500 annually. Teachers will have opportunities to work with the afterschool, intersession, and summer school programs. Compensation for this additional service will be at a rate of \$40.00 per hour. During the summer, one teacher per grade level will have the opportunity to earn a stipend of \$1000 to develop curriculum for new grade levels in our growth years.

### Benefits

To meet our goal to retain 95% of our teaching force every year, Indy STEAM Academy has created a competitive benefits package equivalent to 32% of staff member base salaries. All full-time Indy STEAM staff will be able to enroll in a 401K plan where the Academy will contribute 7.5% of the annual salary for retirement. The Academy will match 50% of the employee's contribution or up to 2% of his or her gross salary. 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. 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.
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 12-13, 2018 (8:00-4:00)	<b>Staff Orientation, TEAM Building, and Classroom Preparation</b>

Lunch: 12:00-1:00	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 16-17, 2018 (8:00-4:00) Lunch: 12:00-1:00	<b>I-STEM Resource Network /Indiana Science Initiative/STEM Certification</b> 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 18, 2018 (8:00-4:00) Lunch: 12:00-1:00	<b>Project Lead the Way Launch Launch</b> 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 19, 2018 (8:00 – 4:00) Lunch: 12:00-1:00	<b>Engineering is Elementary</b> 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 20, 2018 (8:00 – 4:00) Lunch: 12:00-1:00	<b>RTI, PBIS, Character Counts Culturally Responsive Classrooms</b> 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 23, 2018 (8:00 – 4:00) Lunch: 12:00-1:00	<b>Balanced Literacy – Reading/Language Arts (AM)</b> 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. <b>Balanced Math Framework (PM)</b> 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 Everyday math program.
July 24, 2018 (8:00 – 4:00) Lunch: 12:00-1:00	<b>PowerSchool Student Information System</b> 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 25, 2018 (8:00 – 4:00) Lunch: 12:00-1:00	<b>NWEA Assessment Training</b> 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 26, 2018 (8:00 – 4:00) Lunch: 12:00-1:00	<b>Smartboard, DreamBox, and Scholastic Reader Software Programs</b>

	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 27, 2018 (8:00 – 4:00) Lunch: 12:00-1:00	<b>First Day of School Protocols and Classroom Preparation</b> 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 March due to Spring Break. Students do not attend school on full training days which are held from 8:00am-4:00pm. 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
September 4, 2018 Analysis of Data	October 29, 2018 Culture and Climate PBIS/RTI/Character Ed	January 22, 2019 Research-based Math Strategies	April 26, 2019 Science & Engineering
	November 20, 2018 Research-based Reading Strategies	February 18, 2019 Technology Tools and Resources	May 24, 2019 STEAM School Visits

**Assessment Calendar for Year One**

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	

**Professional Development Schedule (End of the School Year)**

Dates	Training
June 11, 2018 (8:00 – 4:00)	<b>Academic Achievement and Accountability</b> Teachers will review academic goals and assessment data to determine student mastery of grade level standards and student growth measures as assessed by DIBELS, NWEA, and IREAD 2

June 12, 2018 (8:00 – 4:00)	<b>Cross Grade Level – Vertical Articulation</b> Teachers will review the standards for reading and math at their grade level and the proceeding grade level to identify gaps and continuity in student learning.
June 13, 2018 (8:00 – 4:00)	<b>Curriculum Mapping</b> Teachers will review and deconstruct standards for reading and math and create curriculum maps for the upcoming school year. Teachers will identify research-based best practice strategies to support instruction.
June 14, 2018 (8:00 – 4:00)	<b>Curriculum Mapping AM</b> Teachers will review and deconstruct standards for reading and math and create curriculum maps for the upcoming school year. Teachers will identify research-based best practice strategies to support instruction. <b>Professional Development Planning for Y2 PM</b> The school leadership team and teachers will identify professional development topics for the upcoming school year.
June 15, 2018 (8:00 – 4:00)	<b>Climate and Culture AM</b> Teachers will review the RTI process, RTI team supports, Character Counts and PBIS expectations and procedures, resources and materials, and plan implementation strategies for the upcoming school year. The school leadership team and staff will review teacher, parent, and student surveys to gauge the climate and culture of the Academy. <b>Summer School Orientation PM</b> Orientation provided for staff who will be working with the Summer School Program.

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 benefits/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 plans to use funds provided through the Charter School Program (CSP) grant Funds (if approved) for Year 0 start-up Staffing and Costs up to \$300,000. **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 B.**

- **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 16**, 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 16.**)

## 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.

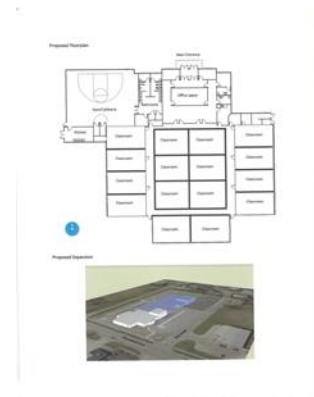
The proposed ideal location for Indy STEAM Academy is 4410 N. Shadeland Avenue. The proposed facility has 25,000 square feet of space. According to the Indiana Department of Education School Facilities Guidelines, "adequate classroom space" means an instructional area containing thirty (30) square feet 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 foot 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 lease and renovate the facility as needed for the Academy to open July 30, 2018. (See Appendix C for the space analysis developed by IFF, Charter School Capitol LOI, and facility specifications.)

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.

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 the past two 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 students grades K-5. 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. The 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 construction 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.



Reoutfit for additional classrooms and future expansion

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 including the Finance Subcommittee, led by the Treasurer of the Board will be responsible for the oversight of the management of the finances for the Indy STEAM Academy. 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 19**.

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?
  - 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;

The 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 above 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 (Intersessions) will be two weeks which are embedded in the academic calendar year. All second-grade students will attend **STEAM Reinforcement and Intervention** during the first week of intersession then will have the remaining week off for break.

Indy STEAM Academy will be fundamentally different from typical STEM models and traditional public schools by providing an **extended (120 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. 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 **College Tours** and **Science Museum Fieldtrips** during the Intersessions (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, 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. To ensure student success, the Academy will develop an Academic, Behavior, and Career Plan (ABC Plan) 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 increase 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. Classrooms are student-centered where the teacher facilitates learning using standards based content and skills. 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.

### **21<sup>st</sup> Century Learning**

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

### **Inquiry Approach**

This instructional approach is integrated with the project-based learning approach. Students work in learning teams to solve research problems. 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.

### **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.

### **Eight Studio Habits of Mind**

This eight-step approach supports the fine arts curriculum. Teachers focus on developing the “whole mind” of students and nurture their creative talents. The fine arts curriculum will focus on Dance, Drama, Music, and Visual Arts. Key components of this approach include:

- **Express:** Learning to create works that convey an idea, a feeling, or a personal meaning.
- **Develop Craft:** Learning to use tools, materials, artistic conventions; and learning to care for tools, materials, and space.
- **Envision:** Learning to picture mentally what cannot be directly observed and imagine possible next steps in making a piece.
- **Understand Arts Community:** Learning to interact as an artist with other artists i.e., in classrooms, in local arts organizations, and across the art field) and within the broader society.
- **Observe:** Learning to attend to visual contexts more closely than ordinary “looking” requires, and thereby to see things that otherwise might not be seen.
- **Engage & Persist:** Learning to embrace problems of relevance within the art world and/or of personal importance, to develop focus conducive to working and persevering at tasks.
- **Reflect:** Learning to think and talk with others about an aspect of one’s work or working process, and, learning to judge one’s own work and working process and the work of others.
- **Stretch & Explore:** Learning to reach beyond one’s capacities, to explore playfully without a preconceived plan, and to embrace the opportunity to learn from mistakes.

- 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 Test (ISTEP+ or ILEARN) 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 Indiana Reading, Next Generation Science, Math, Technology Literacy, Social Science, Health, Physical Education and Career and College Readiness standards to ensure that students have the knowledge, skills and abilities to succeed in post-secondary education and viable career opportunities. Teachers will work with their grade level team leaders, and STEAM and Literacy coaches to align the curriculum with the standards by mapping the standards each quarter to ensure that all standards are covered for each grade level and content areas. Teachers will use their curriculum maps to deconstruct the standards to determine what they need to teach, and what students will know and be able to do at each grade level. Teachers will use data from diagnostic, formative, and summative assessments to determine what students already know about content to create rigorous highly effective lessons that 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.

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 Student-Centered Classrooms, Project Based Learning, 21<sup>st</sup> Century Learning Skills, Science Inquiry, Engineering Design Process and the Eight Studio Habits of Mind.

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 curriculum mapping, 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 for this assignment.

The Academy will hire **Grade Level Lead Teachers** who have extensive education and classroom experience to support their colleagues with the implementation of the Balanced Literacy and STEAM models. Grade Level Lead Teachers will serve as mentors for new and beginning teachers (0-3 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 a salary above the base salary of \$42,000 based on education and experience plus a stipend for mentoring new and beginning teachers.

- 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.

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.

**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 a rigorous high quality curriculum and instructional model by maintaining a contingency fund of approximately 10% of the basic grant funds each year, keeping administrative costs low, leveraging staff with student enrollment to prevent overstaffing, providing job share opportunities for part-time employees, seeking competitive bids to get the best price for contracted services, being conservative with expenditures after the use of the CSP grant funds, and maintaining equipment for reuse. Indy STEAM Academy will 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.

- 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. The is 90 minutes of Balanced Math Instruction which include 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 120 minutes (instructional block) for the integration of STEAM. 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 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 hiring and retaining highly qualified teachers. The Academy understands the urgency to recruit and sustain at least 95% of its student enrollment each year to be able to fund these programs and services. Staffing will be directly aligned with enrollment to prevent overstaffing. Administrative costs will remain low, and the Academy will ensure that 10% of its basic grant funds are saved as a contingency. The Academy will seek additional grants and community partnerships to provide additional funds and resources to support the instructional model.

### **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.

## FINAL APPLICATION SUBMISSION REQUIREMENT

As **Attachment 23**, attach one PDF file that contains all application components, including the Proposal Overview and Enrollment Projections Template, the Proposal Narrative, and all required Attachments. This PDF file will be posted on the Indiana Department of Education website as required under Indiana law. Therefore, please be certain that this attachment contains no confidential personal information.

## 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	MS Word	95
1	Board of Directors Resumes	MS Word or PDF	97
2	CEO/Head of School Resume	MS Word or PDF	122
3	Job Descriptions of Additional Schools Leaders and Management	MS Word or PDF	126
4	Governance Documents – 501 (c)(3) Letter of Determination, Articles of Incorporation and Bylaws	MS Word or PDF	137
5	Statement of Assurances	MS Word or PDF	153
6	Charter School Board Member Information Form	MS Word or PDF	155
7	Code of Ethics and Conflict of Interest Policies	MS Word or PDF	172
8	Education Service Provider (ESP) - <b>Not Applicable</b>	None	179
9	Organization's Business Plan (Network Vision, Growth Plan and Capacity)	MS Word or PDF	180
10	Organizational Charts	MS Word or PDF	182
11	Course Scope and Sequence	MS Word or PDF	184
12	Academic and Exit Standards	MS Word or PDF	224
13	School Calendar and Schedule	MS Word or PDF	286
14	Enrollment Policy	MS Word or PDF	291
15	Student Discipline Policy	MS Word or PDF	297
16	Evidence of Support from Community Partners	MS Word or PDF	303
17	Start-up Plan	MS Word or PDF	312
18	Insurance Coverage	MS Word or PDF	322
19	Budget and Staffing Workbook	Excel	326
20	Budget Narrative	MS Word or PDF	352
21	Operator Financials - <b>Not Applicable</b>	None	355
22	Litigation Documentation - <b>Not Applicable</b>	None	356
Appendixes			
A	Rise Teacher Evaluation Model	PDF	357
B	School Safety Plan	PDF	374
23	Entire Application	PDF	403



**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. 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](mailto: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](http://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 Member**

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

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**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.

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**EDUCATIONAL BACKGROUND**

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

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**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

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**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.

- 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.

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### **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

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.

**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 Member

### 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 Vice-President

**CARMON WEAVER HICKS**

2535 North Capital Avenue  
Illinois Fall Creek Center, Room 215  
317.917.7134 - office  
[cwhicks@ivytech.edu](mailto: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](http://www.oxfordaasc.com).

*Our Journey with the Buffalo Soldiers*. (2006). [www.xlibris.com](http://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 (NASPP) 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

**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 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

<b>M.S. in Education Leadership,</b>	Indiana University, Indianapolis <i>GPA: 3.8</i>	Degree Earned <i>August 2016</i>
<b>B.S. in Elementary Education,</b> <i>Minor in Music</i>	Indiana University, Indianapolis <i>GPA: 3.714</i>	Degree Earned <i>May 2009</i>
<i>I am licensed K-6 in Elementary Education and as a Reading Specialist</i>		

## TEACHING

<b>Teacher</b>		<i>July 2015- Present</i>
<i>Phalen Leadership Academy</i>	<i>Agnes Aleobua, Principal</i>	<i>3<sup>rd</sup> /5<sup>th</sup> 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

August 2009-June 2015

**Teacher**

*MSD Wayne Township*

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

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

**Reading Specialist**

*Spring 2009*

*MSD Lawrence Township*

Crestview Elementary School                      Mentor *Regina Young*                      Reading/Writing

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

**Classroom Intern**

*Fall 2007*

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

*Spring 2008*

- **5<sup>th</sup> Grade, Reading, Math, Science, Music Northwayne Elementary School, Indianapolis, Indiana**

**Related Experiences**

*Summer 2007/Spring 2008*

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

*Summer 2006*

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

**HONORS**

*Outstanding Multicultural Education Student  
 Barbara L. Wilcoxs Scholarship Recipient  
 Christamore Guild Scholarship Recipient  
 Transformational Leader in Education*

*National Dean’s List  
 School of Education Dean’s List (consecutively)  
 Alpha Delta Kappa Scholarship Recipient*

**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.  
 ...ward Stevenson, Stevenson Legal Group, LLC*



## 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

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

## EDUCATION

**Ph.D.**, Educational Administration and Leadership, Ohio University, Athens, OH. 1991

**M.Ed.**, Curriculum/Instruction, Supervision/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 21<sup>st</sup> 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

- 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

**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 Resumes (Not Applicable - See 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
- C. Business Manager
- D. STEAM Coach
- E. Literacy Coach
- F. Parent Coordinator/Enrollment Specialist
- G. Grade Level Team Teacher Leader

## 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 21<sup>st</sup> 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 roles
- Prior experience with district level management
- Prior experience with educating students in an urban environment
- Strong oral and written communication skills
-

## CEO/Head of School – Job Description Page 2 of 2

- 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 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 coach teachers in the use of research-based best practice instructional strategies and skills that will enable students to develop a deep understanding and mastery STEAM skills.

#### Essential Duties and Responsibilities

- Coaches teachers on the effective implementation and instructional methodology of project-based learning, the inquiry process, 21<sup>st</sup> 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 such records and reports as are necessary for the 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 five 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.

**Evaluation:** Completed by the Academy CEO/Head of School

**Salary:** This is a Title I funded position. Salary and benefits are competitive with Indianapolis Public Schools, and based on education and experience.

## ATTACHMENT 3E: Literacy Coach – Job Description

### Literacy Coach

**Reports to:** Academy CEO/Head of School

**Contract:** 12 months

**Supervises:** NA

**Job Goal:** To coach teachers in the use of research-based best practice instructional strategies and skills that will enable students to develop a deep understanding and mastery of 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 as are necessary to the 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;
- At least five 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.

## 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 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 Leader – Job Description

### Grade Level Teacher Leader

**Reports to:** Academy CEO/Head of School

**Contract:** Teacher Assignment Term

**Supervises:** NA

**Job Goal:** To coach teachers in the use of research-based best practice instructional strategies and skills that will enable students to develop a deep understanding and mastery of the essential elements of reading: Phonemic Awareness, Phonics, Vocabulary, Text Comprehension and Fluency skills.

#### **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 five 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. This position provides a stipend for additional teacher responsibilities.



**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.**



Via: Email (ymbullock@outlook.com)

August 8, 2017

Educating Children Matters, Inc.  
c/o Yvonne Bullock, Ph.D.  
12041 Cholla Road  
Fishers, Indiana 46037

**RE: Letter of Engagement**

Dear Dr. Bullock:

Stevenson Legal Group, LLC is pleased to you in obtaining your 501(c)(3) status. This firm's services hereunder will be subject to this engagement letter.

This letter confirms the terms and conditions under which Stevenson Legal Group, LLC will conduct itself. Our fees for services will be billed on a flat fee basis. The flat fee amount for this matter will be Two Thousand Five Hundred and 00/100 Dollars (\$2,500.00), with half (\$1,250.00) due upon the execution of this letter of engagement as a retainer. The retainer does not represent the total cost for our services. The total cost of our services may be less than this or more. The retainer is placed in a trust account which we invoice against. Should the retainer become exhausted, you will be required to submit additional funds. These billing rates are subject to adjustment without notice from time to time by the firm. In certain instances, other factors may be taken into consideration in determining our fees, including, without limitation, the responsibility and liability assumed, the novelty and difficulty of the legal problem involved, whether the firm is requested to issue its formal legal opinion associated with some facet of its representation, the benefit resulting to the client and any unforeseen circumstances arising in the course of our representation.

We will provide you with invoices on a monthly basis. The invoices will describe our services and itemize our expenses in accordance with our standard firm policies. These expenses include such items as photocopying, long-distance telephone charges, cellular charges, facsimile charges, travel and related expenses, computerized legal research, postage and delivery or courier services. If certain major expenses such as printing or filing fees are anticipated to be incurred, we may request that you pay these expenses directly at the time they are incurred.

Payment of each invoice is due upon receipt. Subject to any limitations imposed by the Indiana Rules of Professional Conduct, our firm will be entitled to cease work on any aspect of this representation if any invoices are not paid within thirty (30) days after the invoice is mailed. If we are required to resort to collection proceedings to recover any amounts from you, we will also be entitled to recover all costs incurred concerning such collection proceedings including reasonable attorneys' fees incurred either by us or separate counsel. By signing and returning the additional copy of this letter, you agree that in any such collection proceedings or dispute regarding the attorney-client relationship, venue shall be in the Superior or Circuit Court of Hamilton County, Indiana, or the United States District Court for the Southern District of Indiana, Indianapolis Division, and you consent to the jurisdiction and venue of such court.

You shall have the right at any time to terminate our services upon written notice to the firm. Such termination shall not, however, relieve you of the obligation to pay for all services rendered and costs or expenses incurred on your behalf prior to the date of such termination. As permitted by law, we reserve the right to retain your files until all invoices have been paid in full.

STEVENSON LEGAL GROUP 612 E. MARKET STREET, INDIANAPOLIS, IN 46202 | t (317) 875-0400 | f (317) 802-0900 | w slegalgroup.com

**ATTACHMENT 4B: 501 (c)(3) Letter of Determination – In the Application Process Page 2**

Yvonne Bullock, Ph.D.  
August 8, 2017  
Page 2 of 2

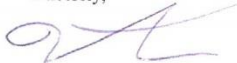
We reserve the right to stop performing services hereunder if, among other things, you fail to honor the terms of this engagement letter, you fail to cooperate or follow our advice on a material matter, or any fact or circumstance would, in our view, render our continuing representation unlawful or unethical. If we elect to withdraw from your representation, you agree to take all steps necessary to free us of any obligation to perform further, including the execution of any documents reasonably necessary to complete our withdrawal, and we will be entitled to be paid for all services rendered and costs and expenses incurred on your behalf through the date of withdrawal.

In the event that we use electronic mail at any time to communicate with each other, or with third parties, you acknowledge that we have advised you that electronic mail may be subject to a greater risk of interception or unauthorized access than wire-line telephone communication. If at any time you desire that we not use electronic mail, you will advise us of such desire and we will act in accordance with your instruction. If you do not so advise us, we will assume that you consent to the use of electronic mail for communications between our attorneys (and staff) and you or other persons with respect to your matters and in particular this transaction.


If the foregoing terms and conditions accurately summarize and confirm our understanding, please indicate your approval and acceptance by dating, signing and returning this letter in the enclosed self-addressed envelope. An additional copy of this letter is enclosed for your records.

Should you have any questions or concerns with regard to the matters discussed in this letter, please do not hesitate to contact me.

Sincerely,



Howard L. Stevenson

  
By: Yvonne Bullock, Ph.D.

Agreed to and accepted this 8 day of August, 2017.



## ATTACHMENT 4C: Bylaws

### 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 seven (7) 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.
- d. No Director shall be a relative of a paid employee of the Academy or the school.

**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 depositories 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.

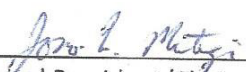
**ARTICLE VIII  
AMENDMENTS TO BY-LAWS**

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><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> <li><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> <li><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> <li><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> <li><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> <li><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> <li><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> <li><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> <li><input checked="" type="checkbox"/> 9. Recipients will at all times maintain all necessary and appropriate insurance coverage.</li> <li><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> <li><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.</li> </ul>

<b>Signature from Authorized Representative of the Charter School Applicant</b>	
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.	
<b>PRINT NAME &amp; TITLE</b> Yvonne Bullock, Ph.D. CEO/Founder/Head of School	<b>DATE</b> Approved November 14, 2017
<b>SIGN NAME</b> 	

## 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: 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

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**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

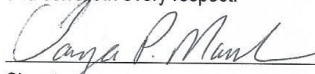
1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.  
 I / we do not know any such trustees.  Yes
2. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business 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

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**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

## Exhibit A3: CHARTER SCHOOL BOARD MEMBER INFORMATION

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

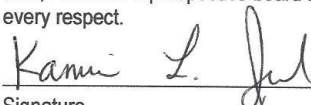


3. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.  
 I / we do not anticipate conducting any such business.  Yes
  
4. If the 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

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**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

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

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#### 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.

Keith Wilson  
 Signature



11/20/17  
 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

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### 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 6<sup>th</sup> – 8<sup>th</sup> 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

- 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

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**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

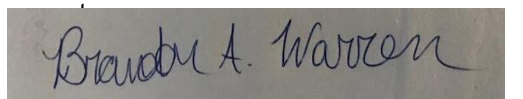


10. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business 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

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### 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

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

- 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

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**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 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**

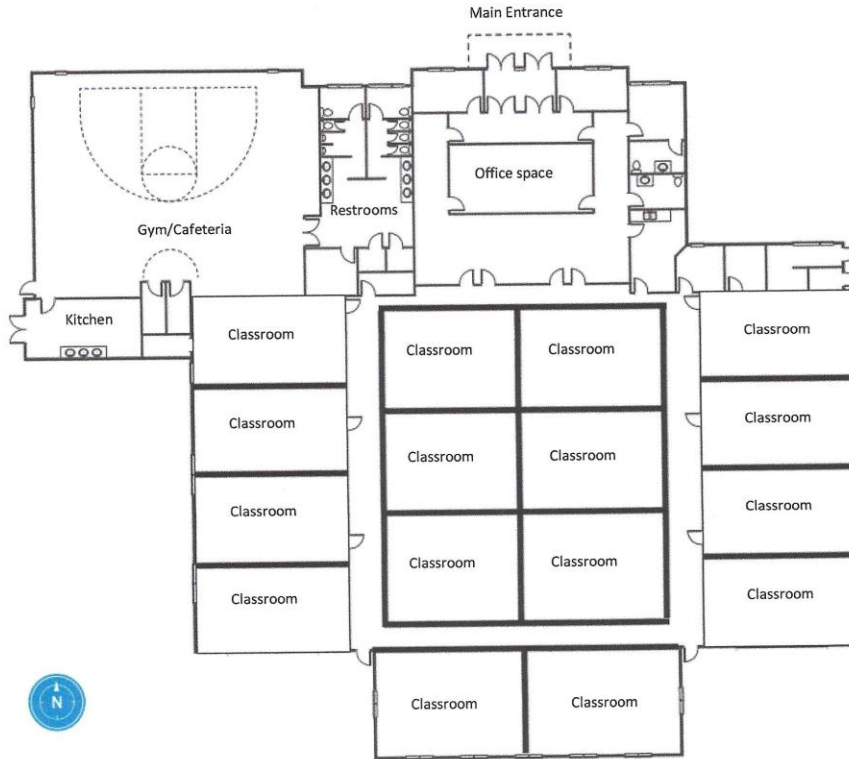
The table below identifies the planned years, grade levels and enrollment of the Indy STEAM Academy. The Academy will serve students grades K-2 with a minimum enrollment of 200 students Year One. The Academy will grow organically each year by adding an additional grade level and additional 75 students 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 proposed location would require the Academy to expand its campus to accommodate students grades 6-8, so the Academy is proposing to build a facility on the campus property to accommodate middle and high school students. The Academy desires to expand the model by opening a High School wing in the expanded facility Year 8.

Indianapolis (Indy) STEAM Academy		
Academic Year	Grade Levels	Student Enrollment (Planned Maximum)
Year 1 – 2018 -19	K-2	200
Year 2 – 2019-20	K-3	275
Year 3 – 2020-21	K-4	350
Year 4 – 2021-22	K-5	425
Year 5 – 2022-23	K-6	500
Year 6 – 2023-24	K-7	575
<b>Year 7 – 2024-25 (P1-Capacity)</b>	<b>K-8</b>	<b>650 Maximum</b>
Year 8 – 2025-26	K-9	725
Year 9 – 2026-27	K-10	800
Year 10 – 2027-28	K-11	875
<b>Year 10 – 2027-28 (P2-Capacity)</b>	<b>K-12</b>	<b>950 Maximum</b>

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 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.

Proposed Floorplan

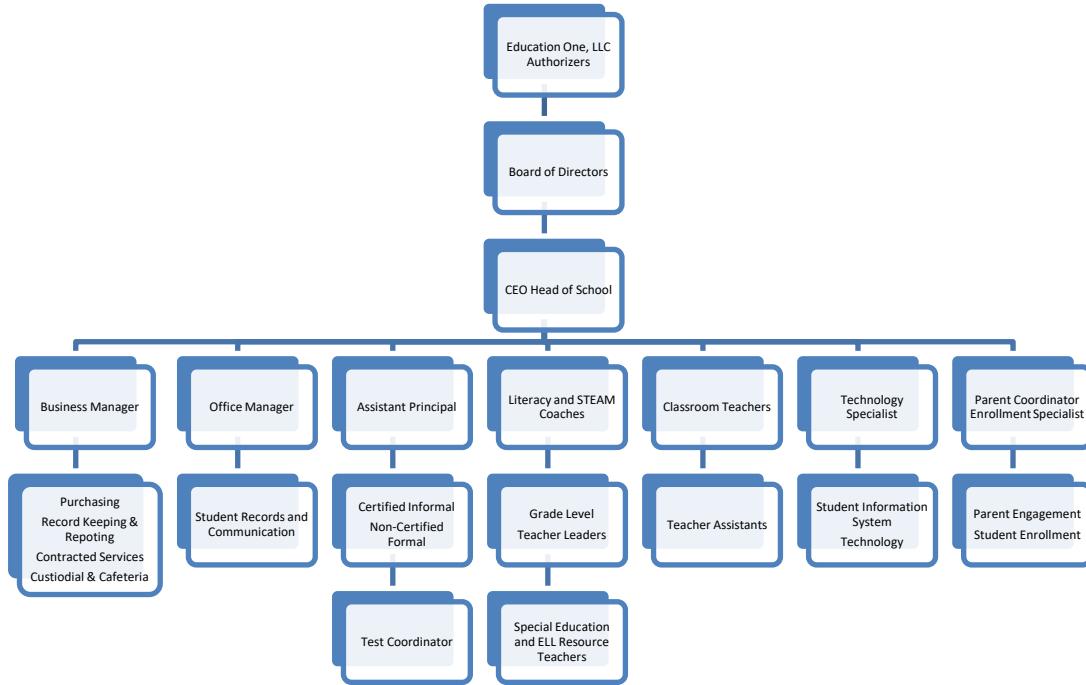


Proposed Expansion



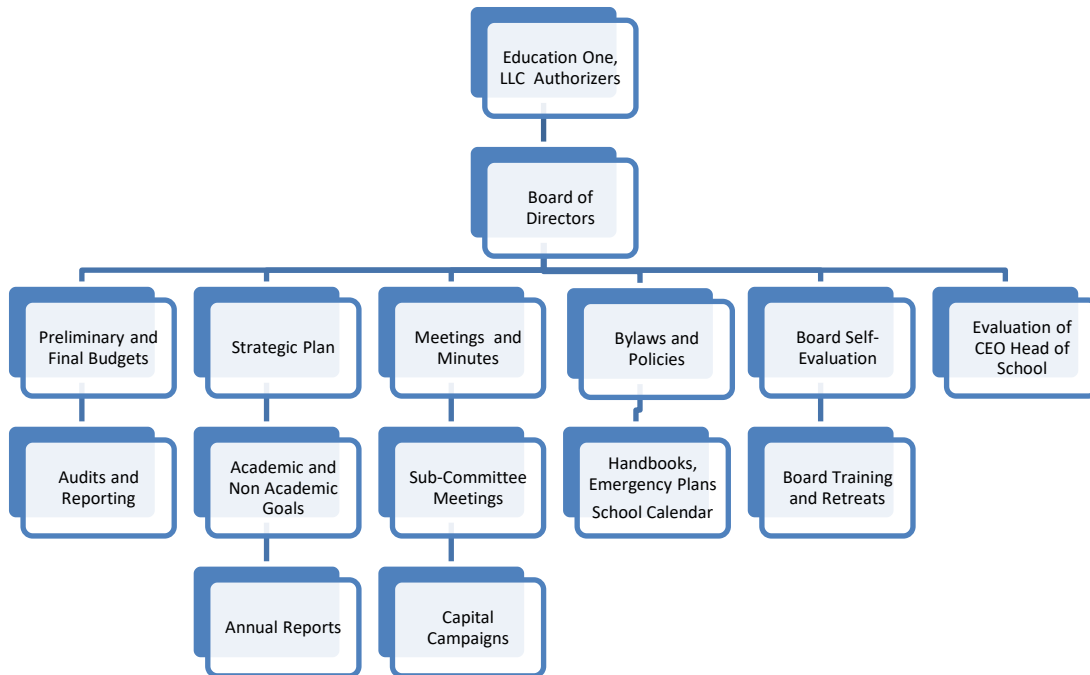
**ATTACHMENT 10A: School Level Organizational Chart (Year One through Full Capacity)  
Network – Not Applicable**

**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



## **ATTACHMENT 11: Course Scope and Sequence**

The Vertical Articulation documents illustrate the significant connections between the standards across grade levels. Administrators and teachers are strongly encouraged to use these documents to facilitate cross-grade level discussions.

- **ATTACHMENT 11A: Reading**
- **ATTACHMENT 11B: Mathematics**
- **ATTACHMENT 11C: Science**
- **ATTACHMENT 11D: Technology**
- **ATTACHMENT 11E: Engineering**
- **ATTACHMENT 11F: Arts – No vertical Articulation**



# ATTACHMENT 11A: Reading K-5 Vertical Articulation

## READING

**Guiding Principle:** Students transition from “learning to read” to “reading to learn.” Students develop and apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They read a wide range of literature in several genres from a variety of time periods and cultures from around the world to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).<sup>1</sup>

### READING: Foundations

There are four key areas found in the Reading: Foundations section for grades K-5: Print Concepts, Phonological Awareness, Phonics, and Fluency. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Foundations.

In Reading: Foundations, students are expected to do the following:

RF.1: LEARNING OUTCOME FOR READING FOUNDATIONS						
Develop, build, and apply knowledge of foundational reading skills						
LEARNING OUTCOME	KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
	K.RF.1: Understand and apply knowledge of print concepts, phonics, phonemic awareness, vocabulary, and fluency and comprehension as a foundation for developing reading skills.	1.RF.1: Develop an understanding of the five components of reading (print concepts, phonemic awareness, phonics, vocabulary, and fluency and comprehension) to build foundational reading skills.	2.RF.1: Demonstrate an understanding of the five components of reading (print concepts, phonemic awareness, phonics, vocabulary, and fluency and comprehension) to build foundational reading skills.	3.RF.1: Apply foundational reading skills to build reading fluency and comprehension.	4.RF.1: Apply foundational reading skills to demonstrate reading fluency and comprehension.	5.RF.1: Apply foundational reading skills to demonstrate reading fluency and comprehension.
PRINT CONCEPTS	RF.2: PRINT CONCEPTS					
	Demonstrate understanding of the organization and basic features of print, including that printed materials provide information and tell stories					
K.RF.2.1: Demonstrate understanding that print moves from left to right across the page and from top to bottom.	1.RF.2.1: Students are expected to build upon and continue applying concepts learned previously.	2.RF.2.1: Students are expected to build upon and continue applying concepts learned previously.	3.RF.2.1: Students are expected to build upon and continue applying concepts learned previously.	4.RF.2.1: Students are expected to build upon and continue applying concepts learned previously.	5.RF.2.1: Students are expected to build upon and continue applying concepts learned previously.	
K.RF.2.2: Recognize that written words are made up of sequences of letters.	1.RF.2.2: Students are expected to build upon and continue applying concepts learned previously.	2.RF.2.2: Students are expected to build upon and continue applying concepts learned previously.	3.RF.2.2: Students are expected to build upon and continue applying concepts learned previously.	4.RF.2.2: Students are expected to build upon and continue applying concepts learned previously.	5.RF.2.2: Students are expected to build upon and continue applying concepts learned previously.	
K.RF.2.3: Recognize that words are combined to form sentences.	1.RF.2.3: Recognize the components of a sentence (e.g., capitalization, first word, ending punctuation).	2.RF.2.3: Students are expected to build upon and continue applying concepts learned previously.	3.RF.2.3: Students are expected to build upon and continue applying concepts learned previously.	4.RF.2.3: Students are expected to build upon and continue applying concepts learned previously.	5.RF.2.3: Students are expected to build upon and continue applying concepts learned previously.	
K.RF.2.4: Identify and name all uppercase (capital) and lowercase letters of the alphabet.	1.RF.2.4: Learn and apply knowledge of alphabetical order.	2.RF.2.4: Students are expected to build upon and continue applying concepts learned previously.	3.RF.2.4: Students are expected to build upon and continue applying concepts learned previously.	4.RF.2.4: Students are expected to build upon and continue applying concepts learned previously.	5.RF.2.4: Students are expected to build upon and continue applying concepts learned previously.	
PHONOLOGICAL AWARENESS	RF.3: PHONOLOGICAL AWARENESS					
	Demonstrate understanding and apply knowledge of spoken words, syllables, and sounds					
K.RF.3.1: Identify and produce rhyming words.	1.RF.3.1: Students are expected to build upon and continue applying concepts learned previously.	2.RF.3.1: Students are expected to build upon and continue applying concepts learned previously.	3.RF.3.1: Students are expected to build upon and continue applying concepts learned previously.	4.RF.3.1: Students are expected to build upon and continue applying concepts learned previously.	5.RF.3.1: Students are expected to build upon and continue applying concepts learned previously.	
K.RF.3.2: Orally pronounce, blend, and segment words into syllables.	1.RF.3.2: Blend sounds, including consonant blends, to produce single- and multi-syllable words.	2.RF.3.2: Students are expected to build upon and continue applying concepts learned previously.	3.RF.3.2: Students are expected to build upon and continue applying concepts learned previously.	4.RF.3.2: Students are expected to build upon and continue applying concepts learned previously.	5.RF.3.2: Students are expected to build upon and continue applying concepts learned previously.	
K.RF.3.3: Orally blend the onset (the initial sound) and the rime (the vowel and ending sound) in words.	1.RF.3.3: Add, delete, or substitute sounds to change single-syllable words.	2.RF.3.3: Students are expected to build upon and continue applying concepts learned previously.	3.RF.3.3: Students are expected to build upon and continue applying concepts learned previously.	4.RF.3.3: Students are expected to build upon and continue applying concepts learned previously.	5.RF.3.3: Students are expected to build upon and continue applying concepts learned previously.	

K.RF.3.4: Tell the order of sounds heard in words with two or three phonemes, and identify the beginning, middle (medial) and final sounds.	1.RF.3.4: Distinguish beginning, middle (medial), and final sounds in single-syllable words.	2.RF.3.4: Students are expected to build upon and continue applying concepts learned previously.	3.RF.3.4: Students are expected to build upon and continue applying concepts learned previously.	4.RF.3.4: Students are expected to build upon and continue applying concepts learned previously.	5.RF.3.4: Students are expected to build upon and continue applying concepts learned previously.
K.RF.3.5: Add, delete, or substitute sounds to change words.	1.RF.3.5: Segment the individual sounds in one-syllable words.	2.RF.3.5: Students are expected to build upon and continue applying concepts learned previously.	3.RF.3.5: Students are expected to build upon and continue applying concepts learned previously.	4.RF.3.5: Students are expected to build upon and continue applying concepts learned previously.	5.RF.3.5: Students are expected to build upon and continue applying concepts learned previously.

RF.4: PHONICS					
Decode and read words by applying phonics and word analysis skills					
KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
K.RF.4.1: Use letter-sound knowledge to decode the sound of each consonant (e.g., dog = /d/ /g/; soap = /s/ /p/).	1.RF.4.1: Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., oi) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.	2.RF.4.1: Students are expected to build upon and continue applying concepts learned previously.	3.RF.4.1: Students are expected to build upon and continue applying concepts learned previously.	4.RF.4.1: Students are expected to build upon and continue applying concepts learned previously.	5.RF.4.1: Students are expected to build upon and continue applying concepts learned previously.
K.RF.4.2: Blend consonant-vowel-consonant (CVC) sounds to make words.	1.RF.4.2: Decode one-syllable words in the major syllable patterns (CVC, CVr, V, VV, VCe), independent of context.	2.RF.4.2: Use knowledge of the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to decode two-syllable words, independent of context.	3.RF.4.2: Understand the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to aid in decoding unknown words.	4.RF.4.2: Use the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to read unknown words.	5.RF.4.2: Students are expected to build upon and continue applying concepts learned previously.

K.RF.4.3: Recognize the long and short sounds for the five major vowels.	1.RF.4.3: Apply knowledge of final -e and common vowel teams (vowel digraphs) for representing long vowel sounds.	2.RF.4.3: Apply knowledge of short and long vowels (including vowel teams) when reading regularly spelled one-syllable words.	3.RF.4.3: Students are expected to build upon and continue applying concepts learned previously.	4.RF.4.3: Students are expected to build upon and continue applying concepts learned previously.	5.RF.4.3: Students are expected to build upon and continue applying concepts learned previously.
K.RF.4.4: Read common high-frequency words by sight (e.g., a, my).	1.RF.4.4: Recognize and read common and irregularly spelled high-frequency words by sight (e.g., have, said).	2.RF.4.4: Recognize and read common and irregularly spelled high-frequency words and abbreviations by sight (e.g., through, tough; Jan., Fri.).	3.RF.4.4: Read grade-appropriate words that have blends (e.g., walk, play) and common spelling patterns (e.g., qu-; doubling the consonant and adding -ing, such as cut/cutting; changing the ending of a word from -y to -ies to make a plural).	4.RF.4.4: Students are expected to build upon and continue applying concepts learned previously.	5.RF.4.4: Students are expected to build upon and continue applying concepts learned previously.
K.RF.4.5: Identify similarities and differences in words (e.g., word endings, onset and rime) when spoken or written.	1.RF.4.5: Read words in common word families (e.g., -at, -ate).	2.RF.4.5: Know and use common word families when reading unfamiliar words (e.g., -ale, -est, -ine, -ock).	3.RF.4.5: Know and use more difficult word families when reading unfamiliar words (e.g., -ight).	4.RF.4.5: Students are expected to build upon and continue applying concepts learned previously.	5.RF.4.5: Students are expected to build upon and continue applying concepts learned previously.
K.RF.4.6: Standard begins at first grade.	1.RF.4.6: Read grade-appropriate root words and affixes including plurals, verb tense, comparatives (e.g., look, -ed, -ing, -s, -er, -est), and simple compound words (e.g., cupcake) and contractions (e.g., isn't).	2.RF.4.6: Read multi-syllabic words composed of roots, prefixes, and suffixes; read contractions, possessives (e.g., kitten's, sisters'), and compound words.	3.RF.4.6: Read multi-syllabic words composed of roots and related prefixes and suffixes; read irregular contractions (e.g., will not = won't) and possessives (e.g., children's, Dennis's).	4.RF.4.6: Use knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context.	5.RF.4.6: Use knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context.

RF.5: FLUENCY						
Demonstrate accuracy and fluency when reading						
FLUENCY	KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
	K.RF.5: Read emergent-reader texts, maintaining an appropriate pace and using self-correcting strategies while reading.	1.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.	2.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.	3.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.	4.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.	5.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

**READING: Literature**

There are three key areas found in the Reading: Literature section for grades K-5: Key Ideas and Textual Support, Structural Elements and Organization, and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Literature.

In Reading: Literature, students are expected to do the following:

RL.1: LEARNING OUTCOME FOR READING LITERATURE						
Read and comprehend a variety of literature independently and proficiently						
LEARNING OUTCOME	KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
	K.RL.1: Actively engage in group reading activities with purpose and understanding.	1.RL.1: With support, read and comprehend literature that is grade-level appropriate.	2.RL.1: Read and comprehend a variety of literature within a range of complexity appropriate for grades 2-3. By the end of grade 2, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.	3.RL.1: Read and comprehend a variety of literature within a range of complexity appropriate for grades 2-3. By the end of grade 3, students interact with texts proficiently and independently.	4.RL.1: Read and comprehend a variety of literature within a range of complexity appropriate for grades 4-5. By the end of grade 4, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.	5.RL.1: Read and comprehend a variety of literature within a range of complexity appropriate for grades 4-5. By the end of grade 5, students interact with texts proficiently and independently.

<b>RL.2: STANDARD 2: KEY IDEAS AND TEXTUAL SUPPORT</b>						
<b>Build comprehension and appreciation of literature by identifying, describing, and making inferences about literary elements and themes</b>						
<b>KINDERGARTEN</b>	<b>GRADE 1</b>	<b>GRADE 2</b>	<b>GRADE 3</b>	<b>GRADE 4</b>	<b>GRADE 5</b>	
<b>K.RL.2.1:</b> With support, ask and answer questions about main topics and key details in a text heard or read.	<b>1.RL.2.1:</b> Ask and answer questions about main idea and key details in a text.	<b>2.RL.2.1:</b> Ask and answer questions (e.g., <i>who was the story about; why did an event happen; where did the story happen</i> ) to demonstrate understanding of main idea and key details in a text.	<b>3.RL.2.1:</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<b>4.RL.2.1:</b> Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.	<b>5.RL.2.1:</b> Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.	
<b>K.RL.2.2:</b> With support, retell familiar stories, poems, and nursery rhymes, including key details.	<b>1.RL.2.2:</b> Retell stories, fables, and fairy tales in sequence, including key details, and demonstrate understanding of their central message or lesson.	<b>2.RL.2.2:</b> Recount the beginning, middle, and ending of stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	<b>3.RL.2.2:</b> Retell folktales, fables, and tall tales from diverse cultures; identify the themes in these works.	<b>4.RL.2.2:</b> Paraphrase or retell the main events in a story, myth, legend, or novel; identify the theme and provide evidence for the interpretation.	<b>5.RL.2.2:</b> Determine a theme of a story, play, or poem from details in the text, including how characters respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	
<b>K.RL.2.3:</b> Identify important elements of the text (e.g., <i>characters, settings, or events</i> ).	<b>1.RL.2.3:</b> Using key details, identify and describe the elements of plot, character, and setting.	<b>2.RL.2.3:</b> Describe how characters in a story respond to major events and how characters affect the plot.	<b>3.RL.2.3:</b> Describe characters in a story (e.g., <i>their traits, motivations, or feelings</i> ) and explain how their actions contribute to the plot.	<b>4.RL.2.3:</b> Describe a character, setting, or event in a story or play, drawing on specific details in the text, and how that impacts the plot.	<b>5.RL.2.3:</b> Describe two or more characters, settings, or events in a story or play, drawing on specific details in the text, and how they impact the plot.	
<b>K.RL.2.4:</b> Make predictions about what will happen in a story.	<b>1.RL.2.4:</b> Make and confirm predictions about what will happen next in a story.	<b>2.RL.2.4:</b> Make predictions about the content of text using prior knowledge of text features, explaining whether they were confirmed or not confirmed and why.	<b>3.RL.2.4:</b> <i>Students are expected to build upon and continue applying concepts learned previously.</i>	<b>4.RL.2.4:</b> <i>Students are expected to build upon and continue applying concepts learned previously.</i>	<b>5.RL.2.4:</b> <i>Students are expected to build upon and continue applying concepts learned previously.</i>	

<b>RL.3: STRUCTURAL ELEMENTS AND ORGANIZATION</b>						
<b>Build comprehension and appreciation of literature, using knowledge of literary structure and point of view</b>						
<b>KINDERGARTEN</b>	<b>GRADE 1</b>	<b>GRADE 2</b>	<b>GRADE 3</b>	<b>GRADE 4</b>	<b>GRADE 5</b>	
<b>K.RL.3.1:</b> Recognize familiar narrative text genres (e.g., <i>fairy tales, nursery rhymes, storybooks</i> ).	<b>1.RL.3.1:</b> Identify the basic characteristics of familiar narrative text genres (e.g., <i>fairy tales, nursery rhymes, storybooks</i> ).	<b>2.RL.3.1:</b> Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	<b>3.RL.3.1:</b> Use terms such as chapter, scene, and stanza to refer to the parts of stories, plays, and poems; describe how each successive part builds on earlier sections.	<b>4.RL.3.1:</b> Explain major differences between poems, plays, and prose, and refer to the structural elements of poems and drama.	<b>5.RL.3.1:</b> Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, play, or poem.	
<b>K.RL.3.2:</b> With support, define the role of the author and illustrator of a story in telling the story.	<b>1.RL.3.2:</b> Identify who is telling the story at various points in a text.	<b>2.RL.3.2:</b> Acknowledge differences in the points of view of characters and identify dialogue as words spoken by characters, usually enclosed in quotation marks.	<b>3.RL.3.2:</b> Distinguish personal point of view from that of the narrator or those of the characters.	<b>4.RL.3.2:</b> Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	<b>5.RL.3.2:</b> Describe how a narrator's or speaker's point of view influences how events are portrayed.	

<b>RL.4: CONNECTION OF IDEAS</b>						
<b>Build comprehension and appreciation of literature by connecting literary elements and themes and analyzing how sensory tools impact meaning</b>						
<b>KINDERGARTEN</b>	<b>GRADE 1</b>	<b>GRADE 2</b>	<b>GRADE 3</b>	<b>GRADE 4</b>	<b>GRADE 5</b>	
<b>K.RL.4.1:</b> With support, describe the relationship between illustrations and the story in which they appear.	<b>1.RL.4.1:</b> Use illustrations and details in a story to describe its characters, setting, or events.	<b>2.RL.4.1:</b> Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	<b>3.RL.4.1:</b> Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., <i>create mood, emphasize aspects of a character or setting</i> ).	<b>4.RL.4.1:</b> Describe how visual and multimedia presentations and representations can enhance the meaning of a text.	<b>5.RL.4.1:</b> Analyze how visual and multimedia presentations and representations can enhance the meaning of a text.	
<b>K.RL.4.2:</b> With support, compare and contrast the adventures and experiences of characters in familiar stories.	<b>1.RL.4.2:</b> Compare and contrast the adventures and experiences of characters in stories.	<b>2.RL.4.2:</b> Compare and contrast versions of the same stories from different authors, time periods, or cultures from around the world.	<b>3.RL.4.2:</b> Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., <i>in books from a series</i> ).	<b>4.RL.4.2:</b> Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.	<b>5.RL.4.2:</b> Compare and contrast stories in the same genre on their approaches to similar themes and topics.	

**READING: Vocabulary**

There are two key areas found in the Reading: Vocabulary section for grades K-5: Vocabulary Building and Vocabulary in Literature and Nonfiction Texts. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Vocabulary.

In Reading: Vocabulary, students are expected to do the following:

<b>RV.1: LEARNING OUTCOME FOR READING VOCABULARY</b>						
<b>Build and apply vocabulary using various strategies and sources</b>						
<b>LEARNING OUTCOME</b>	<b>KINDERGARTEN</b>	<b>GRADE 1</b>	<b>GRADE 2</b>	<b>GRADE 3</b>	<b>GRADE 4</b>	<b>GRADE 5</b>
	<b>K.RV.1:</b> Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.	<b>1.RV.1:</b> Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.	<b>2.RV.1:</b> Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.	<b>3.RV.1:</b> Build and use accurately conversational, general academic, and content-specific words and phrases.	<b>4.RV.1:</b> Build and use accurately general academic and content-specific words and phrases.	<b>5.RV.1:</b> Build and use accurately general academic and content-specific words and phrases.
<b>RV.2: VOCABULARY BUILDING</b>						
<b>Use strategies to determine and clarify words and understand their relationships</b>						
<b>VOCABULARY BUILDING</b>	<b>KINDERGARTEN</b>	<b>GRADE 1</b>	<b>GRADE 2</b>	<b>GRADE 3</b>	<b>GRADE 4</b>	<b>GRADE 5</b>
	<b>K.RV.2.1:</b> <i>Standard begins at first grade.</i>	<b>1.RV.2.1:</b> Demonstrate understanding that context clues (e.g., words and sentence clues) and text features (e.g., glossaries, illustrations) may be used to help understand unknown words.	<b>2.RV.2.1:</b> Use context clues (e.g., words and sentence clues) and text features (e.g., table of contents, headings) to determine the meanings of unknown words.	<b>3.RV.2.1:</b> Apply context clues (e.g., word, phrase, and sentence clues) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words.	<b>4.RV.2.1:</b> Apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features (e.g., charts, headings/subheadings, font/format) to determine the meanings of unknown words.	<b>5.RV.2.1:</b> Select and apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine the meanings of unknown words.
	<b>K.RV.2.2:</b> Identify and sort pictures of objects into categories (e.g., colors, shapes, opposites).	<b>1.RV.2.2:</b> Define and sort words into categories (e.g., antonyms, living things, synonyms).	<b>2.RV.2.2:</b> Identify relationships among words, including common synonyms and antonyms, and simple multiple-meaning words (e.g., change, duck).	<b>3.RV.2.2:</b> Identify relationships among words, including synonyms, antonyms, homographs, homonyms, and multiple-meaning words (e.g., puzzle, fire).	<b>4.RV.2.2:</b> Identify relationships among words, including more complex homographs, homonyms, synonyms, antonyms, and multiple meanings.	<b>5.RV.2.2:</b> Identify relationships among words, including multiple meanings, synonyms and antonyms, homographs, metaphors, similes, and analogies.
	<b>K.RV.2.3:</b> <i>Standard begins at sixth grade.</i>	<b>1.RV.2.3:</b> <i>Standard begins at sixth grade.</i>	<b>2.RV.2.3:</b> <i>Standard begins at sixth grade.</i>	<b>3.RV.2.3:</b> <i>Standard begins at sixth grade.</i>	<b>4.RV.2.3:</b> <i>Standard begins at sixth grade.</i>	<b>5.RV.2.3:</b> <i>Standard begins at sixth grade.</i>
	<b>K.RV.2.4:</b> Recognize frequently occurring inflections (e.g., look, looks).	<b>1.RV.2.4:</b> Recognize and use frequently occurring affixes, and roots and their inflections, as clues to the meaning of an unknown word.	<b>2.RV.2.4:</b> Use a known root word as a clue to the meaning of an unknown word with the same root, and identify when a common affix is added to a known word.	<b>3.RV.2.4:</b> Use a known word as a clue to the meaning of an unknown word with the same root, and identify when an affix is added to a known root word.	<b>4.RV.2.4:</b> Apply knowledge of word structure elements (e.g., suffixes, prefixes, common Greek and Latin affixes and roots), known words, and word patterns to determine meaning.	<b>5.RV.2.4:</b> Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., word origins, common Greek and Latin affixes and roots, parts of speech).
	<b>K.RV.2.5:</b> <i>Standard begins at second grade.</i>	<b>1.RV.2.5:</b> <i>Standard begins at second grade.</i>	<b>2.RV.2.5:</b> Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.	<b>3.RV.2.5:</b> Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.	<b>4.RV.2.5:</b> Consult reference materials, both print and digital (e.g., dictionary), to find the pronunciation and clarify the precise meanings of words and phrases.	<b>5.RV.2.5:</b> Consult reference materials, both print and digital (e.g., dictionary, thesaurus), to find the pronunciation and clarify the precise meanings of words and phrases.

<b>RV.3: VOCABULARY IN LITERATURE AND NONFICTION TEXTS</b>						
<b>Build appreciation and understanding of literature and nonfiction texts by determining or clarifying the meanings of words and their uses</b>						
<b>VOCABULARY IN LITERATURE AND NONFICTION TEXTS</b>	<b>KINDERGARTEN</b>	<b>GRADE 1</b>	<b>GRADE 2</b>	<b>GRADE 3</b>	<b>GRADE 4</b>	<b>GRADE 5</b>
	<b>K.RV.3.1:</b> With support, ask and answer questions about unknown words in stories, poems, or songs.	<b>1.RV.3.1:</b> Identify words and phrases in stories, poems, or songs that suggest feelings or appeal to the senses (touch, hearing, sight, taste, smell).	<b>2.RV.3.1:</b> Recognize that authors use words (e.g., <i>regular beats, repeating lines, simile, alliteration, onomatopoeia, idioms</i> ) to provide rhythm and meaning in a story, poem, or song.	<b>3.RV.3.1:</b> Determine how the author uses words and phrases to provide meaning to works of literature, distinguishing literal from nonliteral language, including figurative language (e.g., <i>similes</i> ).	<b>4.RV.3.1:</b> Determine how words and phrases provide meaning to works of literature, including figurative language (e.g., <i>similes, metaphors, or hyperbole</i> ).	<b>5.RV.3.1:</b> Determine how words and phrases provide meaning to works of literature, including imagery, symbolism, and figurative language (e.g., <i>similes, metaphors, hyperbole, or allusion</i> ).
	<b>K.RV.3.2:</b> With support, ask and answer questions about unknown words in a nonfiction text.	<b>1.RV.3.2:</b> Ask and answer questions to help determine or clarify the meaning of words and phrases in a nonfiction text.	<b>2.RV.3.2:</b> Determine the meanings of words and phrases in a nonfiction text relevant to a second grade topic or subject area.	<b>3.RV.3.2:</b> Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a third grade topic or subject area.	<b>4.RV.3.2:</b> Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a fourth grade topic or subject area.	<b>5.RV.3.2:</b> Determine the meaning of general academic and content-specific words and phrases in a nonfiction text relevant to a fifth grade topic or text.
	<b>K.RV.3.3:</b> <i>Standard begins at third grade.</i>	<b>1.RV.3.3:</b> <i>Standard begins at third grade.</i>	<b>2.RV.3.3:</b> <i>Standard begins at third grade.</i>	<b>3.RV.3.3:</b> Recognize the meanings of idioms in context.	<b>4.RV.3.3:</b> Explain the meanings of proverbs, adages, and idioms in context.	<b>5.RV.3.3:</b> Analyze the meanings of proverbs, adages, and idioms in context.

<b>SL.3: COMPREHENSION</b>						
<b>Develop and apply active listening and interpretation skills using various strategies</b>						
<b>COMPREHENSION</b>	<b>KINDERGARTEN</b>	<b>GRADE 1</b>	<b>GRADE 2</b>	<b>GRADE 3</b>	<b>GRADE 4</b>	<b>GRADE 5</b>
	<b>K.SL.3.1:</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	<b>1.SL.3.1:</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	<b>2.SL.3.1:</b> Determine the purpose for listening (e.g., <i>to obtain information, to enjoy humor</i> ) and paraphrase or describe key ideas or details from a text read aloud or information presented orally or through other media.	<b>3.SL.3.1</b> Retell, paraphrase, and explain the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively (e.g., <i>charts and graphs</i> ), and orally.	<b>4.SL.3.1:</b> Summarize major ideas and supportive evidence from text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	<b>5.SL.3.1:</b> Orally summarize or respond to a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
	<b>K.SL.3.2:</b> Ask appropriate questions about what a speaker says.	<b>1.SL.3.2:</b> Ask and answer questions about what a speaker says to clarify something that is not understood.	<b>2.SL.3.2:</b> Ask and answer questions about what a speaker says to clarify comprehension, gather information, or deepen understanding of a topic or issue.	<b>3.SL.3.2:</b> Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	<b>4.SL.3.2:</b> Identify and use evidence a speaker provides to support particular points.	<b>5.SL.3.2:</b> Summarize a speaker's points as they relate to main ideas or supporting details and demonstrate how claims are supported by reasons and evidence.

W.4: THE WRITING PROCESS						
Produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others						
THE WRITING PROCESS	KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
	<p><b>K.W.4:</b> Apply the writing process to –</p> <ul style="list-style-type: none"> <li>With support, revise writing by adding simple details; review (edit) writing for format and conventions (e.g., <i>correct spelling of simple words, capitalization of the first word of the sentence</i>).</li> <li>Use available technology to produce and publish writing.</li> </ul>	<p><b>1.W.4:</b> Apply the writing process to –</p> <ul style="list-style-type: none"> <li>With support, develop, select and organize ideas relevant to topic, purpose, and genre; revise writing to add details (e.g., <i>sentence structure</i>); edit writing for format and conventions (e.g., <i>correct spelling of frequently used words, basic capitalization, end punctuation</i>); and provide feedback to other writers.</li> <li>Use available technology to publish legible documents.</li> </ul>	<p><b>2.W.4:</b> Apply the writing process to –</p> <ul style="list-style-type: none"> <li>Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise writing, using appropriate reference materials, by adding details (e.g., <i>organization, sentence structure, word choice</i>); edit writing for format and conventions (e.g., <i>spelling, capitalization, usage, punctuation</i>); and provide feedback to other writers.</li> <li>Use available technology to publish legible documents.</li> </ul>	<p><b>3.W.4:</b> Apply the writing process to –</p> <ul style="list-style-type: none"> <li>Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., <i>quality of ideas, organization, sentence fluency, word choice</i>); and edit writing for format and conventions (e.g., <i>spelling, capitalization, usage, punctuation</i>).</li> <li>Use technology to interact and collaborate with others to publish legible documents.</li> </ul>	<p><b>4.W.4:</b> Apply the writing process to –</p> <ul style="list-style-type: none"> <li>Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., <i>quality of ideas, organization, sentence fluency, word choice</i>); edit writing for format and conventions (e.g., <i>spelling, capitalization, usage, punctuation</i>).</li> <li>Use technology to interact and collaborate with others to publish legible documents.</li> </ul>	<p><b>5.W.4:</b> Apply the writing process to –</p> <ul style="list-style-type: none"> <li>Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., <i>quality of ideas, organization, sentence fluency, word choice</i>); and edit writing for format and standard English conventions.</li> <li>Use technology to interact and collaborate with others to publish legible documents.</li> </ul>

## MEDIA LITERACY

**Guiding Principle:** *Students develop critical thinking about the messages received and created by media. Students recognize that media are a part of culture and function as agents of socialization and information, and they develop understanding that people use individual skills, beliefs, and experiences to construct their own meanings from media messages. Students develop media literacy skills in order to become more informed, reflective, and engaged participants in society.<sup>iv</sup>*

### MEDIA LITERACY:

By demonstrating the skills listed in Media Literacy, students should be able to meet the Learning Outcome for Media Literacy.

In Media Literacy, students are expected to do the following:

ML.1: LEARNING OUTCOME FOR MEDIA LITERACY						
Develop an understanding of media and the roles and purposes of media						
LEARNING OUTCOME	KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
	<b>K.ML.1:</b> Recognize various types of media.	<b>1.ML.1:</b> Recognize the role of the media in informing, persuading, entertaining, or transmitting culture.	<b>2.ML.1:</b> Recognize the role of the media in informing, persuading, entertaining, and transmitting culture.	<b>3.ML.1:</b> Recognize the role of the media in informing, persuading, entertaining, or transmitting culture.	<b>4.ML.1:</b> Identify how information found in electronic, print, and mass media is used to inform, persuade, entertain, and transmit culture.	<b>5.ML.1:</b> Identify how information found in electronic, print, and mass media is used to inform, persuade, entertain, and transmit culture.
ML.2: MEDIA LITERACY						
Recognize the purposes of media and the ways in which media can have influences						
MEDIA LITERACY	KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
	<b>K.ML.2.1:</b> Recognize common signs and logos and identify commercials or advertisements.	<b>1.ML.2.1:</b> Demonstrate understanding of media by asking and answering appropriate questions about what is read, heard, or viewed.	<b>2.ML.2.1:</b> Recognize that media can be sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.	<b>3.ML.2.1:</b> Distinguish among the purposes of various media messages, including for information, entertainment, persuasion, interpretation of events, or transmission of culture.	<b>4.ML.2.1:</b> Recognize claims in print, image, and multimedia and identify evidence used to support these claims.	<b>5.ML.2.1:</b> Review claims made in various types of media and evaluate evidence used to support these claims.

ATTACHMENT 11B: Math K-2 Vertical Articulation - Number Sense

Number Sense		
Kindergarten	Grade 1	Grade 2
<p>K.NS.1: Count to at least 100 by ones and tens and count on by one from any number.</p>	<p>1.NS.1: Count to at least 120 by ones, fives, and tens from any given number. In this range, read and write numerals and represent a number of objects with a written numeral.</p>	<p>2.NS.1: Count by ones, twos, fives, tens, and hundreds up to at least 1,000 from any given number.</p>
<p>K.NS.2: Write whole numbers from 0 to 20 and recognize number words from 0 to 10. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</p>	<p>1.NS.3: Match the ordinal numbers first, second, third, etc., with an ordered set up to 10 items.</p>	<p>2.NS.4: Match the ordinal numbers first, second, third, etc., with an ordered set up to 30 items.</p>
<p>K.NS.3: Find the number that is one more than or one less than any whole number up to 20.</p>	<p>1.NS.5: Find mentally 10 more or 10 less than a given two-digit number without having to count, and explain the thinking process used to get the answer.</p>	<p>2.NS.2: Read and write whole numbers up to 1,000. Use words, models, standard form and expanded form to represent and show equivalent forms of whole numbers up to 1,000.</p>
<p>K.NS.4: Say the number names in standard order when counting objects, pairing each object with one and only one number name and each number name with one and only one object. Understand that the last number name said describes the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted.</p>		
<p>K.NS.5: Count up to 20 objects arranged in a line, a rectangular array, or a circle. Count up to 10 objects in a scattered configuration. Count out the number of objects, given a number from 1 to 20.</p>		
<p>K.NS.6: Recognize sets of 1 to 10 objects in patterned arrangements and tell how many without counting.</p>		
<p>K.NS.7: Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (e.g., by using matching and counting strategies).</p>	<p>1.NS.4: Use place value understanding to compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols <math>&gt;</math>, <math>=</math>, and <math>&lt;</math>.</p>	<p>2.NS.3: Plot and compare whole numbers up to 1,000 on a number line.</p>
<p>K.NS.8: Compare the values of two numbers from 1 to 20 presented as written numerals.</p>		
<p>K.NS.9: Use correctly the words for comparison, including: one and many; none, some and all; more and less; most and least; and equal to, more than and less than.</p>		<p>2.NS.7: Use place value understanding to compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using <math>&gt;</math>, <math>=</math>, and <math>&lt;</math> symbols to record the results of comparisons.</p>
<p>K.NS.10: Separate sets of ten or fewer objects into equal groups.</p>		<p>2.NS.5: Determine whether a group of objects (up to 20) has an odd or even number of members (e.g., by placing that number of objects in two groups of the same size and recognizing that for even numbers no object will be left over and for odd numbers one object will be left over, or by pairing objects or counting them by 2s).</p>
<p>K.NS.11: Develop initial understandings of place value and the base 10 number system by showing equivalent forms of whole numbers from 10 to 20 as groups of tens and ones using objects and drawings.</p>	<p>1.NS.2: Understand that 10 can be thought of as a group of ten ones — called a “ten.” Understand that the numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. Understand that the numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).</p>	<p>2.NS.6: Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones (e.g., 706 equals 7 hundreds, 0 tens, and 6 ones). Understand that 100 can be thought of as a group of ten tens — called a “hundred.” Understand that the numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).</p>
	<p>1.NS.6: Show equivalent forms of whole numbers as groups of tens and ones, and understand that the individual digits of a two-digit number represent amounts of tens and ones.</p>	



ATTACHMENT 11B: Math K-2 Vertical Articulation – Computation and Algebraic Thinking

Computation and Algebraic Thinking	
Kindergarten	Grade 1
<p>K.OA.1: Use objects, drawings, mental images, sounds, etc., to represent addition and subtraction within 10.</p>	<p>1.OA.1: Demonstrate fluency with addition facts and the corresponding subtraction facts within 20. Use strategies such as counting on; making ten (e.g., <math>8 + 6 = 8 + 2 + 4 = 10 + 4 = 14</math>); decomposing a number leading to a ten (e.g., <math>13 - 4 = 13 - 3 - 1 = 10 - 1 = 9</math>); using the relationship between addition and subtraction (e.g., knowing that <math>8 + 4 = 12</math>, one knows <math>12 - 8 = 4</math>); and creating equivalent but easier or known sums (e.g., adding <math>6 + 7</math> by creating the known equivalent <math>6 + 6 + 1 = 12 + 1 = 13</math>). Understand the role of 0 in addition and subtraction.</p>
<p>K.OA.2: Solve real-world problems that involve addition and subtraction within 10 (e.g., by using objects or drawings to represent the problem).</p>	<p>1.OA.2: Solve real-world problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).</p>
<p>K.OA.3: Use objects, drawings, etc., to decompose numbers less than or equal to 10 into pairs in more than one way, and record each decomposition with a drawing or an equation (e.g., <math>5 = 2 + 3</math> and <math>5 = 4 + 1</math>). [In Kindergarten, students should see equations and be encouraged to trace them; however, writing equations is not required.]</p>	<p>1.OA.3: Create a real-world problem to represent a given equation involving addition and subtraction within 20.</p>
<p>K.OA.4: Find the number that makes 10 when added to the given number for any number from 1 to 9 (e.g., by using objects or drawings), and record the answer with a drawing or an equation.</p>	<p>1.OA.4: Solve real-world problems that call for addition of three whole numbers whose sum is within 20 (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).</p>
<p>K.OA.5: Create, extend, and give an appropriate rule for simple repeating and growing patterns with numbers and shapes.</p>	<p>1.OA.5: Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; describe the strategy used and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones, and that sometimes it is necessary to compose a ten.</p>
	<p>1.OA.6: Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false (e.g., Which of the following equations are true and which are false? <math>6 = 6</math>, <math>7 = 8 - 1</math>, <math>5 + 2 = 2 + 5</math>, <math>4 + 1 = 5 + 2</math>).</p>
	<p>1.OA.7: Create, extend, and give an appropriate rule for number patterns using addition within 100.</p>
	<p>2.OA.1: Add and subtract fluently within 100.</p>
	<p>2.OA.2: Add and subtract within 1000, using models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; describe the strategy and explain the reasoning used. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones, and that sometimes it is necessary to compose or decompose tens or hundreds.</p>
	<p>2.OA.3: Solve real-world problems involving addition and subtraction within 100 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem). Use estimation to decide whether answers are reasonable in addition problems.</p>
	<p>2.OA.4: Add and subtract within 1000, using models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; describe the strategy and explain the reasoning used. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones, and that sometimes it is necessary to compose or decompose tens or hundreds.</p>
	<p>2.OA.5: Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal groups.</p>
	<p>2.OA.6: Show that the order in which two numbers are added (commutative property) and how the numbers are grouped in addition (associative property) will not change the sum. These properties can be used to show that numbers can be added in any order.</p>
	<p>2.OA.7: Create, extend, and give an appropriate rule for number patterns using addition and subtraction within 1000.</p>
	<p>2.OA.8: Add and subtract within 1000, using models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; describe the strategy and explain the reasoning used. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones, and that sometimes it is necessary to compose or decompose tens or hundreds.</p>

ATTACHMENT 11B: Math K-2 Vertical Articulation – Geometry

Geometry		
Kindergarten	Grade 1	Grade 2
<p>K.G.1: Describe the positions of objects and geometric shapes in space using the terms inside, outside, between, above, below, near, far, under, over, up, down, behind, in front of, next to, to the left of, and to the right of.</p>	<p>1.G.1: Identify objects as two-dimensional or three-dimensional. Classify and sort two-dimensional and three-dimensional objects by shape, size, roundness and other attributes. Describe how two-dimensional shapes make up the faces of three-dimensional objects.</p> <p>1.G.2: Distinguish between defining attributes of two- and three-dimensional shapes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size). Create and draw two-dimensional shapes with defining attributes.</p>	<p>2.G.1: Identify, describe, and classify two- and three-dimensional shapes: (triangle, square, rectangle, cube, right rectangular prism) according to the number and shape of faces and the number of sides and/or vertices. Draw two-dimensional shapes.</p>
<p>K.G.2: Compare two- and three-dimensional shapes in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).</p>		
<p>K.G.3: Model shapes in the world by composing shapes from objects (e.g., sticks and clay balls) and drawing shapes.</p>	<p>1.G.3: Use two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. [In grade 1, students do not need to learn formal names such as “right rectangular prism.”]</p>	<p>2.G.2: Create squares, rectangles, triangles, cubes, and right rectangular prisms using appropriate materials.</p> <p>2.G.3: Investigate and predict the result of composing and decomposing two- and three-dimensional shapes.</p>
<p>K.G.4: Compose simple geometric shapes to form larger shapes (e.g., create a rectangle composed of two triangles).</p>	<p>1.G.4: Partition circles and rectangles into two and four equal parts; describe the parts using the words halves, fourths, and quarters; and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of, the parts. Understand for partitioning circles and rectangles into two and four equal parts that decomposing into equal parts creates smaller parts.</p>	<p>2.G.4: Partition a rectangle into rows and columns of same-size (unit) squares and count to find the total number of same-size squares.</p> <p>2.G.5: Partition circles and rectangles into two, three, or four equal parts; describe the shares using the words halves, thirds, half of, a third of, etc.; and describe the whole as two halves, three thirds, four fourths. Recognize that equal parts of identical wholes need not have the same shape.</p>

ATTACHMENT 11B: Math K-2 Vertical Articulation – Measurement

Measurement		
Kindergarten	Grade 1	Grade 2
<p>K.M.1: Make direct comparisons of the length, capacity, weight, and temperature of objects, and recognize which object is shorter, longer, taller, lighter, heavier, warmer, cooler, or holds more.</p>	<p>1.M.1: Use direct comparison or a nonstandard unit to compare and order objects according to length, area, capacity, weight, and temperature.</p>	<p>2.M.1: Describe the relationships among inch, foot, and yard. Describe the relationship between centimeter and meter.</p> <p>2.M.2: Estimate and measure the length of an object by selecting and using appropriate tools, such as rulers, yardsticks, meter sticks, and measuring tapes to the nearest inch, foot, yard, centimeter and meter.</p> <p>2.M.3: Understand that the length of an object does not change regardless of the units used. Measure the length of an object twice using length units of different lengths for the two measurements. Describe how the two measurements relate to the size of the unit chosen.</p> <p>2.M.4: Estimate and measure volume (capacity) using cups and pints.</p>
<p>K.M.2: Understand concepts of time, including: morning, afternoon, evening, today, yesterday, tomorrow, day, week, month, and year. Understand that clocks and calendars are tools that measure time.</p>	<p>1.M.2: Tell and write time to the nearest half-hour and relate time to events (before/after, shorter/longer) using analog clocks. Understand how to read hours and minutes using digital clocks.</p> <p>1.M.3: Find the value of a collection of pennies, nickels, and dimes.</p>	<p>2.M.5: Tell and write time to the nearest five minutes from analog clocks, using a.m. and p.m. Solve real-world problems involving addition and subtraction of time intervals on the hour or half hour.</p> <p>2.M.6: Describe relationships of time, including: seconds in a minute; minutes in an hour; hours in a day; days in a week; and days, weeks, and months in a year.</p> <p>2.M.7: Find the value of a collection of pennies, nickels, dimes, quarters and dollars.</p>

ATTACHMENT 11B: Math 3-5 Vertical Articulation – Number Sense

Third Grade	Number Sense Fourth Grade	Fifth Grade
<p>3.NS.1: Read and write whole numbers up to 10,000. Use words, models, standard form and expanded form to represent and show equivalent forms of whole numbers up to 10,000.</p> <p>3.NS.2: Compare two whole numbers up to 10,000 using <math>&gt;</math>, <math>=</math>, and <math>&lt;</math> symbols.</p> <p>3.NS.3: Understand a fraction, <math>1/b</math>, as the quantity formed by 1 part when a whole is partitioned into <math>b</math> equal parts; understand a fraction, <math>a/b</math>, as the quantity formed by a parts of size <math>1/b</math>. [In grade 3, limit denominators of fractions to 2, 3, 4, 6, 8.]</p> <p>3.NS.4: Represent a fraction, <math>1/b</math>, on a number line by defining the interval from 0 to 1 as the whole, and partitioning it into <math>b</math> equal parts. Recognize that each part has size <math>1/b</math> and that the endpoint of the part based at 0 locates the number <math>1/b</math> on the number line.</p> <p>3.NS.5: Represent a fraction, <math>a/b</math>, on a number line by marking off lengths <math>1/b</math> from 0. Recognize that the resulting interval has size <math>a/b</math>, and that its endpoint locates the number <math>a/b</math> on the number line.</p> <p>3.NS.6: Understand two fractions as equivalent (equal) if they are the same size, based on the same whole or the same point on a number line.</p> <p>3.NS.7: Recognize and generate simple equivalent fractions (e.g., <math>1/2 = 2/4</math>, <math>4/6 = 2/3</math>). Explain why the fractions are equivalent (e.g., by using a visual fraction model).</p> <p>3.NS.8: Compare two fractions with the same numerator or the same denominator by reasoning about their size based on the same whole. Record the results of comparisons with the symbols <math>&gt;</math>, <math>=</math>, or <math>&lt;</math>, and justify the conclusions (e.g., by using a visual fraction model).</p> <p>3.NS.9: Use place value understanding to round 2- and 3-digit whole numbers to the nearest 10 or 100.</p>	<p>4.NS.1: Read and write whole numbers up to 1,000,000. Use words, models, standard form and expanded form to represent and show equivalent forms of whole numbers up to 1,000,000.</p> <p>4.NS.2: Compare two whole numbers up to 1,000,000 using <math>&gt;</math>, <math>=</math>, and <math>&lt;</math> symbols.</p> <p>4.NS.3: Express whole numbers as fractions and recognize fractions that are equivalent to whole numbers. Name and write mixed numbers using objects or pictures. Name and write mixed numbers as improper fractions using objects or pictures.</p> <p>4.NS.4: Explain why a fraction, <math>a/b</math>, is equivalent to a fraction, <math>(n \times a)/(n \times b)</math>, by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions. [In grade 4, limit denominators of fractions to 2, 3, 4, 5, 6, 8, 10, 25, 100.]</p> <p>4.NS.5: Compare two fractions with different numerators and different denominators (e.g., by creating common denominators or numerators, or by comparing to a benchmark, such as <math>0</math>, <math>1/2</math>, and <math>1</math>). Recognize comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols <math>&gt;</math>, <math>=</math>, or <math>&lt;</math>, and justify the conclusions (e.g., by using a visual fraction model).</p> <p>4.NS.6: Write tenths and hundredths in decimal and fraction notations. Use words, models, standard form and expanded form to represent decimal numbers to hundredths. Know the fraction and decimal equivalents for halves and fourths (e.g., <math>1/2 = 0.5 = 0.50</math>, <math>7/4 = 1.75 = 1.75</math>).</p> <p>4.NS.7: Compare two decimals to hundredths by reasoning about their size based on the same whole. Record the results of comparisons with the symbols <math>&gt;</math>, <math>=</math>, or <math>&lt;</math>, and justify the conclusions (e.g., by using a visual model).</p> <p>4.NS.8: Use place value understanding to round multi-digit whole numbers to any given place value.</p> <p>4.NS.9: Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number.</p>	<p>5.NS.3: Recognize the relationship that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right, and (inversely), a digit in one place represents <math>1/10</math> of what it represents in the place to its left.</p> <p>5.NS.4: Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.</p> <p>5.NS.1: Use a number line to compare and order fractions, mixed numbers, and decimals to thousandths. Write the results using <math>&gt;</math>, <math>=</math>, and <math>&lt;</math> symbols.</p> <p>5.NS.2: Explain different interpretations of fractions, including: as parts of a whole, parts of a set, and division of whole numbers by whole numbers.</p> <p>5.NS.5: Use place value understanding to round decimal numbers up to thousandths to any given place value.</p> <p>5.NS.6: Understand, interpret, and model percent as part of a hundred (e.g., by using pictures, diagrams, and other visual models).</p>

ATTACHMENT 11B: Math 3-5 Vertical Articulation – Algebraic Thinking

Third Grade	Algebraic Thinking Fourth Grade	Fifth Grade
<p>3.A1.1: Solve real-world problems involving addition and subtraction of whole numbers within 1000 (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem).</p>	<p>4.A1.1: Solve real-world problems involving addition and subtraction of multi-digit whole numbers (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem).</p>	
<p>3.A1.2: Solve real-world problems involving whole number multiplication and division within 100 in situations involving equal groups, arrays, and measurement quantities (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem).</p>	<p>4.A1.2: Recognize and apply the relationships between addition and multiplication, between subtraction and division, and the inverse relationship between multiplication and division to solve real-world and other mathematical problems.</p>	<p>5.A1.1: Solve real-world problems involving multiplication and division of whole numbers (e.g., by using equations to represent the problem). In division problems that involve a remainder, explain how the remainder affects the solution to the problem.</p>
<p>3.A1.3: Solve two-step real-world problems using the four operations of addition, subtraction, multiplication and division (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem).</p>	<p>4.A1.4: Solve real-world problems with whole numbers involving multiplicative comparison (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem), distinguishing multiplicative comparison from additive comparison. [In Grade 4, division problems should not include a remainder.]</p>	
<p>3.A1.4: Interpret a multiplication equation as equal groups (e.g., interpret <math>3 \times 7</math> as the total number of objects in a group of 7 objects each). Represent verbal statements of equal groups as multiplication equations.</p>	<p>4.A1.3: Interpret a multiplication equation as a comparison (e.g., interpret <math>32 = 5 \times 7</math> as a statement that 32 is 5 times as many as 7, and 7 times as many as 5). Represent verbal statements of multiplicative comparisons as multiplication equations.</p>	
<p>3.A1.5: Determine the unknown whole number in a multiplication or division equation relating three whole numbers.</p>		
<p>3.A1.6: Create, extend, and give an appropriate rule for number patterns using multiplication within 100.</p>	<p>4.A1.6: Understand that an equation, such as <math>y = 3x + 5</math>, is a rule to describe a relationship between two variables and can be used to find a second number when a first number is given. Generate a number pattern that follows a given rule.</p>	<p>5.A1.8: Define and use up to two variables to write linear expressions that arise from real-world problems, and evaluate them for given values.</p>
	<p>4.A1.5: Solve real-world problems involving addition and subtraction of fractions referring to the same whole and having common denominators (e.g., by using visual fraction models and equations to represent the problem).</p>	<p>5.A1.2: Solve real-world problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators (e.g., by using visual fraction models and equations to represent the problem). Use benchmark fractions and number sense of fractions to estimate mentally and assess whether the answer is reasonable.</p>
		<p>5.A1.3: Solve real-world problems involving multiplication of fractions, including mixed numbers (e.g., by using visual fraction models and equations to represent the problem).</p>
		<p>5.A1.4: Solve real-world problems involving division of unit fractions by non-zero whole numbers, and division of whole numbers by unit fractions (e.g., by using visual fraction models and equations to represent the problem).</p>
		<p>5.A1.5: Solve real-world problems involving addition, subtraction, multiplication, and division with decimals to hundredths, including problems that involve money in decimal notation (e.g., by using equations to represent the problem).</p>
		<p>5.A1.6: Graph points with whole number coordinates on a coordinate plane. Explain how the coordinates relate the point as the distance from the origin on each axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and y-axis, and x- and y-coordinates).</p>
		<p>5.A1.7: Represent real-world problems and equations by graphing ordered pairs in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.</p>

ATTACHMENT 11B: Math 3-5 Vertical Articulation – Computation

Computation		
Third Grade	Fourth Grade	Fifth Grade
3.C.1: Add and subtract whole numbers fluently within 1000.	4.C.1: Add and subtract multi-digit whole numbers fluently using a standard algorithmic approach.	5.C.1: Multiply multi-digit whole numbers fluently using a standard algorithmic approach.
3.C.2: Represent the concept of multiplication of whole numbers with the following models: equal-sized groups, arrays, area models, and equal "jumps" on a number line. Understand the properties of 0 and 1 in multiplication.	4.C.2: Show how the order in which two numbers are multiplied (commutative property) and how numbers are grouped in multiplication (associative property) will not change the product. Use these properties to show that numbers can be multiplied in any order. Understand and use the distributive property.	5.C.2: Find whole-number quotients and remainders with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Describe the strategy and explain the reasoning used.
3.C.3: Represent the concept of division of whole numbers with the following models: partitioning, sharing, and an inverse of multiplication. Understand the properties of 0 and 1 in division.	4.C.3: Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Describe the strategy and explain the reasoning.	5.C.3: Explain why multiplying a positive number by a fraction greater than 1 results in a product greater than the given number. Explain why multiplying a positive number by a fraction less than 1 results in a product smaller than the given number. Revisit the principle of fraction equivalence, $a/b = (n \times a)/(n \times b)$ , to the effect of multiplying $a/b$ by 1.
3.C.4: Interpret whole-number quotients of whole numbers (e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each).	4.C.4: Multiply fluently within 100.	5.C.4: Add and subtract fractions with unlike denominators, including mixed numbers.
3.C.5: Multiply and divide within 100 using strategies, such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$ , one knows $40 \div 5 = 8$ ), or properties of operations.	4.C.5: Add and subtract fractions with common denominators. Decompose a fraction into a sum of fractions with common denominators. Understand addition and subtraction of fractions as combining and separating parts referring to the same whole.	5.C.5: Use visual fraction models and numbers to multiply a fraction by a fraction or a whole number.
3.C.6: Demonstrate fluency with multiplication facts and corresponding division facts of 0 to 10.	4.C.6: Add and subtract mixed numbers with common denominators (e.g., by replacing each mixed number with an equivalent fraction and/or by using properties of operations and the relationship between addition and subtraction).	5.C.6: Explain why multiplying a positive number by a fraction greater than 1 results in a product greater than the given number. Explain why multiplying a positive number by a fraction less than 1 results in a product smaller than the given number. Revisit the principle of fraction equivalence, $a/b = (n \times a)/(n \times b)$ , to the effect of multiplying $a/b$ by 1.
		5.C.7: Use visual fraction models and numbers to divide a unit fraction by a non-zero whole number and to divide a whole number by a unit fraction.
		5.C.8: Add, subtract, multiply, and divide decimals to hundredths, using models or drawings and strategies based on place value or the properties of operations. Describe the strategy and explain the reasoning.
		5.C.9: Evaluate expressions with parentheses or brackets involving whole numbers using the commutative properties of addition and multiplication, associative properties of addition and multiplication, and distributive property.

ATTACHMENT 11B: Math 3-5 Vertical Articulation – Geometry

Geometry		
Third Grade	Fourth Grade	Fifth Grade
<p>3.G.1: Identify and describe the following: cube, sphere, prism, pyramid, cone, and cylinder.</p> <p>3.G.2: Understand that shapes (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize and draw rhombuses, rectangles, and squares as examples of quadrilaterals. Recognize and draw examples of quadrilaterals that do not belong to any of these subcategories.</p>	<p>4.G.1: Identify, describe, and draw parallelograms, rhombuses, and trapezoids using appropriate tools (e.g., ruler, straightedge and technology).</p> <p>4.G.3: Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint.</p> <p>4.G.4: Identify, describe, and draw rays, angles (right, acute, obtuse), and perpendicular and parallel lines using appropriate tools (e.g., ruler, straightedge and technology). Identify these in two-dimensional figures.</p> <p>4.G.5: Classify triangles and quadrilaterals based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles (right, acute, obtuse).</p>	<p>5.G.1: Identify, describe, and draw triangles (right, acute, obtuse) and circles using appropriate tools (e.g., ruler or straightedge, compass and technology). Understand the relationship between radius and diameter.</p> <p>5.G.2: Identify and classify polygons including quadrilaterals, pentagons, hexagons, and triangles (equilateral, isosceles, scalene, right, acute and obtuse) based on angle measures and sides. Classify polygons in a hierarchy based on properties.</p>
<p>3.G.3: Identify, describe and draw points, lines and line segments using appropriate tools (e.g., ruler, straightedge, and technology), and use these terms when describing two-dimensional shapes.</p>	<p>4.G.2: Recognize and draw lines of symmetry in two-dimensional figures. Identify figures that have lines of symmetry.</p>	
<p>3.G.4: Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole (1/2, 1/3, 1/4, 1/6, 1/8).</p>		

ATTACHMENT 11B: Math 3-5 Vertical Articulation – Measurement

Measurement		
Third Grade	Fourth Grade	Fifth Grade
<p>3.M.1: Estimate and measure the mass of objects in grams (g) and kilograms (kg) and the volume of objects in quarts (qt), gallons (gal), and liters (l). Add, subtract, multiply, or divide to solve one-step real-world problems involving mass or volumes that are given in the same unit (e.g., by using drawings, such as a beaker with a measurement scale, to represent the problem).</p> <p>3.M.2: Choose and use appropriate units and tools to estimate and measure length, weight, and temperature. Estimate and measure length to a quarter-inch, weight in pounds, and temperature in degrees Celsius and Fahrenheit.</p> <p>3.M.3: Tell and write time to the nearest minute from analog clocks, using a.m. and p.m., and measure time intervals in minutes. Solve real-world problems involving addition and subtraction of time intervals in minutes.</p> <p>3.M.4: Find the value of any collection of coins and bills. Write amounts less than a dollar using the \$ symbol and write larger amounts using the \$ symbol in the form of dollars and cents (e.g., \$4.39). Solve real-world problems to determine whether there is enough money to make a purchase.</p> <p>3.M.5: Find the area of a rectangle with whole-number side lengths by modeling with unit squares, and show that the area is the same as would be found by multiplying the side lengths. Identify and draw rectangles with the same perimeter and different areas or with the same area and different perimeters.</p> <p>3.M.6: Multiply side lengths to find areas of rectangles with whole-number side lengths to solve real-world problems and other mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.</p> <p>3.M.7: Find perimeters of polygons given the side lengths or by finding an unknown side length.</p>	<p>4.M.2: Know relative sizes of measurement units within one system of units, including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Express measurements in a larger unit in terms of a smaller unit within a single system of measurement. Record measurement equivalents in a two-column table.</p> <p>4.M.3: Use the four operations (addition, subtraction, multiplication and division) to solve real-world problems involving distance, intervals of time, volume, mass of objects, and money. Include addition and subtraction problems involving simple fractions and problems that require expressing measurements given in a larger unit in terms of a smaller unit.</p> <p>4.M.4: Measure length to the nearest quarter-inch, eighth-inch, and millimeter.</p> <p>4.M.5: Understand that an angle is measured with reference to a circle, with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. Understand an angle that turns through <math>1/360</math> of a circle is called a "one-degree angle," and can be used to measure other angles. Understand an angle that turns through <math>n</math> one-degree angles is said to have an angle measure of <math>n</math> degrees.</p> <p>4.M.6: Measure angles in whole-number degrees using appropriate tools. Sketch angles of specified measure.</p>	<p>5.M.1: Convert among different-sized standard measurement units within a given measurement system, and use these conversions in solving multi-step real-world problems.</p> <p>5.M.2: Find the area of a rectangle with fractional side lengths by modeling with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.</p> <p>5.M.3: Develop and use formulas for the area of triangles, parallelograms and trapezoids. Solve real-world and other mathematical problems that involve perimeter and area of triangles, parallelograms and trapezoids, using appropriate units for measures.</p> <p>5.M.4: Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths or multiplying the height by the area of the base.</p> <p>5.M.5: Apply the formulas <math>V = l \times w \times h</math> and <math>V = B \times h</math> for right rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths to solve real-world problems and other mathematical problems.</p> <p>5.M.6: Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real-world problems and other mathematical problems.</p>



ATTACHMENT 11B: Math 3-5 Vertical Articulation – Data Analysis

Data Analysis (and Statistics in Gr.5)		
Third Grade	Fourth Grade	Fifth Grade
<p>3.DA.1: Create scaled picture graphs, scaled bar graphs, and frequency tables to represent a data set—including data collected through observations, surveys, and experiments—with several categories. Solve one- and two-step “how many more” and “how many less” problems regarding the data and make predictions based on the data.</p> <p>3.DA.2: Generate measurement data by measuring lengths with rulers to the nearest quarter of an inch. Display the data by making a line plot, where the horizontal scale is marked off in appropriate units, such as whole numbers, halves, or quarters.</p>	<p>4.DA.1: Formulate questions that can be addressed with data. Use observations, surveys, and experiments to collect, represent, and interpret the data using tables (including frequency tables), line plots, and bar graphs.</p> <p>4.DA.2: Make a line plot to display a data set of measurements in fractions of a unit (<math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{8}</math>). Solve problems involving addition and subtraction of fractions by using data displayed in line plots.</p> <p>4.DA.3: Interpret data displayed in a circle graph.</p>	<p>5.DS.1: Formulate questions that can be addressed with data and make predictions about the data. Use observations, surveys, and experiments to collect, represent, and interpret the data using tables (including frequency tables), line plots, bar graphs, and line graphs. Recognize the differences in representing categorical and numerical data.</p>
		<p>5.DS.2: Understand and use measures of center (mean and median) and frequency (mode) to describe a data set.</p>

ATTACHMENT 11B: Math 6-8 Vertical Articulation – Number Sense

Number Sense		
Grade 6	Grade 7	Grade 8
<p>6.NS.1: Understand that positive and negative numbers are used to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credit/debit, positive/negative electric charge). Use positive and negative numbers to represent and compare quantities in real-world contexts; explaining the meaning of 0 in each situation.</p> <p>6.NS.2: Understand the integer number system. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of a number is the number itself (e.g., <math>-(-3) = 3</math>), and that 0 is its own opposite.</p> <p>6.NS.3: Compare and order rational numbers and plot them on a number line. Write, interpret, and explain statements of order for rational numbers in real-world contexts.</p> <p>6.NS.4: Understand that the absolute value of a number is the distance from zero on a number line. Find the absolute value of real numbers and know that the distance between two numbers on the number line is the absolute value of their difference. Interpret absolute value as magnitude for a positive or negative quantity in a real-world situation.</p> <p>6.NS.5: Know commonly used fractions (halves, thirds, fourths, fifths, eighths, tenths) and their decimal and percent equivalents. Convert between any two representations (fractions, decimals, percent) of positive rational numbers without the use of a calculator.</p> <p>6.NS.6: Identify and explain prime and composite numbers.</p> <p>6.NS.7: Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers from 1 to 100, with a common factor as a multiple of a sum of two whole numbers with no common factor.</p> <p>6.NS.8: Interpret, model, and use ratios to show the relative sizes of two quantities. Describe how a ratio shows the relationship between two quantities. Use the following notations: <math>a:b</math>, <math>a</math> to <math>b</math>, <math>a:b</math>.</p> <p>6.NS.9: Understand the concept of a unit rate and use terms related to rate in the context of a ratio relationship.</p> <p>6.NS.10: Use reasoning involving rates and ratios to model real-world and other mathematical problems (e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations).</p>	<p>7.NS.2: Know there are rational and irrational numbers. Identify, compare, and order rational and common irrational numbers (<math>\sqrt{2}</math>, <math>\sqrt{3}</math>, <math>\sqrt{5}</math>, <math>\sqrt{7}</math>) and plot them on a number line.</p>	<p>8.NS.1: Give examples of rational and irrational numbers and explain the difference between them. Understand that every number has a decimal expansion; for rational numbers, show that the decimal expansion terminates or repeats, and convert a decimal expansion that repeats into a rational number.</p> <p>8.NS.2: Use rational approximations of irrational numbers to compare the size of irrational numbers, plot them approximately on a number line, and estimate the value of expressions involving irrational numbers.</p>
	<p>7.NS.1: Find the prime factorization of whole numbers and write the results using exponents.</p>	<p>8.NS.3: Given a numeric expression with common rational number bases and integer exponents, apply the properties of exponents to generate equivalent expressions.</p>
	<p>7.NS.2: Understand the inverse relationship between squaring and finding the square root of a perfect square integer. Find square roots of perfect square integers.</p>	<p>8.NS.4: Use square root symbols to represent solutions to equations of the form <math>x^2 = p</math>, where <math>p</math> is a positive rational number.</p>

ATTACHMENT 11B: Math 6-8 Vertical Articulation – Computation

Computation		
Grade 6	Grade 7	Grade 8
<p>6.C.1: Divide multi-digit whole numbers fluently using a standard algorithmic approach.</p>	<p>7.C.1: Understand <math>p + q</math> as the number located a distance <math> q </math> from <math>p</math>, in the positive or negative direction, depending on whether <math>q</math> is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.</p>	
<p>6.C.2: Compute with positive fractions and positive decimals fluently using a standard algorithmic approach.</p>	<p>7.C.2: Understand subtraction of rational numbers as adding the additive inverse, <math>p - q = p + (-q)</math>. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.</p>	
	<p>7.C.3: Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as <math>(-1)(-1) = 1</math> and the rules for multiplying signed numbers.</p>	
	<p>7.C.4: Understand that integers can be divided, provided that the divisor is not zero, and that every quotient of integers (with non-zero divisor) is a rational number. Understand that if <math>p</math> and <math>q</math> are integers, then <math>-(p/q) = (-p)/q = p/(-q)</math>.</p>	
	<p>7.C.7: Compute with rational numbers fluently using a standard algorithmic approach.</p>	
	<p>7.C.8: Use proportional relationships to solve ratio and percent problems with multiple operations, such as the following: simple interest, tax, markups, markdowns, gratuities, commissions, fees, conversions within and across measurement systems, percent increase and decrease, and percent error.</p>	
<p>6.C.3: Solve real-world problems with positive fractions and decimals by using one or two operations.</p>	<p>7.C.8: Solve real-world problems with rational numbers by using one or two operations.</p>	<p>8.C.1: Solve real-world problems with rational numbers by using multiple operations.</p>
<p>6.C.4: Compute quotients of positive fractions and solve real-world problems involving division of fractions by fractions. Use a visual fraction model and/or equation to represent these calculations.</p>	<p>7.C.5: Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units.</p>	
<p>6.C.5: Evaluate positive rational numbers with whole number exponents.</p>		
<p>6.C.6: Apply the order of operations and properties of operations (identity, inverse, commutative properties of addition and multiplication, associative properties of addition and multiplication, and distributive property) to evaluate numerical expressions with nonnegative rational numbers, including those using grouping symbols, such as parentheses, and involving whole number exponents. Justify each step in the process.</p>		<p>8.C.2: Solve real-world and other mathematical problems involving numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Interpret scientific notation that has been generated by technology, such as a scientific calculator, graphing calculator, or excel spreadsheet.</p>

Algebra and Functions		
Grade 6	Grade 7	Grade 8
<p>6.AF.1: Evaluate expressions for specific values of their variables, including expressions with whole-number exponents and those that arise from formulas used in real-world problems.</p> <p>6.AF.2: Apply the properties of operations (e.g., identity, inverse, commutative, associative, distributive properties) to create equivalent linear expressions and to justify whether two linear expressions are equivalent when the two expressions name the same number regardless of which value is substituted into them.</p> <p>6.AF.3: Define and use multiple variables when writing expressions to represent real-world and other mathematical problems, and evaluate them for given values.</p> <p>6.AF.4: Understand that solving an equation or inequality is the process of answering the following question: "Which values from a specified set, if any, make the equation or inequality true?" Use substitution to determine whether a given number in a specified set makes an equation or inequality true.</p> <p>6.AF.5: Solve equations of the form <math>x + p = q</math>, <math>x - p = q</math>, <math>px = q</math>, and <math>\frac{q}{p}x = q</math> fluently for cases in which <math>p</math>, <math>q</math> and <math>x</math> are all non-negative rational numbers. Represent real-world problems using equations of these forms and solve such problems.</p> <p>6.AF.6: Write an inequality of the form <math>x &gt; c</math>, <math>x \leq c</math>, <math>x &lt; c</math>, or <math>x \geq c</math>, where <math>c</math> is a rational number, to represent a constraint or condition in a real-world or other mathematical problem. Recognize inequalities have infinitely many solutions and represent solutions on a number line diagram.</p> <p>6.AF.7: Understand that signs of numbers in ordered pairs indicate the quadrant containing the point; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes; graph points with rational number coordinates on a coordinate plane.</p> <p>6.AF.8: Solve real-world and other mathematical problems by graphing points with rational number coordinates on a coordinate plane. Include the use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.</p>	<p>7.AF.1: Apply the properties of operations (e.g., identity, inverse, commutative, associative, distributive properties) to create equivalent linear expressions, including situations that involve factoring (e.g., given <math>2x - 10</math>, create an equivalent expression <math>2(x - 5)</math>). Justify each step in the process.</p> <p>7.AF.2: Solve equations of the form <math>px + q = r</math> and <math>p(x + q) = r</math> fluently, where <math>p</math>, <math>q</math>, and <math>r</math> are specific rational numbers. Represent real-world problems using equations of these forms and solve such problems.</p> <p>7.AF.3: Solve inequalities of the form <math>px + q &gt; r</math> or <math>px + q &lt; r</math>, where <math>p</math>, <math>q</math>, and <math>r</math> are specific rational numbers. Represent real-world problems using inequalities of these forms and solve such problems. Graph the solution set of the inequality and interpret it in the context of the problem.</p>	<p>8.AF.1: Solve linear equations with rational number coefficients fluently, including equations whose solutions require expanding expressions using the distributive property and collecting like terms. Represent real-world problems using linear equations and inequalities in one variable and solve such problems.</p> <p>8.AF.2: Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions; show which of these possibilities is the case by transforming a given equation into simpler forms, until an equivalent equation of the form <math>x = a</math>, <math>x = a</math>, or <math>a = b</math> results (where <math>a</math> and <math>b</math> are different numbers).</p>

Algebra and Functions		
Grade 6	Grade 7	Grade 8
<p>6.AF.3: Make tables of equivalent ratios relating quantities with whole-number measurements; find missing values in the tables; and plot the pairs of values on the coordinate plane.</p>	<p>7.AF.4: Define slope as vertical change for each unit of horizontal change and recognize that a constant rate of change or constant slope describes a linear function. Identify and describe situations with constant or varying rates of change.</p> <p>7.AF.5: Graph a line given its slope and a point on the line. Find the slope of a line given its graph.</p> <p>7.AF.6: Decide whether two quantities are in a proportional relationship (e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin).</p> <p>7.AF.7: Identify the unit rate or constant of proportionality in tables, graphs, equations, and verbal descriptions of proportional relationships.</p> <p>7.AF.8: Explain what the coordinates of a point on the graph of a proportional relationship mean in terms of the situation, with special attention to the points (0, 0) and (1, r), where r is the unit rate.</p>	<p>8.AF.6: Construct a function to model a linear relationship between two quantities given a verbal description, table of values, or graph. Recognize in <math>y = mx + b</math> that <math>m</math> is the slope (rate of change) and <math>b</math> is the <math>y</math>-intercept of the graph, and describe the meaning of each in the context of a problem.</p> <p>8.AF.7: Compare properties of two linear functions given in different forms, such as a table of values, equation, verbal description, and graph (e.g., compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed).</p> <p>8.AF.3: Understand that a function assigns to each <math>x</math>-value (independent variable) exactly one <math>y</math>-value (dependent variable), and that the graph of a function is the set of ordered pairs <math>(x, y)</math>.</p> <p>8.AF.4: Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear, has a maximum or minimum value). Sketch a graph that exhibits the qualitative features of a function that has been verbally described.</p> <p>8.AF.5: Interpret the equation <math>y = mx + b</math> as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. Describe similarities and differences between linear and nonlinear functions from tables, graphs, verbal descriptions, and equations.</p> <p>8.AF.8: Understand that solutions to a system of two linear equations correspond to points of intersection of their graphs because points of intersection satisfy both equations simultaneously. Approximate the solution of a system of equations by graphing and interpreting the reasonableness of the approximation.</p>
<p>6.AF.10: Use variables to represent two quantities in a proportional relationship in a real-world problem; write an equation to express one quantity, the dependent variable, in terms of the other quantity, the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables; and relate these to the equation.</p>	<p>7.AF.9: Identify real-world and other mathematical situations that involve proportional relationships. Write equations and draw graphs to represent proportional relationships and recognize that these situations are described by a linear function in the form <math>y = mx</math>, where the unit rate, <math>m</math>, is the slope of the line.</p>	

ATTACHMENT 11B: Math 6-8 Vertical Articulation – Geometry and Measurement

Grade 6		Grade 7		Grade 8	
Geometry and Measurement					
6.GM.1: Convert between measurement systems (English to metric and metric to English) given conversion factors, and use these conversions in solving real-world problems.					
6.GM.2: Know that the sum of the interior angles of any triangle is 180° and that the sum of the interior angles of any quadrilateral is 360°. Use this information to solve real-world and mathematical problems.					
6.GM.3: Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate; apply these techniques to solve real-world and other mathematical problems.	7.GM.1: Draw triangles (freehand, with ruler and protractor, and using technology) with given conditions from three measures of angles or sides, and notice when the conditions determine a unique triangle, more than one triangle, or no triangle.				
6.GM.4: Find the area of complex shapes composed of polygons by composing or decomposing into simple shapes; apply this technique to solve real-world and other mathematical problems.	7.GM.5: Understand the formulas for area and circumference of a circle and use them to solve real-world and other mathematical problems; give an informal derivation of the relationship between circumference and area of a circle.				
6.GM.5: Find the volume of a right rectangular prism with fractional edge lengths using unit cubes of the appropriate unit; fraction edge lengths (e.g., using technology or concrete materials), and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = lwh$ and $V = Bh$ to find volumes of right rectangular prisms with fractional edge lengths to solve real-world and other mathematical problems.	7.GM.6: Solve real-world and other mathematical problems involving volume of cylinders and three-dimensional objects composed of right rectangular prisms.				
6.GM.6: Construct right rectangular prisms from nets and use the nets to compute the surface area of prisms; apply this technique to solve real-world and other mathematical problems.	7.GM.7: Construct nets for right rectangular prisms and cylinders and use the nets to compute the surface area; apply this technique to solve real-world and other mathematical problems.				
	7.GM.3: Solve real-world and other mathematical problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing; Create a scale drawing by using proportional reasoning.				
	7.GM.4: Solve real-world and other mathematical problems that involve vertical, adjacent, complementary, and supplementary angles.				
	7.GM.2: Identify and describe similarity relationships of polygons including the angle-angle criterion for similar triangles, and solve problems involving similarity.				
		8.GM.1: Identify, define and describe attributes of three-dimensional geometric objects (right rectangular prisms, cylinders, cones, spheres, and pyramids). Explain the effects of slicing these objects using appropriate technology and describe the two-dimensional figure that results.			
		8.GM.2: Solve real-world and other mathematical problems involving volume of cones, spheres, and pyramids and surface area of spheres.			
		8.GM.3: Verify experimentally the properties of rotations, reflections, and translations, including: lines are mapped to lines, and line segments to line segments of the same length; angles are mapped to angles of the same measure; and parallel lines are mapped to parallel lines.			
		8.GM.4: Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations. Describe a sequence that exhibits the congruence between two given congruent figures.			
		8.GM.5: Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, and dilations. Describe a sequence that exhibits the similarity between two given similar figures.			
		8.GM.6: Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.			
		8.GM.7: Use inductive reasoning to explain the Pythagorean relationship.			
		8.GM.8: Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and other mathematical problems in two dimensions.			
		8.GM.9: Apply the Pythagorean Theorem to find the distance between two points in a coordinate plane.			

ATTACHMENT 11B: Math 6-8 Vertical Articulation – Data Analysis, Statistics, and Probability

Data Analysis, Statistics (and Probability for Gr. 7-8)		
Grade 6	Grade 7	Grade 8
<p>6.DS.1: Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for the variability in the answers. Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.</p> <p>6.DS.2: Select, create, and interpret graphical representations of numerical data, including line plots, histograms, and box plots.</p> <p>6.DS.3: Formulate statistical questions; collect and organize the data (e.g., using technology); display and interpret the data with graphical representations (e.g., using technology).</p> <p>6.DS.4: Summarize numerical data sets in relation to their context in multiple ways, such as: report the number of observations; describe the nature of the attribute under investigation, including how it was measured and its units of measurement; determine quantitative measures of center (mean and/or median) and spread (range and interquartile range), as well as describe any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered; and relate the choice of measures of center and spread to the shape of the data distribution and the context in which the data were gathered.</p>	<p>7.DSP.1: Understand that statistics can be used to gain information about a population by examining a sample of the population and generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.</p> <p>7.DSP.2: Use data from a random sample to draw inferences about a population. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions.</p> <p>7.DSP.3: Make observations about the degree of visual overlap of two numerical data distributions represented in line plots or box plots. Describe how data, particularly outliers, sided to a data set may affect the mean and/or median.</p> <p>7.DSP.4: Make observations about the degree of visual overlap of two numerical data distributions represented in line plots or box plots. Describe how data, particularly outliers, sided to a data set may affect the mean and/or median.</p> <p>7.DSP.5: Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Understand that a probability near 0 indicates an unlikely event, a probability around <math>\frac{1}{2}</math> indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event. Understand that a probability of 1 indicates an event certain to occur and a probability of 0 indicates an event impossible to occur.</p> <p>7.DSP.6: Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its relative frequency from a large sample.</p> <p>7.DSP.7: Develop probability models that include the sample space and probabilities of outcomes to represent simple events with equally likely outcomes. Predict the approximate relative frequency of the event based on the model. Compare probabilities from the model to observed frequencies; evaluate the level of agreement and explain possible sources of discrepancy.</p>	<p>8.DSP.1: Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantitative variables. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.</p> <p>8.DSP.2: Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and describe the model fit by judging the closeness of the data points to the line.</p> <p>8.DSP.3: Write and use equations that model linear relationships to make predictions, including interpolation and extrapolation, in real-world situations involving bivariate measurement data; interpret the slope and y-intercept.</p> <p>8.DSP.4: Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs. Understand and use appropriate terminology to describe independent, dependent, complementary, and mutually exclusive events.</p> <p>8.DSP.5: Represent sample spaces and find probabilities of compound events (independent and dependent) using methods, such as organized lists, tables, and tree diagrams.</p> <p>8.DSP.6: For events with a large number of outcomes, understand the use of the multiplication counting principle. Develop the multiplication counting principle and apply it to situations with a large number of outcomes.</p> <p>8.DSP.7: Represent sample spaces and find probabilities of compound events (independent and dependent) using methods, such as organized lists, tables, and tree diagrams.</p>

**ATTACHMENT 11C: Science Vertical Articulation K-2 Physical Science**

	<b>Kindergarten</b>	<b>First Grade</b>	<b>Second Grade</b>
<b>Physical Properties</b>	K.PS.1 Plan and conduct an investigation using all senses to describe and classify different kinds of objects by their composition and physical properties. Explain these choices to others and generate questions about the objects.	1.PS.1 Characterize materials as solid, liquid, or gas and investigate their properties, record observations and explain the choices to others based on evidence (i.e., physical properties).	2.PS.1 Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.
	K.PS.2 Identify and explain possible uses for an object based on its properties and compare these uses with other students' ideas.	1.PS.2 Predict and experiment with methods (sieving, evaporation) to separate solids and liquids based on their physical properties.	2.PS.2 Predict the result of combining solids and liquids in pairs. Mix, observe, gather, record, and discuss evidence of whether the result may have different properties than the original materials.
<b>Force and Motion</b>	K.PS.3 Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.		
	K.PS.4 Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.		
<b>Energy</b>		1.PS.3 Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.	2.PS.3 Construct an argument with evidence that some changes caused by heating and cooling can be reversed and some cannot.
		1.PS.4 Make observations to collect evidence and explain that objects can be seen only when illuminated.	2.PS.4 Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.



**ATTACHMENT 11C: Science Vertical Articulation 3-5 Physical Science**

	<b>Third Grade</b>	<b>Fourth Grade</b>	<b>Fifth Grade</b>
<b>Physical Properties</b>			5.PS.1 Describe and measure the volume and mass of a sample of a given material.
			5.PS.2 Demonstrate that regardless of how parts of an object are assembled the mass of the whole object is identical to the sum of the mass of the parts; however, the volume can differ from the sum of the volumes. (Law of Conservation of Mass)
			5.PS.3 Determine if matter has been added or lost by comparing mass when melting, freezing, or dissolving a sample of a substance. (Law of Conservation of Mass)
			5.PS.4 Describe the difference between weight being dependent on gravity and mass comprised of the amount of matter in a given substance or material.

<b>Force and Motion</b>	3.PS.1 Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.	4.PS.1 Investigate transportation systems and devices that operate on or in land, water, air and space and recognize the forces (lift, drag, friction, thrust and gravity) that affect their motion.	
	3.PS.2 Identify types of simple machines and their uses. Investigate and build simple machines to understand how they are used.	4.PS.2 Investigate the relationship of the speed of an object to the energy of that object.	
		4.PS.3 Investigate how multiple simple machines work together to perform everyday tasks.	
<b>Energy</b>	3.PS.3 Generate sound energy using a variety of materials and techniques, and recognize that it passes through solids, liquids, and gases (i.e. air).	4.PS.4 Describe and investigate the different ways in which energy can be generated and/or converted from one form of energy to another form of energy.	
	3.PS.4 Investigate and recognize properties of sound that include pitch, loudness (amplitude), and vibration as determined by the physical properties of the object making the sound.	4.PS.5 Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.	

**ATTACHMENT 11C: Science Vertical Articulation 6-8 Physical Science**

	<b>Sixth Grade</b>	<b>Seventh Grade</b>	<b>Eighth Grade</b>
<b>Physical Properties</b>		7.PS.1 Draw, construct models, or use animations to differentiate between atoms, elements, molecules, and compounds.	8.PS.1 Create models to represent the arrangement and charges of subatomic particles in an atom (protons, neutrons and electrons). Understand the significance that the currently 118 known chemical elements combine to form all the matter in the universe.
		7.PS.2 Describe the properties of solids, liquids, and gases. Develop models that predict and describe changes in particle motion, density, temperature, and state of a pure substance when thermal energy is added or removed.	8.PS.2 Illustrate with diagrams (drawings) how atoms are arranged in simple molecules. Distinguish between atoms, elements, molecules, and compounds.
		7.PS.3 Investigate the Law of Conservation of Mass by measuring and comparing the mass of a substance before and after a change of state.	8.PS.3 Use basic information provided for an element (atomic mass, atomic number, symbol, and name) to determine its place on the Periodic Table. Use this information to find the number of protons, neutrons, and electrons in an atom.
			8.PS.4 Identify organizational patterns (radius, atomic number, atomic mass, properties and radioactivity) on the Periodic Table.
			8.PS.5 Investigate the property of density and provide evidence that properties, such as density, do not change for a pure substance.

			8.PS.6 Compare and contrast physical change vs. chemical change. Analyze the properties of substances before and after substances interact to determine if a chemical reaction has occurred.
			8.PS.7 Balance chemical equations to show how the total number of atoms for each element does not change in chemical reactions and as a result, mass is always conserved in a closed system. (Law of Conservation of Mass.)
<b>Force and Motion</b>	6.PS.1 Distinguish between the terms position, distance, and displacement, as well as, the terms speed and velocity.	7.PS.4 Investigate Newton's first law of motion (the law of inertia) and how different forces (gravity, friction, push and pull) affect the velocity of an object.	
	6.PS.2 Describe the motion of an object graphically showing the relationship between time and position.	7.PS.5 Investigate Newton's second law of motion to show the relationship among force, mass and acceleration.	
		7.PS.6 Investigate Newton's third law of motion to show the relationship between action and reaction forces.	
		7.PS.7 Construct a device that uses one or more of Newton's laws of motion. Explain how motion, acceleration, force, and mass are affecting the device.	
<b>Energy</b>	6.PS.3 Describe how potential and kinetic energy can be transferred from one form to another.	7.PS.8 Investigate a process in which energy is transferred from one form to another and provide evidence that the total amount of energy does not change during the transfer when the system is closed.	

		(Law of Conservation of Energy)	
	6.PS.4 Investigate the properties of light, sound, and other energy waves and how they are reflected, absorbed, and transmitted through materials and space.	7.PS.9 Compare and contrast the three types of heat transfer: radiation, convection, and conduction.	

**ATTACHMENT 11C: Science Vertical Articulation K-2 Earth and Space Science**

	<b>Kindergarten</b>	<b>First Grade</b>	<b>Second Grade</b>
<b>Solar System</b>	K.ESS.1 Make observations to determine the effect of sunlight on Earth’s surface and use tools and materials to design and build a structure to reduce the warming effect on Earth's surface.	1.ESS.1 Use observations of the sun, moon, and stars to describe patterns that can be predicted.	
	K.ESS.2 Describe and compare objects seen in the night and day sky, observing that the sun and moon move across the sky.		
<b>Weather</b>	K.ESS.3 Investigate the local weather conditions to describe patterns over time.		2.ESS.1 Record detailed weather observations, including cloud cover, cloud type, and type of precipitation on a daily basis over a period of weeks and coorelate observations to the time of year. Chart and graph collected data.
			2.ESS.2 Investigate the severe weather of the region and its impact on the community, looking at forecasting to prepare for, and respond to, severe weather.

	Kindergarten	First Grade	Second Grade
<b>Soil, Rocks, and Minerals</b>		1.ESS.2 Observe and compare properties of sand, clay, silt, and organic matter. Look for evidence of sand, clay, silt, and organic matter as components of soil samples.	
		1.ESS.3 Observe a variety of soil samples and describe in words and pictures the soil properties in terms of color, particle size and shape, texture, and recognizable living and nonliving items.	
<b>Earth's Systems and Structures</b>	K.ESS.4 Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.	1.ESS.4 Develop solutions that could be implemented to reduce the impact of humans on the land, water, air, and/or other living things in the local environment.	2.ESS.3 Investigate how wind or water change the shape of the land and design solutions for prevention.
			2.ESS.4 Obtain information to identify where water is found on Earth and that it can be solid or liquid.

**ATTACHMENT 11C: Science Vertical Articulation 3-5 Earth and Space Science**

	<b>Third Grade</b>	<b>Fourth Grade</b>	<b>Fifth Grade</b>
<b>SOLAR SYSTEM</b>		4.ESS.1 Investigate how the moon appears to move through the sky and it changes day to day, emphasizing the importance of how the moon impacts the Earth, the rising and setting times, and solar and lunar eclipses.	5.ESS.1 Analyze the scale of our solar system and its components: our solar system includes the sun, moon, seven other planets and their moons, and many other objects like asteroids and comets.
			5.ESS.2 Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.
<b>WEATHER</b>	3.ESS.1 Obtain and combine information to determine seasonal weather patterns across the different regions of the United States.		
	3.ESS.2 Develop solutions that could be implemented to reduce the impact of weather related hazards.		



<b>SOIL, ROCKS, &amp; MINERALS</b>	3.ESS.3 Observe the detailed characteristics of rocks and minerals. Identify and classify rocks as being composed of different combinations of minerals.	4.ESS.2 Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.	
	3.ESS.4 Determine how fossils are formed, discovered, layered over time, and used to provide evidence of the organisms and the environments in which they lived long ago.	4.ESS.3 Describe how geological forces change the shape of the land suddenly and over time.	
		4.ESS.4 Develop solutions that could be implemented to reduce the impact of humans on the natural environment and the natural environment on humans.	
<b>EARTH SYSTEM &amp; STRUCTURE</b>			5.ESS.3 Investigate ways individual communities within the United States protect the Earth's resources and environment.
			5.ESS.4 Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.

**ATTACHMENT 11C: Science Vertical Articulation 6-8 Earth and Space Science**

	<b>Sixth Grade</b>	<b>Seventh Grade</b>	<b>Eighth Grade</b>
<b>SOLAR SYSTEM</b>	6.ESS.1 Describe the role of gravity and inertia in maintaining the regular and predictable motion of celestial bodies.		
	6.ESS.2 Design models to describe how Earth's rotation, revolution, tilt, and interaction with the sun and moon cause seasons, tides, changes in daylight hours, eclipses, and phases of the moon.		
	6.ESS.3 Compare and contrast the Earth, its moon, and other planets in the solar system, including comets and asteroids. (Comparisons should be made in regard to size, surface features, atmospheric characteristics, and the ability to support life.)		
		<b>WEATHER:</b>	8.ESS.1 Research global temperatures over the past century. Compare and contrast data in relation to the theory of climate change.
	<b>SOIL, ROCKS, &amp; MINERALS</b>	7.ESS.1 Identify and investigate the properties of minerals. Identify and classify a variety of rocks based on physical characteristics from their origin, and explain how they are related using the rock cycle. (i.e. Sedimentary, igneous, and metamorphic rocks)	

<b>EARTH SYSTEM &amp; STRUCTURE</b>		7.ESS.2 Construct a model or scale drawing (digitally or on paper), based on evidence from rock strata and fossil records, for how the geologic time scale is used to organize Earth's 4.6 billion-year-old history.	
		7.ESS.3 Using simulations or demonstrations, explain continental drift theory and how lithospheric (tectonic) plates have been and still are in constant motion resulting in the creation of landforms on the Earth's surface over time.	8.ESS.2 Create a diagram or carry out a simulation to describe how water is cycled through the earth's crust, atmosphere and oceans. Explain how the water cycle is driven by energy from the sun and the force of gravity.
		7.ESS.4 Construct an explanation, based on evidence found in and around Indiana, for how large scale physical processes, such as Karst topography and glaciation, have shaped the land.	8.ESS.3 Research how human consumption of finite natural resources (i.e. coal, oil, natural gas, and clean water) and human activities have had an impact on the environment (i.e. causes of air, water, soil, light, and noise pollution).
		7.ESS.5 Construct a model, diagram, or scale drawing of the interior layers of the Earth. Identify and compare the compositional (chemical) layers to the mechanical (physical) layers of the Earth's interior including magnetic properties.	
		7.ESS.6 Research common synthetic materials (i.e. plastics, composites, polyester, and alloys) to gain an understanding that synthetic materials do come from natural resources and have an impact on society.	
		7.ESS.7 Describe the positive and negative environmental impacts of obtaining and utilizing various renewable and nonrenewable energy resources in Indiana. Determine which energy resources are the most beneficial and efficient.	

**ATTACHMENT 11C: Science Vertical Articulation K-2 Life Science**

Kindergarten	First Grade	Second Grade
<b>GROWTH &amp; DEVELOPMENT</b>		
K.LS.1 Describe and compare the growth and development of common living plants and animals.	1.LS.1 Develop representations to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.	2.LS.1 Determine patterns and behavior (adaptations) of parents and offspring which help offspring to survive.
<b>STRUCTURE &amp; FUNCTION</b>		
K.LS.2 Describe and compare the physical features of common living plants and animals.	1.LS.2 Develop a model mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs. Explore how those external parts could solve a human problem.	
<b>SYSTEMS:</b>		
K.LS.3 Use observations to describe patterns of what plants and animals (including humans) need to survive.	1.LS.3 Make observations of plants and animals to compare the diversity of life in different habitats.	2.LS.2 Compare and contrast details of body plans and structures within the life cycles of plants and animals.
	1.LS.4 Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.	2.LS.3 Classify living organisms according to variations in specific physical features (i.e. body coverings, appendages) and describe how those features may provide an advantage for survival in different environments.

**ATTACHMENT 11C: Science Vertical Articulation 3-5 Life Science**

Third Grade	Fourth Grade	Fifth Grade
<b>GROWTH &amp; DEVELOPMENT</b>		
<p>3.LS.1 Analyze evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.</p>	<p>4.LS.1 Observe, analyze, and interpret how offspring are very much, but not exactly, like their parents or one another. Describe how these differences in physical characteristics among individuals in a population may be advantageous for survival and reproduction.</p>	
	<p>4.LS.2 Use evidence to support the explanation that a change in the environment may result in a plant or animal will survive and reproduce, move to a new location, or die.</p>	
<b>STRUCTURE &amp; FUNCTION</b>		
	<p>4.LS.3 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction in a different ecosystems.</p>	

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

**ATTACHMENT 11C: Science Vertical Articulation 6-8 Life Science**

Sixth Grade	Seventh Grade	Eighth Grade
<b>GROWTH &amp; DEVELOPMENT</b>		
6.LS.1 Investigate and describe how homeostasis is maintained as living things seek out their basic needs of food, water, shelter, space, and air.	7.LS.1 Investigate and observe cells in living organisms and collect evidence showing that living things are made of cells. Compare and provide examples of prokaryotic and eukaryotic organisms. Identify the characteristics of living things.	8.LS.1 Compare and contrast the transmission of genetic information in sexual and asexual reproduction. Research organisms that undergo these two types of reproduction.
	7.LS.2 Create a model to show how the cells in multicellular organisms repeatedly divide to make more cells for growth and repair as a result of mitosis. Explain how mitosis is related to cancer.	8.LS.2 Demonstrate how genetic information is transmitted from parent to offspring through chromosomes via the process of meiosis. Explain how living things grow and develop.
	7.LS.3 Explain how cells develop through differentiation into specialized tissues and organs in multicellular organisms.	8.LS.3 Create and analyze Punnett squares to calculate the probability of specific traits being passed from parents to offspring using different patterns of inheritance.
		8.LS.4 Differentiate between and provide examples of acquired and genetically inherited traits.
		8.LS.5 Explain how factors affecting natural selection (competition, genetic variations, environmental changes, and overproduction) increase or decrease a species' ability to survive and reproduce.

Sixth	Seventh	Eighth
<b>STRUCTURE &amp; FUNCTION</b>		
<p>6.LS.2 Describe the role of photosynthesis in the flow of energy in food chains, energy pyramids, and food webs. Create diagrams to show how the energy in animals' food used for bodily processes was once energy from the sun.</p>	<p>7.LS.4 Research and describe the functions and relationships between various cell types, tissues, and organs in the immune system, circulatory system and digestive system of the human body.</p>	<p>8.LS.6 Create models to show how the structures of chromatin, chromosomes, chromatids, genes, alleles and deoxyribonucleic acid (DNA) molecules are related and differ.</p>
	<p>7.LS.5 Compare and contrast the form and function of the organelles found in plant and animal cells.</p>	<p>8.LS.7 Recognize organisms are classified into taxonomic levels according to shared characteristics. Explain how an organism's scientific name correlates to these shared characteristics.</p>
		<p>8.LS.8 Explore and predict the evolutionary relationships between species looking at the anatomical differences among modern organisms and fossil organisms.</p>
		<p>8.LS.9 Examine traits of individuals within a species that may give them an advantage or disadvantage to survive and reproduce in stable or changing environment.</p>
		<p>8.LS.10 Gather and synthesize information about how humans alter organisms genetically through a variety of methods.</p>



Sixth	Eighth
<b>SYSTEMS</b>	
<p>6.LS.3 Describe specific relationships (predator/prey, consumer/producer, parasite/host) and symbiotic relationships between organisms. Construct an explanation that predicts why patterns of interactions develop between organisms in an ecosystem.</p>	<p>8.LS.11 Investigate how viruses and bacteria affect the human body.</p>
<p>6.LS.4 Investigate and use data to explain how changes in biotic and abiotic components in a given habitat can be beneficial or detrimental to native plants and animals.</p>	
<p>6.LS.5 Research invasive species and discuss their impact on ecosystems.</p>	

**ATTACHMENT 11C: Science Vertical Articulation K-8 Engineering**

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



**2006 Standards Alignment Chart**



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

**2006 (Indiana)**

**Standards For Technological Literacy (national)**

- Standard #1** (STL 1) Understand how technology can improve, manage, and help control the natural and human-made environments.
- Standard #2** (STL 2) Describe technology as a system with inputs, processes, outputs, impacts, and feedback.
- Standard #3** (STL 3, STL 4, STL 7) Understand the relationship of technology to other academic fields, particularly science, math, social studies, and language arts.
- Standard #4** (STL 14-20) Describe technology as it is applied in the context of communication, construction, manufacturing, transportation, and related technologies.
- Standard #5** (STL 8, STL 11) Work cooperatively and productively in groups to design and use technology to solve technological problems.
- Standard #6** (STL 4, STL 6) Identify societal and personal needs and opportunities that can be addressed through technology.
- Standard #7** (STL 11) Develop and refine alternate solutions that address technological needs and opportunities.
- Standard #8** (STL 6, STL 13) Evaluate and select appropriate solutions that address technological needs and opportunities.
- Standard #9** (STL 9, STL 11) Apply engineering principles when planning, developing, implementing, and analyzing technological solutions.
- Standard #10** (STL 9, STL 17) Specify solutions to stated needs and opportunities using appropriate technical means.

- STL #1** Students will develop an understanding of the characteristics and scope of technology
- STL #2** Students will develop an understanding of the core concepts of technology.
- STL #3** Students will develop an understanding of the relationships among technologies and the connections between technology and other fields of study.
- STL #4** Students will develop an understanding of the cultural, social, economic, and political effects of technology.
- STL #5** Students will develop an understanding of the effects of technology on the environment.
- STL #6** Students will develop an understanding of the role of society in the development and use of technology.
- STL #7** Students will develop an understanding of the influence of technology on history.
- STL #8** Students will develop an understanding of the attributes of design.
- STL #9** Students will develop an understanding of engineering design.
- STL #10** Students will develop an understanding of the role of troubleshooting, research and development, invention and innovation, and experimentation in problem solving.

**ATTACHMENT 11D: Technology**  
**Page 2 of 2**

**2006 continued...**

**Standard #11** (STL 14-20) Select the appropriate resources needed to produce and operate communication, construction, manufacturing, transportation, and other technological systems and artifacts.

**Standard #12** (STL 2, STL 14-20) Select the appropriate processes needed to produce or operate products, structures, and systems.

**Standard #13** (STL 12, STL 14-20) Efficiently use appropriate processes to related to communication, engineering, production, transportation, and similar devices and systems.

**Standard #14** (STL 12, STL 13) Appropriately operate technological devices and systems.

**Standard #15** (STL 5) Describe the relationships among entrepreneurship, business enterprises, and technology.

**Standard #16** (STL 12) Select the appropriate devices and systems to meet personal and societal needs.

**Standard #17** (STL 10) Recognize the need for servicing and repairing technological devices and systems.

**Standard #18** (STL 5, STL 13) Properly dispose or recondition worn out and obsolete technological devices.

**Standard #19** (STL 4, STL 5, STL 13) Determine the impact of technological actions on people, society, and the environment.

**STL continued...**

**STL #11** Students will develop abilities to apply the design process.

**STL #12** Students will develop abilities to use and maintain technological products and systems.

**STL #13** Students will develop abilities to assess the impact of products and systems.

**STL #14** Students will develop an understanding of and be able to select and use medical technologies.

**STL #15** Students will develop an understanding of and be able to select and use agricultural and related biotechnologies.

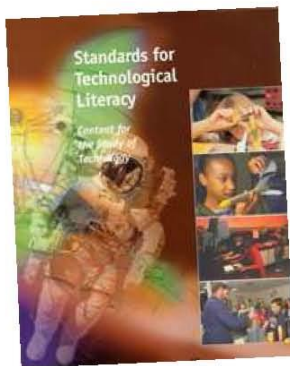
**STL #16** Students will develop an understanding of and be able to select and use energy and power technologies.

**STL #17** Students will develop an understanding of and be able to select and use information and communication technologies.

**STL #18** Students will develop an understanding of and be able to select and use transportation technologies.

**STL #19** Students will develop an understanding of and be able to select and use manufacturing technologies.

**STL #20** Students will develop an understanding of and be able to select and use construction technologies.



**Additional Standards Resources**

- **2006 Indiana Technology Education Standards Booklet:**  
<http://www.doe.state.in.us/standards/docs-Technology/2006-08-15-TechEd-Stds.pdf>
- **Technology For All Americans Publications & Resources:**  
[http://www.iteaconnect.org/TAA/Publications/TAA\\_Publications.html](http://www.iteaconnect.org/TAA/Publications/TAA_Publications.html)

STL: Executive Standards Summary

STL: Listing of National Content Standards

STL: Content for the Study of Technology

STL: Student Assessment, Professional Development, Program Standards



## ATTACHMENT 11E: Engineering: Project Lead the Way National and State Standards Alignment

### Modules

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

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

## **ATTACHMENT 11E: Engineering: Project Lead the Way National and State Standards Alignment**

### **Aligned to Kindergarten Standards**

- Structure and Function: Exploring Design
- Students discover the design process, identify products around them designed by engineers, and use what they've learned to design their own paintbrushes.
- Pushes and Pulls
- Students investigate different pushes and pulls and apply what they know to a swing set-installation project.
- Structure and Function: Human Body
- Students explore the relationship between structure and function in the human body and design a cast.
- Animals and Algorithms
- Students explore the ways people control and use technology, as well as program their own digital animations.

### **Aligned to First Grade Standards**

- Light and Sound
- Students investigate light and sound and design a tool to communicate over a distance.
- Light: Observing the Sun, Moon, and Stars
- Students build upon their knowledge of light and design a playground structure that protects students from UV radiation.
- Animal Adaptions
- Students learn about animal adaptations and apply what they've learned to design a shoe made for desert exploration.
- Animated Storytelling
- Students build computational-thinking skills by creating animations based on their own short stories.

## Aligned to Second Grade Standards

- Materials Science: Properties of Matter
- Students explore materials science and devise a way to keep popsicles cold – without a cooler.
- Materials Science: Form and Function
- Students research the variety of ways animals disperse seeds and pollinate plants and use what they know to design a gardening device.
- The Changing Earth
- Students explore how the surface of the Earth is always changing and design solutions for a fictional community threatened by a landslide.
- Grids and Game
- Students learn about the sequence and structure required in computer programs and work in teams to build tablet games.

## Aligned to Third Grade Standards

- Stability and Motion: Science of Flight
- Students learn about the forces involved in flight and design a solution to deliver aid supplies via an aircraft.
- Stability and Motion: Forces and Interactions
- Students explore simple machines such as wheel and axles, levers, the inclined plane, and more and then use what they know to rescue a trapped zoo animal.
- Variation of Traits
- Students investigate the differences between inherited genetic traits and traits that are learned or influenced by the environment and then model how the gene for a plant's stem color is passed on.
- Programming Patterns
- Students discover the power of modularity and abstraction and then use what they know to create a video game for a tablet.

## Aligned to Fourth Grade Standards

- Energy: Collisions
- Students investigate how mechanisms change energy by transferring direction, speed, type of movement, and force and then use what they know to design a car safety belt.
- Energy: Conversion
- Students learn how energy can be converted to meet a human need or want and then develop solutions to move donated food from a truck to a food pantry.
- Input/Output: Computer Systems
- Students explore how computers work and create a reaction-time computer program to assess a baseline before a concussion occurs.
- Input/Output: Human Brain
- Students learn about stimuli and responses and then use what they know to create a video to teach children about concussions.

## Aligned to Fifth Grade Standards

- Robotics and Automation
- Students explore the ways robots are used in today's world and then design a mobile robot that can remove hazardous materials from a disaster site.
- Robotics and Automation: Challenge
- Students explore mechanical design and computer programming and design an automatic-guided vehicle to deliver supplies in a hospital.
- Infection: Detection
- Students explore the transmission of infection and run an experiment to help find ways to prevent the spread of illness.
- Infection: Modeling and Simulation
- Students investigate models and simulations and apply their knowledge to program a model that simulates the spread of infections.



# ATTACHMENT 11F: Engineering is Elementary – Curriculum Unit Maps



## Engineering is Elementary

### Curriculum Units Mapped to the ITEEA Standards for Technological Literacy

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

⋮

Key:		Designing Walls	Designing Bridges	Designing Water Filters	Designing Windmills	Making Work Easier	Designing Pollinators	Representing Sound	Designing Model Memb	Designing Alarm Circuits	Improving a Play Dough Process	Evaluating Landscapes	Designing Plant Package	Designing MagLev Syste	Designing Parachutes	Designing Solar Ovens	Replicating an Artifact	Cleaning an Oil Spill	Designing Submersibles	Designing Lighting Syste	Knee Braces	
<b>Standard 2: Students will develop an understanding of the core concepts of technology.</b>																						
Grades K-2	A. Some systems are found in nature, and some are made by humans.			②		①								②				①				
	B. Systems have parts or components that work together to accomplish a goal.			②		①								①						③		
	C. Tools are simple objects that help humans complete tasks.	②				①	②									②		①				
	D. Different materials are used in making things.	①	①	①	②	①	③	③	③	①	①	①	①	①	①	①	①	①	①	③	③	
	E. People plan in order to get things done.	①	①	①	①	①	①	③	③	③	①	①	①	①	①	①	①	①	①	③	③	③
Grades 3-5	F. A subsystem is a system that operates as a part of another system.					③	②															
	G. When parts of a system are missing, it may not work as planned.					①																
	H. Resources are the things needed to get a job done, such as tools and machines, materials, information, energy, people, capital, and time.								②							①	②					
	I. Tools are used to design, make, use, and assess technology.			②		②										①						
	J. Materials have many different properties.	①		②	①		①	③	③	①	①		①	①	①	①	①	①	①	③	③	③
	K. Tools and machines extend human capabilities, such as holding, lifting, carrying, fastening, separating, and computing.	②			①	①		①												①		
Grades 6-8	L. Requirements are the limits to designing or making a product or system.	①	①	①	②	②	②	②	②	②	①	②	①	②	①	①	①	①	②	③	③	
	S. Trade-off is a decision process recognizing the need for careful compromises among competing factors.											①			①	①	①		③	③		

Key:		Designing Walls	Designing Bridges	Designing Water Filters	Designing Windmills	Making Work Easier	Designing Pollinators	Representing Sound	Designing Model Membranes	Designing Alarm Circuits	Improving a Play Dough Process	Evaluating Landscapes	Designing Plant Packages	Designing MagLev Systems	Designing Parachutes	Designing Solar Ovens	Replicating an Artifact	Cleaning an Oil Spill	Designing Submersibles	Designing Lighting Systems	Knee Braces
<p>① denotes standard as primary unit goal, explicitly stated in learning objectives and/or lesson and activities.</p> <p>② denotes standard as secondary unit goal, with the ideas briefly covered or implied in the lesson and activities.</p>																					
<p><b>Standard 3: Students will develop an understanding of the relationships among technologies and the connections between technology and other fields of study.</b></p>																					
Grades K-2	A. The study of technology uses many of the same ideas and skills as other subjects.	②	②	①	①	①	①	②	①	①	①	①		②	①	②		①	②		
	B. Technologies are often combined.					①															
Grades 3-5	C. Various relationships exist between technology and other fields of study.	②	②	②	②	②	②	②	②	②	②	②	②	②			①		②		①
<b>Category 2: Technology and Society</b>																					
<p><b>Standard 4: Students will develop an understanding of the cultural, social, economic and political effects of technology.</b></p>																					
Grades K-2	A. The use of tools and machines can be helpful or harmful.			①																	①
Grades 3-5	B. When using technology, results can be good or bad.			②		②							②								②
Grades 3-5	C. The use of technology can have unintended consequences.			①		①										①					①
<p><b>Standard 5: Students will develop an understanding of the effects of technology on the environment.</b></p>																					
Grades K-2	A. Some materials can be reused and/or recycled.												①			①					
Grades 3-5	B. Waste must be appropriately recycled or disposed of to prevent unnecessary harm to the environment.			①									①			①					①
Grades 3-5	C. The use of technology affects the environment in good and bad ways.			①				②								①					①

Key:		Designing Walls	Designing Bridges	Designing Water Filters	Designing Windmills	Making Work Easier	Designing Pollinators	Representing Sound	Designing Model Membranes	Designing Alarm Circuits	Improving a Play Dough Process	Evaluating Landscapes	Designing Plant Packages	Designing MagLev Systems	Designing Parachutes	Designing Solar Ovens	Replicating an Artifact	Cleaning an Oil Spill	Designing Submersibles	Designing Lighting Systems	Knee Braces	
<p>① denotes standard as primary unit goal, explicitly stated in learning objectives and/or lesson and activities.</p> <p>② denotes standard as secondary unit goal, with the ideas briefly covered or implied in the lesson and activities.</p>																						
<b>Standard 6: Students will develop an understanding of the role of society in the development and use of technology.</b>																						
Grades K-2	A. Products are made to meet individual needs and wants.	①	②	①	②	①	①	①	②	①	①	①	①	②	①	①				①	①	①
Grades 3-5	B. Because people's needs and wants change, new technologies are developed, and old ones are improved to meet those changes.			②	①											②						
Grades 3-5	C. Individual, family, community, and economic concerns may expand or limit the development of technologies.			①				②	②		①	①	①			①						
<b>Standard 7: Students will develop an understanding of the influence of technology on history.</b>																						
Grades K-2	A. The way people live and work has changed throughout history because of technology.	①			①	①											②				①	
Grades 3-5	B. People have made tools to provide food, to make clothing, and to protect themselves.																②	②			①	
<b>Category 3: Design</b>																						
<b>Standard 8: Students will develop an understanding of the attributes of design.</b>																						
Grades K-2	A. Everyone can design solutions to a problem.	①	①	①	①	①	①	①	①	①	①	①	①	①	①	①	①	①	①	①	①	①
Grades K-2	B. Design is a creative process.	①	①	①	①	①	①	①	①	①			①	①	①	②						
Grades 3-5	C. The design process is a purposeful method of planning practical solutions to problems.	①	①	①	①	①	①	①		①	①	①	①	②	①	①	①	①	①	①	①	①
Grades 3-5	D. Requirements for a design include such factors as the desired elements and features of a product or system or the limits that are placed on the design.	①	①	①	①	①		①		①		①	①		①	①	①	①			①	①
									anes		Process		s	ms							ms	

Key:		Designing Walls	Designing Bridges	Designing Water Filters	Designing Windmills	Making Work Easier	Designing Pollinators	Representing Sound	Designing Model Membr	Designing Alarm Circuits	Improving a Play Dough	Evaluating Landscapes	Designing Plant Packages	Designing MagLev System	Designing Parachutes	Designing Solar Ovens	Replicating an Artifact	Cleaning an Oil Spill	Designing Submersibles	Designing Lighting System	Knee Braces
<b>Standard 9: Students will develop an understanding of engineering design.</b>																					
Grades K-2	A. The engineering design process includes identifying a problem, looking for ideas, developing solutions, and sharing solutions with others.	1	1	1	1	2	2	1	1	1	1	1	1	1	1	1	1	2	1	1	1
	B. Expressing ideas to others verbally and through sketches and models is an important part of the design process.	1	1	1	1	2	2	1	1	1	1	1	1	1	1	1	1	2	1	1	1
Grades 3-5	C. The engineering design process involves defining a problem, generating ideas, selecting a solution, testing the solution(s), [making, evaluating, and presenting].	1	1	1	1	2	2	1	1	1	1	1	1	1	1	1	2	2	1	1	1
	D. When designing an object it is important to be creative and consider all ideas.	1	1	1	1	2	2	1	1	1	1	1	1	1	1	1	2	2	1	1	1
	E. Models are used to communicate & test design ideas & processes.	1	2	2	2	2	2	1		1		1	1	1	1			2			1
<b>Standard 10: Students will develop an understanding of the role of troubleshooting, research and development, invention and innovation, and experimentation.</b>																					
Grades K-2	A. Asking questions and making observations helps a person to figure out how things work.	1	1	1	1	2	2	1	1	1		1	1	1	1	1		2		1	1
	B. All products and systems are subject to failure. Many products and systems, however, can be fixed.																				
Grades 3-5	C. Troubleshooting is a way of finding out why something does not work so that it can be fixed.									1											
	D. Invention and innovation are creative ways to turn ideas into real things.																				
	E. The process of experimentation, which is common in science, can also be used to solve technological problems.	1	1	1	1	2	2	1	1		1	1			1	1	2	2	2		1

Key:		Designing Walls	Designing Bridges	Designing Water Filters	Designing Windmills	Making Work Easier	Designing Pollinators	Representing Sound	Designing Model Membranes	Designing Alarm Circuits	Improving a Play Dough Process	Evaluating Landscapes	Designing Plant Packages	Designing MagLev Systems	Designing Parachutes	Designing Solar Ovens	Replicating an Artifact	Cleaning an Oil Spill	Designing Submersibles	Designing Lighting Systems	Knee Braces
<b>Category 4: Abilities for a Technological World</b>																					
<b>Standard 11: Students will develop abilities to apply the design process.</b>																					
Grades K-2	A. Brainstorm people's needs and wants and pick some problems that can be solved through the design process.																				1
	B. Build or construct an object using the design process.	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	C. Investigate how things are made and... can be improved.																				
Grades 3-5	D. Identify and collect information about everyday problems that can be solved by technology, and generate ideas and requirements for solving a problem.																				
	E. The process of designing involves presenting some possible solutions in visual form and then selecting the best solution(s)... .																				
	F. Test and evaluate the solutions for the design problem.	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	G. Improve the design solutions.	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
<b>Standard 12: Students will develop the abilities to use and maintain technological products and systems.</b>																					
Grades K-2	A. Discover how things work.																				
	B. Use hand tools correctly & safely & name them correctly.									2											
	C. Recognize and use everyday symbols.																				
Grades 3-5	D. Follow step-by-step directions to assemble a product.																				
	E. Select and safely use tools, products, and systems for specific tasks.																				
	F. Use computers to access and organize information.																				
	G. Use common symbols, such as numbers and words, to communicate key ideas.																				

EIE Mapped to ITEEA Standards for Technological Literacy -- Page 6

Key:		Designing Walls	Designing Bridges	Designing Water Filters	Designing Windmills	Making Work Easier	Designing Pollinators	Representing Sound	Designing Model Membranes	Designing Alarm Circuits	Improving a Play Dough Process	Evaluating Landscapes	Designing Plant Packages	Designing MagLev Systems	Designing Parachutes	Designing Solar Ovens	Replicating an Artifact	Cleaning an Oil Spill	Designing Submersibles	Designing Lighting Systems	Knee Braces	
<b>Standard 13: Students will develop abilities to assess the impact of products and systems.</b>																						
Grades K-2	A. Collect information about everyday products and systems by asking questions.										1			1		1						
	B. Determine if the human use of a product or system creates positive or negative results.					1																
Grades 3-5	C. Compare, contrast and classify collected information in order to identify patterns.										1	1			1	1					1	
	D. Investigate and assess the influence of a specific technology on the individual, family, community, and environment.															1						
	E. Examine the trade-offs of using a product or system and decide when it could be used.																					
<b>Category 5: The Designed World</b>																						
<b>Standard 14: Students will develop an understanding of and be able to select and use medical technologies.</b>																						
Grades K-2	A. Vaccinations protect people from getting certain diseases.																					
	B. Medicine helps people who are sick to get better.																					
	C. There are many products designed specifically to help people take care of themselves.																					1
Grades 3-5	D. Vaccines are designed to prevent diseases from developing and spreading; medicines are designed to relieve symptoms and stop diseases from developing.																					
	E. Technological advances have made it possible to create new devices, to repair or replace certain parts of the body, and to provide a means for mobility.																					1
	F. Many tools & devices have been designed to help provide clues about health and to provide a safe environment.																					

Key:		Designing Walls	Designing Bridges	Designing Water Filters	Designing Windmills	Making Work Easier	Designing Pollinators	Representing Sound	Designing Model Membranes	Designing Alarm Circuits	Improving a Play Dough Process	Evaluating Landscapes	Designing Plant Packages	Designing MagLev Systems	Designing Parachutes	Designing Solar Ovens	Replicating an Artifact	Cleaning an Oil Spill	Designing Submersibles	Designing Lighting Systems	Knee Braces	
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<b>Standard 15: Students will develop an understanding of and be able to select and use agricultural and related biotechnologies.</b>																						
Grades K-2	A. The use of technologies in agriculture makes it possible for food to be available year round and to conserve resources.																					
	B. There are many different tools necessary to control and make up the parts of an ecosystem.						①															
Grades 3-5	C. Artificial ecosystems are human-made environments that are designed to function as a unit and are comprised of humans, plants, and animals.																					
	D. Most agricultural waste can be recycled.																					
	E. Many processes used in agriculture require different procedures, products or systems.																					
<b>Standard 16: Students will develop an understanding of and be able to select and use energy and power technologies.</b>																						
Grades K-2	A. Energy comes in many forms.					①											①					
	B. Energy should not be wasted.					②											①					
Grades 3-5	C. Energy comes in different forms.					②											①					
	D. Tools, machines, products, and systems use energy in order to do work.					①											①					



Key:		Designing Walls	Designing Bridges	Designing Water Filters	Designing Windmills	Making Work Easier	Designing Pollinators	Representing Sound	Designing Model Membranes	Designing Alarm Circuits	Improving a Play Dough Process	Evaluating Landscapes	Designing Plant Packages	Designing MagLev Systems	Designing Parachutes	Designing Solar Ovens	Replicating an Artifact	Cleaning an Oil Spill	Designing Submersibles	Designing Lightin'6 Systems	Knee Braces
<p>① denotes standard as primary unit goal, explicitly stated in learning objectives and/or lesson and activities.</p> <p>② denotes standard as secondary unit goal, with the ideas briefly covered or implied in the lesson and activities.</p>																					
<b>Standard 17: Students will develop an understanding of and be able to select and use information and communication technologies.</b>																					
Grades K-2	A. Information is data that has been organized.							②													
	B. Technology enables people to communicate by sending and receiving information over a distance.			②				①													①
	C. People use symbols when they communicate by technology.								①												
Grades 3-5	D. The processing of information through the use of technology can be used to help humans make decisions and solve problems.							②													
	E. Information can be acquired & sent through a variety of technological sources, including print & electronic media.			②																	
	F. Communication technology is the transfer of messages among people and/or machines over distances through the use of technology.								①												
	G. Letters, characters, icons, and signs are symbols that represent ideas, quantities, elements and operations.								①	①											②
<b>Standard 18: Students will develop an understanding of and be able to select and use transportation technologies.</b>																					
Grades K-2	A. A transportation systems has many parts that work together to help people travel.																				①
	B. Vehicles move people or goods from one place to another in water, air or space, and on land.																				① ①
	C. Transportation vehicles must be cared for to prolong use.																				
Grades 3-5	D. The use of transportation allows people and goods to be moved from place to place.																				①
	E. A transportation system may lose efficiency/fail if a part is missing/malfunctioning or a subsystem isn't working.																				

EIE Mapped to ITEEA Standards for Technological Literacy – Page 9

Key:		Designing Walls	Designing Bridges	Designing Water Filters	Designing Windmills	Making Work Easier	Designing Pollinators	Representing Sound	Designing Model Membr	Designing Alarm Circuits	Improving a Play Dough	Evaluating Landscapes	Designing Plant Packages	Designing Maglev System	Designing Parachutes	Designing Solar Ovens	Replicating an Artifact	Cleaning an Oil Spill	Designing Submersibles	Designing Lighting System	Knee Braces
<b>Standard 19: Students will develop an understanding of and be able to select and use manufacturing technologies.</b>																					
Grades K-2	A. Manufacturing systems produce products in quantity.					1															
	B. Manufactured products are designed.					2							1								1
Grades 3-5	C. Processing systems convert natural materials into products.																1				
	D. Manufacturing processes include designing products, gathering resources, and using tools to separate, form, and combine materials in order to produce products.																				
	E. Manufacturing enterprises exist because of a consumption of goods.																				
<b>Standard 20: Students will develop an understanding of and be able to select and use construction technologies.</b>																					
Grades K-2	A. People live, work, & go to school in buildings, which are of different types: houses... office buildings, & schools.																				
	B. The type of structure determines how the parts are put together.	1	1																		
Grades 3-5	C. Modern communities are usually planned according to guidelines.																				
	D. Structures need to be maintained.			2																	
	E. Many systems are used in buildings.																				
Grades 6-8	G. Structures rest on a foundation.																				1

## ATTACHMENT 11:F: Fine Arts – No Vertical Articulation

### INDIANA ACADEMIC STANDARDS FINE ARTS

In an effort to provide a quality education for every child, it is important to address aspects of human growth including artistic, expressive, and cultural, as well as intellectual, emotional, physical and social development. The arts are essential in education because they provide students with the means to think, feel, and understand the world around them in ways unique and distinct from other disciplines. Literacy in the arts enhances a person's ability to participate in society by developing creative problem solving, inquiry, and communication skill that are needed in the STEM workplace and society in general. The Fine arts curriculum fosters self-expression and an understanding of various points of view and enables students to become self-directed, lifelong learners.

The four components of Fine Arts integrated through STEM include:

- Dance
- Theater
- Visual

## ATTACHMENT 12: Academic and Exit Standards

Provide the school's exit standards for graduating for students for each division of the school as applicable (elementary, middle, high school).

Indy STEAM Academy will exit students from the elementary school grade span at Grade 5.  
Indy STEAM Academy will exit students from the middle school grade span at Grade 8.

The standards are broken into key areas called strands. The strands are the general areas of mathematics that students need to know and be able to demonstrate mastery.

- ATTACHMENT: 12A: English/Language Arts
- ATTACHMENT: 12B: Mathematics
- ATTACHMENT: 12C: Science

**GRADE 5****READING**

**Guiding Principle:** *Students read a wide range of fiction, nonfiction, classic, and contemporary works, to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They read a wide range of literature in many genres from a variety of time periods and cultures from around the world to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience. They draw on their prior experience, their interactions with other readers and writers, and reading skills that they have developed and refined.<sup>i</sup>*

**READING: Foundations**

There are four key areas found in the Reading: Foundations section for grades K-5: Print Concepts, Phonological Awareness, Phonics, and Fluency. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Foundations.

**Learning Outcome**

**5.RF.1** Apply foundational reading skills to demonstrate reading fluency and comprehension.

**Print Concepts**

- 5.RF.2.1** *Students are expected to build upon and continue applying concepts learned previously.*
- 5.RF.2.2** *Students are expected to build upon and continue applying concepts learned previously.*
- 5.RF.2.3** *Students are expected to build upon and continue applying concepts learned previously.*
- 5.RF.2.4** *Students are expected to build upon and continue applying concepts learned previously.*

**Phonological Awareness**

- 5.RF.3.1** *Students are expected to build upon and continue applying concepts learned previously.*
- 5.RF.3.2** *Students are expected to build upon and continue applying concepts learned previously.*
- 5.RF.3.3** *Students are expected to build upon and continue applying concepts learned previously.*
- 5.RF.3.4** *Students are expected to build upon and continue applying concepts learned previously.*
- 5.RF.3.5** *Students are expected to build upon and continue applying concepts learned previously.*

**Phonics**

- 5.RF.4.1** *Students are expected to build upon and continue applying concepts learned previously.*
- 5.RF.4.2** *Students are expected to build upon and continue applying concepts learned previously.*
- 5.RF.4.3** *Students are expected to build upon and continue applying concepts learned previously.*
- 5.RF.4.4** *Students are expected to build upon and continue applying concepts learned previously.*
- 5.RF.4.5** *Students are expected to build upon and continue applying concepts learned previously.*
- 5.RF.4.6** Use knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., *roots and affixes*) to read accurately unfamiliar multi-syllabic words in context.

**Fluency**

- 5.RF.5** Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.



### READING: *Literature*

There are three key areas found in the Reading: Literature section for grades 6-12: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Literature.

#### Learning Outcome

- 5.RL.1** Read and comprehend a variety of literature within a range of complexity appropriate for grades 4-5. By the end of grade 5, students interact with texts proficiently and independently.

#### Key Ideas and Textual Support

- 5.RL.2.1** Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.
- 5.RL.2.2** Determine a theme of a story, play, or poem from details in the text, including how characters respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- 5.RL.2.3** Describe two or more characters, settings, or events in a story or play, drawing on specific details in the text, and how they impact the plot.
- 5.RL.2.4** *Students are expected to build upon and continue applying concepts learned previously.*

#### Structural Elements and Organization

- 5.RL.3.1** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, play, or poem.
- 5.RL.3.2** Describe how a narrator’s or speaker’s point of view influences how events are portrayed.

#### Synthesis and Connection of Ideas

- 5.RL.4.1** Analyze how visual and multimedia presentations and representations can enhance the meaning of a text.
- 5.RL.4.2** Compare and contrast stories in the same genre on their approaches to similar themes and topics.



**READING: Nonfiction**

There are three key areas found in the Reading: Nonfiction section for grades 6-12: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Nonfiction.

**Learning Outcome**

- 5.RN.1** Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 4-5. By the end of grade 5, students interact with texts proficiently and independently.

**Key Ideas and Textual Support**

- 5.RN.2.1** Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.
- 5.RN.2.2** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- 5.RN.2.3** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

**Structural Elements and Organization**

- 5.RN.3.1** Apply knowledge of text features in multiple print and digital sources to locate information, gain meaning from a text, or solve a problem.
- 5.RN.3.2** Compare and contrast the organizational structure of events, ideas, concepts, or information in two or more texts.
- 5.RN.3.3** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspectives the accounts represent.

**Synthesis and Connection of Ideas**

- 5.RN.4.1** Explain how an author uses reasons and evidence to support claims in a text, identifying which reasons and evidence support which claims.
- 5.RN.4.2** Combine information from several texts or digital sources on the same topic in order to demonstrate knowledge about the subject.
- 5.RN.4.3** *Standard begins at sixth grade.*



### READING: *Vocabulary*

There are two key areas found in the Reading: Vocabulary section for grades 6-12: Vocabulary Building and Vocabulary in Literature and Nonfiction Texts. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Vocabulary.

#### Learning Outcome

**5.RV.1** Build and use accurately general academic and content-specific words and phrases.

#### Vocabulary Building

**5.RV.2.1** Select and apply context clues (e.g., *word, phrase, sentence, and paragraph clues*) and text features to determine the meanings of unknown words.

**5.RV.2.2** Identify relationships among words, including multiple meanings, synonyms and antonyms, homographs, metaphors, similes, and analogies.

**5.RV.2.3** *Standard begins at sixth grade.*

**5.RV.2.4** Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., *word origins, common Greek and Latin affixes and roots, parts of speech*).

**5.RV.2.5** Consult reference materials, both print and digital (e.g., *dictionary, thesaurus*), to find the pronunciation and clarify the precise meanings of words and phrases.

#### Vocabulary in Literature and Nonfiction Texts

**5.RV.3.1** Determine how words and phrases provide meaning to works of literature, including imagery, symbolism, and figurative language (e.g., *similes, metaphors, hyperbole, or allusion*).

**5.RV.3.2** Determine the meaning of general academic and content-specific words and phrases in a nonfiction text relevant to a fifth grade topic or text.

**5.RV.3.3** Analyze the meanings of proverbs, adages, and idioms in context.





## **WRITING**

**Guiding Principle:** *Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes. Students apply knowledge of language structure, language conventions, media techniques, figurative language, and genre to create, critique, and discuss writing. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.<sup>ii</sup>*

## **WRITING**

There are four key areas found in the Writing section for grades 6-12: Writing Genres, the Writing Process, the Research Process, and Conventions of Standard English. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Writing.

### **Learning Outcome**

- 5.W.1** Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.

### **Handwriting**

**5.W.2.1** *Students are expected to build upon and continue applying concepts learned previously.*

**5.W.2.2** *Students are expected to build upon and continue applying concepts learned previously.*

### **Writing Genres: Argumentative, Informative, and Narrative**

- 5.W.3.1** Write persuasive compositions in a variety of forms that –
- Clearly present a position in an introductory statement to an identified audience.
  - Support the position with qualitative and quantitative facts and details from various sources, including texts.
  - Use an organizational structure to group related ideas that support the purpose.
  - Use language appropriate for the identified audience.
  - Connect reasons to the position using words, phrases, and clauses.
  - Provide a concluding statement or section related to the position presented.
- 5.W.3.2** Write informative compositions on a variety of topics that –
- Introduce a topic; organize sentences and paragraphs logically, using an organizational form that suits the topic.
  - Employ sufficient examples, facts, quotations, or other information from various sources and texts to give clear support for topics.
  - Connect ideas within and across categories using transition words (e.g., *therefore, in addition*).
  - Include text features (e.g., *formatting, pictures, graphics*) and multimedia when useful to aid comprehension.
  - Use appropriate language, vocabulary, and sentence variety to convey meaning; for effect; and to support a tone and formality appropriate to the topic and audience.
  - Provide a concluding statement or section related to the information or explanation presented.



- 5.W.3.3** Write narrative compositions in a variety of forms that –
- Develop the exposition (e.g., *describe the setting, establish the situation, introduce the narrator and/or characters*).
  - Develop an event sequence (e.g., *conflict, climax, resolution*) that unfolds naturally, connecting ideas and events using transitions.
  - Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.
  - Use precise and expressive vocabulary and figurative language for effect.
  - Provide an ending that follows from the narrated experiences or events.

### The Writing Process

- 5.W.4** Apply the writing process to –
- Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., *quality of ideas, organization, sentence fluency, word choice*); and edit writing for format and standard English conventions.
  - Use technology to interact and collaborate with others to publish legible documents.



**The Research Process: Finding, Assessing, Synthesizing, and Reporting Information**

- 5.W.5** Conduct short research assignments and tasks on a topic.
- With support, formulate a research question (e.g., *What were John Wooden’s greatest contributions to college basketball?*).
  - Identify and acquire information through reliable primary and secondary sources.
  - Summarize and paraphrase important ideas and supporting details, and include direct quotations where appropriate, citing the source of information.
  - Avoid plagiarism and follow copyright guidelines for use of images, pictures, etc.
  - Present the research information, choosing from a variety of sources.

**Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling**

**5.W.6.1** Demonstrate command of English grammar and usage, focusing on:

**5.W.6.1a** **Nouns/Pronouns** – *Students are expected to build upon and continue applying conventions learned previously.*

**5.W.6.1b** **Verbs** –

- Writing sentences that use the perfect (e.g., *I have walked, I had walked, I will have walked*) verb tenses.
- Correctly using verbs that are often misused (e.g., *lie/lay, sit/set, rise/raise*).

**5.W.6.1c** **Adjectives/ Adverbs** – *Students are expected to build upon and continue applying conventions learned previously.*

**5.W.6.1d** **Prepositions** – Writing sentences that include prepositional phrases and explaining their functions in the sentence.

**5.W.6.1e** **Usage** – Writing correctly simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using correlative conjunctions (e.g., *either/or, neither/nor*).

**5.W.6.2** Demonstrate command of capitalization, punctuation, and spelling, focusing on:

**5.W.6.2a** **Capitalization** – Applying correct usage of capitalization in writing.

**5.W.6.2b** **Punctuation** –

- Applying correct usage of apostrophes and quotation marks in writing.
- Using a comma for appositives, to set off the words *yes* and *no*, to set off a tag question from the rest of the sentence, and to indicate direct address.

**5.W.6.2c** **Spelling** – Applying correct spelling patterns and generalizations in writing.



## **SPEAKING AND LISTENING**

**Guiding Principle:** *Students listen actively and communicate effectively for a variety of purposes, including for learning, enjoyment, persuasion, and the exchange of information and ideas. Students adjust their use of language to communicate effectively with a variety of audiences and for different purposes. Students develop an understanding of and respect for diversity in language use, patterns, and dialects.<sup>iii</sup>*

### **SPEAKING AND LISTENING**

There are three key areas found in the Speaking and Listening section for grades 6-12: Discussion and Collaboration, Comprehension, and Presentation of Knowledge and Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Speaking and Listening.

#### **Learning Outcome**

- 5.SL.1** Listen actively and adjust the use of spoken language (e.g., *conventions, style, vocabulary*) to communicate effectively with a variety of audiences and for different purposes.

#### **Discussion and Collaboration**

- 5.SL.2.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.
- 5.SL.2.2** Reflect on and contribute to ideas under discussion by drawing on readings and other resources.
- 5.SL.2.3** Establish and follow agreed-upon rules for discussion.
- 5.SL.2.4** Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- 5.SL.2.5** Review the key ideas expressed and draw conclusions in reference to information and knowledge gained from the discussions.

#### **Comprehension**

- 5.SL.3.1** Orally summarize or respond to a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- 5.SL.3.2** Summarize a speaker's points as they relate to main ideas or supporting details and demonstrate how claims are supported by reasons and evidence.

#### **Presentation of Knowledge and Ideas**

- 5.SL.4.1** Using appropriate language, present information on a topic or text, narrative, or opinion in an organized manner, with effective introductions and conclusions, using appropriate structure, appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly and concisely at an understandable pace.
- 5.SL.4.2** Create engaging presentations that include multimedia components and visual displays when appropriate to enhance the development of main ideas or themes.
- 5.SL.4.3** *Students are expected to build upon and continue applying concepts learned previously.*



## **MEDIA LITERACY**

**Guiding Principle:** *Students develop critical thinking about the messages received and created by media. Students recognize that media are a part of culture and function as agents of socialization and develop understanding that people use individual skills, beliefs, and experiences to construct their own meanings from media messages. Students develop media literacy skills in order to become more informed, reflective, and engaged participants in society.<sup>iv</sup>*

### **MEDIA LITERACY**

By demonstrating the skills listed in Media Literacy, students should be able to meet the Learning Outcome for Media Literacy.

#### **Learning Outcome**

**5.ML.1** Identify how information found in electronic, print, and mass media is used to inform, persuade, entertain, and transmit culture.

#### **Media Literacy**

**5.ML.2.1** Review claims made in various types of media and evaluate evidence used to support these claims.

**5.ML.2.2** Identify the role of the media in focusing people’s attention on events and in forming their opinions on issues.

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<sup>i</sup> Adapted from Standards for the English Language. National Council of Teachers of English and International Reading Association, 1996. Available at <http://www.ncte.org/library/NCTEFiles/Resources/Books/Sample/StandardsDoc.pdf>.

<sup>ii</sup> Ibid.

<sup>iii</sup> Ibid.

<sup>iv</sup> Adapted from Standards for the English Language. National Council of Teachers of English and International Reading Association, 1996. Available at <http://www.ncte.org/library/NCTEFiles/Resources/Books/Sample/StandardsDoc.pdf>.

**GRADE 8****READING**

**Guiding Principle:** *Students read a wide range of fiction, nonfiction, classic, and contemporary works, to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They read a wide range of literature in many genres from a variety of time periods and cultures from around the world to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience. They draw on their prior experience, their interactions with other readers and writers, and reading skills that they have developed and refined.<sup>1</sup>*

**READING: Literature**

There are three key areas found in the Reading: Literature section for grades 6-12: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Literature.

**Learning Outcome**

- 8.RL.1 Read a variety of literature within a range of complexity appropriate for grades 6-8. By the end of grade 8, students interact with texts proficiently and independently.

**Key Ideas and Textual Support**

- 8.RL.2.1 Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.
- 8.RL.2.2 Analyze the development of a theme or central idea over the course of a work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that supports the analysis.
- 8.RL.2.3 Analyze how particular lines of dialogue or incidents in a work of literature propel the action, reveal aspects of a character, or provoke a decision.
- 8.RL.2.4 *Students are expected to build upon and continue applying concepts learned previously.*

**Structural Elements and Organization**

- 8.RL.3.1 Compare and contrast the structure of two or more related works of literature (e.g., *similar topic or theme*), and analyze and evaluate how the differing structure of each text contributes to its meaning and style.
- 8.RL.3.2 Analyze a particular point of view or cultural experience in a work of world literature considering how it reflects heritage, traditions, attitudes, and beliefs.

**Synthesis and Connection of Ideas**

- 8.RL.4.1 Analyze the extent to which a filmed or live production of a story or play stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
- 8.RL.4.2 Analyze how works of literature draw on and transform earlier texts.



### **READING: *Nonfiction***

There are three key areas found in the Reading: Nonfiction section for grades 6-12: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Nonfiction.

#### **Learning Outcome**

- 8.RN.1 Read a variety of nonfiction within a range of complexity appropriate for grades 6-8. By the end of grade 8, students interact with texts proficiently and independently.

#### **Key Ideas and Textual Support**

- 8.RN.2.1 Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.
- 8.RN.2.2 Analyze the development of a central idea over the course of a text, including its relationship to supporting ideas; provide a detailed, objective summary of the text.
- 8.RN.2.3 Analyze how a text makes connections and distinctions among individuals, events, and ideas.

#### **Structural Elements and Organization**

- 8.RN.3.1 *Students are expected to build upon and continue applying concepts learned previously.*
- 8.RN.3.2 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
- 8.RN.3.3 Determine an author's perspective or purpose in a text, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

#### **Synthesis and Connection of Ideas**

- 8.RN.4.1 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- 8.RN.4.2 Evaluate the advantages and disadvantages of using different mediums (e.g., *print or digital text, video, multimedia*) to present a particular topic or idea.
- 8.RN.4.3 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.



### READING: *Vocabulary*

There are two key areas found in the Reading: Vocabulary section for grades 6-12: Vocabulary Building and Vocabulary in Literature and Nonfiction Texts. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Vocabulary.

#### Learning Outcome

- 8.RV.1 Acquire and use accurately grade-appropriate general academic and content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

#### Vocabulary Building

- 8.RV.2.1 Use context to determine or clarify the meaning of words and phrases.
- 8.RV.2.2 *Students are expected to build upon and continue applying concepts learned previously.*
- 8.RV.2.3 Distinguish among the connotations of words with similar denotations.
- 8.RV.2.4 Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*).
- 8.RV.2.5 Select appropriate general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or origin. ☒

#### Vocabulary in Literature and Nonfiction Texts

- 8.RV.3.1 Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- 8.RV.3.2 Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- 8.RV.3.3 Interpret figures of speech (e.g., *verbal irony, puns*) in context.





## **WRITING**

**Guiding Principle:** *Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes. Students apply knowledge of language structure, language conventions, media techniques, figurative language, and genre to create, critique, and discuss writing. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.*<sup>ii</sup>

### **WRITING**

There are four key areas found in the Writing section for grades 6-12: Writing Genres, the Writing Process, the Research Process, and Conventions of Standard English. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Writing.

#### **Learning Outcome**

- 8.W.1 Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.

#### **Handwriting**

- 8.W.2 *Students are expected to build upon and continue applying concepts learned previously.*

#### **Writing Genres: Argumentative, Informative, and Narrative**

- 8.W.3.1 Write arguments in a variety of forms that –
- Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
  - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
  - Use effective transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
  - Establish and maintain a consistent style and tone appropriate to purpose and audience.
  - Provide a concluding statement or section that follows from and supports the argument presented.



- 8.W.3.2 Write informative compositions in a variety of forms that –
- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., *headings*), graphics (e.g., *charts, tables*), and multimedia when useful to aiding comprehension.
  - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
  - Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
  - Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
  - Establish and maintain a style appropriate to the purpose and audience.
  - Provide a concluding statement or section that follows from and supports the information or explanation presented.
- 8.W.3.3 Write narrative compositions in a variety of forms that –
- Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.
  - Organize an event sequence (e.g., *conflict, climax, resolution*) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
  - Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
  - Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
  - Provide an ending that follows from and reflects on the narrated experiences or events. ☐

### The Writing Process

- 8.W.4 Apply the writing process to –
- Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.
  - Use technology to interact and collaborate with others to generate, produce, and publish writing and present information and ideas efficiently.



***The Research Process: Finding, Assessing, Synthesizing, and Reporting Information***

- 8.W.5 Conduct short research assignments and tasks to build knowledge about the research process and the topic under study.
- Formulate a research question.
  - Gather relevant information from multiple sources, using search terms effectively, and annotate sources.
  - Assess the credibility and accuracy of each source.
  - Quote or paraphrase the information and conclusions of others.
  - Avoid plagiarism and follow a standard format for citation.
  - Present information, choosing from a variety of formats. ☒

***Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling***

- 8.W.6.1 Demonstrate command of English grammar and usage, focusing on:
- 8.W.6.1a Pronouns –  
*Students are expected to build upon and continue applying conventions learned previously.*
- 8.W.6.1b Verbs –  
Explaining the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences; forming and using active and passive voice; recognizing and correcting inappropriate shifts in verb voice.
- 8.W.6.1c Adjectives and Adverbs –  
*Students are expected to build upon and continue applying conventions learned previously.*
- 8.W.6.1d Phrases and Clauses –  
*Students are expected to build upon and continue applying conventions learned previously.*
- 8.W.6.1e Usage –  
*Students are expected to build upon and continue applying conventions learned previously.*
- 8.W.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:
- 8.W.6.2a Capitalization –  
*Students are expected to build upon and continue applying conventions learned previously.*
- 8.W.6.2b Punctuation –  
Using punctuation (comma, ellipsis, dash) to indicate a pause, break, or omission.
- 8.W.6.2c Spelling –  
*Students are expected to build upon and continue applying conventions learned previously.*



## **SPEAKING AND LISTENING**

**Guiding Principle:** *Students listen actively and communicate effectively for a variety of purposes, including for learning, enjoyment, persuasion, and the exchange of information and ideas. Students adjust their use of language to communicate effectively with a variety of audiences and for different purposes. Students develop an understanding of and respect for diversity in language use, patterns, and dialects.*<sup>iii</sup>

### **SPEAKING AND LISTENING**

There are three key areas found in the Speaking and Listening section for grades 6-12: Discussion and Collaboration, Comprehension, and Presentation of Knowledge and Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Speaking and Listening.

#### **Learning Outcome**

- 8.SL.1 Listen actively and adjust the use of spoken language (e.g., *conventions, style, vocabulary*) to communicate effectively with a variety of audiences and for different purposes.

#### **Discussion and Collaboration**

- 8.SL.2.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly.
- 8.SL.2.2 Examine, analyze, and reflect on ideas under discussion by identifying specific evidence from materials under study and other resources.
- 8.SL.2.3 Follow rules for considerate discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- 8.SL.2.4 Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- 8.SL.2.5 Acknowledge new information expressed by others, and, when warranted, qualify or justify personal views in reference to the evidence presented.

#### **Comprehension**

- 8.SL.3.1 Analyze the purpose of information presented in diverse media and formats (e.g., *visually, quantitatively, orally*) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- 8.SL.3.2 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

#### **Presentation of Knowledge and Ideas**

- 8.SL.4.1 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- 8.SL.4.2 Create engaging presentations that integrate multimedia components and visual displays to clarify information, strengthen claims and evidence, and add interest.
- 8.SL.4.3 *Students are expected to build upon and continue applying concepts learned previously.*

Grade 8



## **MEDIA LITERACY**

**Guiding Principle:** *Students develop critical thinking about the messages received and created by media. Students recognize that media are a part of culture and function as agents of socialization and develop understanding that people use individual skills, beliefs, and experiences to construct their own meanings from media messages. Students develop media literacy skills in order to become more informed, reflective, and engaged participants in society.<sup>iv</sup>*

### **MEDIA LITERACY**

By demonstrating the skills listed in Media Literacy, students should be able to meet the Learning Outcome for Media Literacy.

#### **Learning Outcome**

- 8.ML.1 Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.

#### **Media Literacy**

- 8.ML.2.1 Identify and analyze persuasive and propaganda techniques used in visual and verbal messages by electronic, print and mass media, and identify false or misleading information.
- 8.ML.2.2 Analyze and interpret how people experience media messages differently, depending on point of view, culture, etc.

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<sup>i</sup> Adapted from Standards for the English Language. National Council of Teachers of English and International Reading Association, 1996. Available at <http://www.ncte.org/library/NCTEFiles/Resources/Books/Sample/StandardsDoc.pdf>.

<sup>ii</sup> Ibid.

<sup>iii</sup> Ibid.

<sup>iv</sup> Adapted from Standards for the English Language. National Council of Teachers of English and International Reading Association, 1996. Available at <http://www.ncte.org/library/NCTEFiles/Resources/Books/Sample/StandardsDoc.pdf>.

**MATHEMATICS: GRADE 5**

*The Mathematics standards for grade 5 are supplemented by the Process Standards for Mathematics.*

The Mathematics standards for grade 5 are made up of 5 strands: Number Sense; Computation; Algebraic Thinking; Geometry; Measurement; and Data Analysis and Statistics. The skills listed in each strand indicate what students in grade 5 should know and be able to do in Mathematics.

**NUMBER SENSE**

GRADE 5
5.NS.1: Use a number line to compare and order fractions, mixed numbers, and decimals to thousandths. Write the results using $>$ , $=$ , and $<$ symbols.
5.NS.2: Explain different interpretations of fractions, including: as parts of a whole, parts of a set, and division of whole numbers by whole numbers.
5.NS.3: Recognize the relationship that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right, and inversely, a digit in one place represents $1/10$ of what it represents in the place to its left.
5.NS.4: Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.
5.NS.5: Use place value understanding to round decimal numbers up to thousandths to any given place value.
5.NS.6: Understand, interpret, and model percents as part of a hundred (e.g. by using pictures, diagrams, and other visual models).

<b>COMPUTATION</b>	
<b>GRADE 5</b>	
	5.C.1: Multiply multi-digit whole numbers fluently using a standard algorithmic approach.
	5.C.2: Find whole-number quotients and remainders with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Describe the strategy and explain the reasoning used.
	5.C.3: Compare the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.
	5.C.4: Add and subtract fractions with unlike denominators, including mixed numbers.
	5.C.5: Use visual fraction models and numbers to multiply a fraction by a fraction or a whole number.
	5.C.6: Explain why multiplying a positive number by a fraction greater than 1 results in a product greater than the given number. Explain why multiplying a positive number by a fraction less than 1 results in a product smaller than the given number. Relate the principle of fraction equivalence, $a/b = (n \times a)/(n \times b)$ , to the effect of multiplying $a/b$ by 1.
	5.C.7: Use visual fraction models and numbers to divide a unit fraction by a non-zero whole number and to divide a whole number by a unit fraction.
	5.C.8: Add, subtract, multiply, and divide decimals to hundredths, using models or drawings and strategies based on place value or the properties of operations. Describe the strategy and explain the reasoning.
	5.C.9: Evaluate expressions with parentheses or brackets involving whole numbers using the commutative properties of addition and multiplication, associative properties of addition and multiplication, and distributive property.

**ALGEBRAIC THINKING**

GRADE 5
5.AT.1: Solve real-world problems involving multiplication and division of whole numbers (e.g. by using equations to represent the problem). In division problems that involve a remainder, explain how the remainder affects the solution to the problem.
5.AT.2: Solve real-world problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators (e.g., by using visual fraction models and equations to represent the problem). Use benchmark fractions and number sense of fractions to estimate mentally and assess whether the answer is reasonable.
5.AT.3: Solve real-world problems involving multiplication of fractions, including mixed numbers (e.g., by using visual fraction models and equations to represent the problem).
5.AT.4: Solve real-world problems involving division of unit fractions by non-zero whole numbers, and division of whole numbers by unit fractions (e.g., by using visual fraction models and equations to represent the problem).
5.AT.5: Solve real-world problems involving addition, subtraction, multiplication, and division with decimals to hundredths, including problems that involve money in decimal notation (e.g. by using equations to represent the problem).
5.AT.6: Graph points with whole number coordinates on a coordinate plane. Explain how the coordinates relate the point as the distance from the origin on each axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).
5.AT.7: Represent real-world problems and equations by graphing ordered pairs in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.
5.AT.8: Define and use up to two variables to write linear expressions that arise from real-world problems, and evaluate them for given values.

**GEOMETRY**

GRADE 5
5.G.1: Identify, describe, and draw triangles (right, acute, obtuse) and circles using appropriate tools (e.g., ruler or straightedge, compass and technology). Understand the relationship between radius and diameter.
5.G.2: Identify and classify polygons including quadrilaterals, pentagons, hexagons, and triangles (equilateral, isosceles, scalene, right, acute and obtuse) based on angle measures and sides. Classify polygons in a hierarchy based on properties.



**MEASUREMENT**

GRADE 5
5.M.1: Convert among different-sized standard measurement units within a given measurement system, and use these conversions in solving multi-step real-world problems.
5.M.2: Find the area of a rectangle with fractional side lengths by modeling with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.
5.M.3: Develop and use formulas for the area of triangles, parallelograms and trapezoids. Solve real-world and other mathematical problems that involve perimeter and area of triangles, parallelograms and trapezoids, using appropriate units for measures.
5.M.4: Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths or multiplying the height by the area of the base.
5.M.5: Apply the formulas $V = l \times w \times h$ and $V = B \times h$ for right rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths to solve real-world problems and other mathematical problems.
5.M.6: Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real-world problems and other mathematical problems.

**DATA ANALYSIS AND STATISTICS**

GRADE 5
5.DS.1: Formulate questions that can be addressed with data and make predictions about the data. Use observations, surveys, and experiments to collect, represent, and interpret the data using tables (including frequency tables), line plots, bar graphs, and line graphs. Recognize the differences in representing categorical and numerical data.
5.DS.2: Understand and use measures of center (mean and median) and frequency (mode) to describe a data set.

**MATHEMATICS: GRADE 8**

*The Mathematics standards for grade 8 are supplemented by the Process Standards for Mathematics.*

The Mathematics standards for grade 8 are made up of 5 strands: Number Sense; Computation; Algebra and Functions; Geometry and Measurement; and Data Analysis, Statistics, and Probability. The skills listed in each strand indicate what students in grade 8 should know and be able to do in Mathematics.

**NUMBER SENSE**

GRADE 8
8.NS.1: Give examples of rational and irrational numbers and explain the difference between them. Understand that every number has a decimal expansion; for rational numbers, show that the decimal expansion terminates or repeats, and convert a decimal expansion that repeats into a rational number.
8.NS.2: Use rational approximations of irrational numbers to compare the size of irrational numbers, plot them approximately on a number line, and estimate the value of expressions involving irrational numbers.
8.NS.3: Given a numeric expression with common rational number bases and integer exponents, apply the properties of exponents to generate equivalent expressions.
8.NS.4: Use square root symbols to represent solutions to equations of the form $x^2 = p$ , where $p$ is a positive rational number.

**COMPUTATION**

GRADE 8
8.C.1: Solve real-world problems with rational numbers by using multiple operations.
8.C.2: Solve real-world and other mathematical problems involving numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Interpret scientific notation that has been generated by technology, such as a scientific calculator, graphing calculator, or excel spreadsheet.

ALGEBRA AND FUNCTIONS

GRADE 8
8.AF.1: Solve linear equations with rational number coefficients fluently, including equations whose solutions require expanding expressions using the distributive property and collecting like terms. Represent real-world problems using linear equations and inequalities in one variable and solve such problems.
8.AF.2: Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by transforming a given equation into simpler forms, until an equivalent equation of the form $x = a$ , $a = x$ , or $a = b$ results (where $a$ and $b$ are different numbers).
8.AF.3: Understand that a function assigns to each $x$ -value (independent variable) exactly one $y$ -value (dependent variable), and that the graph of a function is the set of ordered pairs $(x,y)$ .
8.AF.4: Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear, has a maximum or minimum value). Sketch a graph that exhibits the qualitative features of a function that has been verbally described.
8.AF.5: Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. Describe similarities and differences between linear and nonlinear functions from tables, graphs, verbal descriptions, and equations.
8.AF.6: Construct a function to model a linear relationship between two quantities given a verbal description, table of values, or graph. Recognize in $y = mx + b$ that $m$ is the slope (rate of change) and $b$ is the $y$ -intercept of the graph, and describe the meaning of each in the context of a problem.
8.AF.7: Compare properties of two linear functions given in different forms, such as a table of values, equation, verbal description, and graph (e.g., compare a distance–time graph to a distance–time equation to determine which of two moving objects has greater speed).
8.AF.8: Understand that solutions to a system of two linear equations correspond to points of intersection of their graphs because points of intersection satisfy both equations simultaneously. Approximate the solution of a system of equations by graphing and interpreting the reasonableness of the approximation.

**GEOMETRY AND MEASUREMENT**

GRADE 8
8.GM.1: Identify, define and describe attributes of three-dimensional geometric objects (right rectangular prisms, cylinders, cones, spheres, and pyramids). Explore the effects of slicing these objects using appropriate technology and describe the two-dimensional figure that results.
8.GM.2: Solve real-world and other mathematical problems involving volume of cones, spheres, and pyramids and surface area of spheres.
8.GM.3: Verify experimentally the properties of rotations, reflections, and translations, including: lines are mapped to lines, and line segments to line segments of the same length; angles are mapped to angles of the same measure; and parallel lines are mapped to parallel lines.
8.GM.4: Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations. Describe a sequence that exhibits the congruence between two given congruent figures.
8.GM.5: Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations. Describe a sequence that exhibits the similarity between two given similar figures.
8.GM.6: Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.
8.GM.7: Use inductive reasoning to explain the Pythagorean relationship.
8.GM.8: Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and other mathematical problems in two dimensions.
8.GM.9: Apply the Pythagorean Theorem to find the distance between two points in a coordinate plane.

**DATA ANALYSIS, STATISTICS, AND PROBABILITY**

GRADE 8
8.DSP.1: Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantitative variables. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.
8.DSP.2: Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and describe the model fit by judging the closeness of the data points to the line.
8.DSP.3: Write and use equations that model linear relationships to make predictions, including interpolation and extrapolation, in real-world situations involving bivariate measurement data; interpret the slope and y-intercept.
8.DSP.4: Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs. Understand and use appropriate terminology to describe independent, dependent, complementary, and mutually exclusive events.
8.DSP.5: Represent sample spaces and find probabilities of compound events (independent and dependent) using methods, such as organized lists, tables, and tree diagrams.
8.DSP.6: For events with a large number of outcomes, understand the use of the multiplication counting principle. Develop the multiplication counting principle and apply it to situations with a large number of outcomes.

## ATTACHMENT 12C: Science – Grade 5 Exit Standards

### Fifth Grade Science Standards

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

## ATTACHMENT 12C: Science – Grade 5 Exit Standards

### Fifth Grade Science Standards

<p><b>SEPS.5 Using mathematics and computational thinking</b></p>	<p>In both science and engineering, mathematics and computation are fundamental tools for representing physical variables and their relationships. They are used for a range of tasks such as constructing simulations; solving equations exactly or approximately; and recognizing, expressing, and applying quantitative relationships. Mathematical and computational approaches enable scientists and engineers to predict the behavior of systems and test the validity of such predictions. Scientists and engineers understand how mathematical ideas interconnect and build on one another to produce a coherent whole.</p>
<p><b>SEPS.6 Constructing explanations (for science) and designing solutions (for engineering)</b></p>	<p>Scientists and engineers use their results from the investigation in constructing descriptions and explanations, citing the interpretation of data, connecting the investigation to how the natural and designed world(s) work. They construct or design logical coherent explanations or solutions of phenomena that incorporate their understanding of science and/or engineering or a model that represents it, and are consistent with the available evidence.</p>
<p><b>SEPS.7 Engaging in argument from evidence</b></p>	<p>Scientists and engineers use reasoning and argument based on evidence to identify the best explanation for a natural phenomenon or the best solution to a design problem. Scientists and engineers use argumentation, the process by which evidence-based conclusions and solutions are reached, to listen to, compare, and evaluate competing ideas and methods based on merits. Scientists and engineers engage in argumentation when investigating a phenomenon, testing a design solution, resolving questions about measurements, building data models, and using evidence to evaluate claims.</p>
<p><b>SEPS.8 Obtaining, evaluating, and communicating information</b></p>	<p>Scientists and engineers need to be communicating clearly and articulating the ideas and methods they generate. Critiquing and communicating ideas individually and in groups is a critical professional activity. Communicating information and ideas can be done in multiple ways: using tables, diagrams, graphs, models, and equations, as well as, orally, in writing, and through extended discussions. Scientists and engineers employ multiple sources to obtain information that is used to evaluate the merit and validity of claims, methods, and designs.</p>

## ATTACHMENT 12C: Science – Grade 5 Exit Standards

### Fifth Grade Science Standards

Physical Science (PS)
5.PS.1 Describe and measure the volume and mass of a sample of a given material.
5.PS.2 Demonstrate that regardless of how parts of an object are assembled the mass of the whole object is identical to the sum of the mass of the parts; however, the volume can differ from the sum of the volumes. (Law of Conservation of Mass)
5.PS.3 Determine if matter has been added or lost by comparing mass when melting, freezing, or dissolving a sample of a substance. (Law of Conservation of Mass)
5.PS.4 Describe the difference between weight being dependent on gravity and mass comprised of the amount of matter in a given substance or material.

Earth and Space Science (ESS)
5.ESS.1 Analyze the scale of our solar system and its components: our solar system includes the sun, moon, seven other planets and their moons, and many other objects like asteroids and comets.
5.ESS.2 Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.
5.ESS.3 Investigate ways individual communities within the United States protect the Earth's resources and environment.
5.ESS.4 Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.

Life Science (LS)
5.LS.1 Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.
5.LS.2 Observe and classify common Indiana organisms as producers, consumers, decomposers, or predator and prey based on their relationships and interactions with other organisms in their ecosystem.
5.LS.3 Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.



**ATTACHMENT 12C: Science – Grade 5 Exit Standards**

**Fifth Grade Science Standards**

<b>Engineering (E)</b>
<b>3-5.E.1</b> Identify a simple problem with the design of an object that reflects a need or a want. Include criteria for success and constraints on materials, time, or cost.
<b>3-5.E.2</b> Construct and compare multiple plausible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.
<b>3-5.E.3</b> Construct and perform fair investigations in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

## ATTACHMENT 12C: Computer Science Grades 3-5 Computer Science Exit Standards

### Third – Fifth Grade Computer Science Standards

#### Introduction to Indiana’s Academic Standards for Computer Science

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

<b>Data and Information (DI)</b>
<b>3-5.DI.1</b> Understand and use the basic steps in algorithmic problem solving (e.g., problem statement and exploration, examination of sample instances, design, implementation, and testing).
<b>3-5.DI.2</b> Develop a simple understanding of an algorithm (e.g., search, sequence of events, or sorting) using computer-free exercises.
<b>3-5.DI.3</b> Demonstrate how a string of bits can be used to represent alphanumeric information and how 1's and 0's represent information.
<b>3-5.DI.4</b> Describe how a simulation can be used to solve a problem.
<b>3-5.DI.5</b> Understand the connections between computer science and other fields.

<b>Computing Devices and Systems (CD)</b>
<b>3-5.CD.1</b> Demonstrate proficiency with keyboards and other input and output devices.
<b>3-5.CD.2</b> Understand the pervasiveness of computers and computing in daily life (e.g., voicemail, downloading videos and audio files, microwave ovens, thermostats, wireless Internet, mobile computing devices, GPS systems).
<b>3-5.CD.3</b> Apply troubleshooting strategies for identifying simple hardware and software problems that may occur during use.
<b>3-5.CD.4</b> Recognize that computers model intelligent behavior (as found in robotics, speech and language recognition, and computer animation).

<b>Programs and Algorithms (PA)</b>
<b>3-5.PA.1</b> Use technology resources (e.g., calculators, data collection probes, mobile devices, videos, educational software, and web tools) for problem-solving and self-directed learning, and general-purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, facilitate learning, and individual/collaborative writing, communication, and publishing activities.
<b>3-5.PA.2</b> Use digital tools to gather, manipulate, and modify data for use by a program.
<b>3-5.PA.3</b> Implement problem solutions using a block-based visual programming language.

<b>Networking and Communication (NC)</b>
<b>3-5.NC.1</b> Use online resources (e.g., email, online discussions, collaborative web environments) to participate in collaborative problem-solving activities for the purpose of developing solutions or products.

### Third – Fifth Grade Computer Science Standards

<b>3-5.NC.2</b> Use productivity technology tools (e.g., word processing, spreadsheet, presentation software) for individual and collaborative writing, communication, and publishing activities.
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<b>Impact and Culture (IC)</b>
<b>3-5.IC.1</b> Discuss basic issues related to responsible use of technology and information, and the consequences of inappropriate use.
<b>3-5.IC.2</b> Identify the impact of technology (e.g., social networking, cyber bullying, mobile computing and communication, web technologies, cyber security, and virtualization) on personal life and society.
<b>3-5.IC.3</b> Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and biases that occur in electronic information sources.
<b>3-5.IC.4</b> Understand ethical issues that relate to computers and networks (e.g., equity of access, security, privacy, copyright, and intellectual property).

# ATTACHMENT 12C: Science – Grade 8 Exit Standards

## Eighth Grade Science Standards

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

## Eighth Grade Science Standards

<b>SEPS.5 Using mathematics and computational thinking</b>	In both science and engineering, mathematics and computation are fundamental tools for representing physical variables and their relationships. They are used for a range of tasks such as constructing simulations; solving equations exactly or approximately; and recognizing, expressing, and applying quantitative relationships. Mathematical and computational approaches enable scientists and engineers to predict the behavior of systems and test the validity of such predictions. Scientists and engineers understand how mathematical ideas interconnect and build on one another to produce a coherent whole.
<b>SEPS.6 Constructing explanations (for science) and designing solutions (for engineering)</b>	Scientists and engineers use their results from the investigation in constructing descriptions and explanations, citing the interpretation of data, connecting the investigation to how the natural and designed world(s) work. They construct or design logical coherent explanations or solutions of phenomena that incorporate their understanding of science and/or engineering or a model that represents it, and are consistent with the available evidence.
<b>SEPS.7 Engaging in argument from evidence</b>	Scientists and engineers use reasoning and argument based on evidence to identify the best explanation for a natural phenomenon or the best solution to a design problem. Scientists and engineers use argumentation, the process by which evidence-based conclusions and solutions are reached, to listen to, compare, and evaluate competing ideas and methods based on merits. Scientists and engineers engage in argumentation when investigating a phenomenon, testing a design solution, resolving questions about measurements, building data models, and using evidence to evaluate claims.
<b>SEPS.8 Obtaining, evaluating, and communicating information</b>	Scientists and engineers need to be communicating clearly and articulating the ideas and methods they generate. Critiquing and communicating ideas individually and in groups is a critical professional activity. Communicating information and ideas can be done in multiple ways: using tables, diagrams, graphs, models, and equations, as well as, orally, in writing, and through extended discussions. Scientists and engineers employ multiple sources to obtain information that is used to evaluate the merit and validity of claims, methods, and designs.

Eighth Grade Science Standards

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

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

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

## Eighth Grade Science Standards

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

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

<b>THE WRITING PROCESS</b>	<b>LST.6: THE WRITING PROCESS (WRITING)</b>
	Produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others
	<b>GRADES 6-8</b>
	6-8.LST.6.1: Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.
	6-8.LST.6.2: Use technology to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Eighth Grade Science Standards

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



## Eighth Grade Science Standards

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

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

## Eighth Grade Science Standards

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

## Eighth Grade Science Standards

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

# ATTACHMENT 12C: Computer Science Grades 6-8 Computer Science Exit Standards

## Sixth – Eighth Grade Computer Science Standards

### Introduction to Indiana’s Academic Standards for Computer Science

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

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

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

## Sixth – Eighth Grade Computer Science Standards

### Programs and Algorithms (PA)

**6-8.PA.1** Select appropriate tools and technology resources to support learning and personal productivity, publish individual products, and design, develop, and publish data, accomplish a variety of tasks, and solve problems.

**6-8.PA.2** Implement problem solutions using a programming language that includes looping behavior, conditional statements, logic, expressions, variables, and functions.

**6-8.PA.3** Demonstrate dispositions amenable to open-ended problem solving and programming (e.g., comfort with complexity, persistence, brainstorming, adaptability, patience, propensity to tinker, creativity, accepting challenge).

### Networking and Communication (NC)

**6-8.NC.1** Collaboratively design, develop, publish, and present products (e.g., videos, podcasts, websites) using technology resources that demonstrate and communicate curriculum concepts.

**6-8.NC.2** Exhibit dispositions necessary for collaboration: providing useful feedback, integrating feedback, understanding and accepting multiple perspectives, socialization.

### Impact and Culture (IC)

**6-8.IC.1** Exhibit legal and ethical behaviors when using technology and information and discuss the consequences of misuse.

**6-8.IC.2** Analyze the positive and negative impacts of technology on one's personal life, society, and our culture.

**6-8.IC.3** Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and biases that occur in electronic information sources.

**6-8.IC.4** Describe ethical issues that relate to computers and networks (e.g., security, privacy, ownership, and information sharing), and discuss how unequal distribution of technological resources in a global economy raises issues of equity, access, and power.

## **ATTACHMENT 13: School Calendar and Schedules**

- **ATTACHMENT 13A: Academic Year School Calendar 2018-19**
- **ATTACHMENT 13B: Overview of Academic and Non-Academic Events 2018-19**
- **ATTACHMENT 13C: Core Content Area Instructional Times**

ATTACHMENT13A: School Calendar 2018-19

Indianapolis STEAM Academy 2018-19 Academic Year Calendar

July						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

August						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

September						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

October						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

November						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

December						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

January 2019						
S	M	T	W	T	F	S
	1	2	3	4	5	
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

February						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

March						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	1	2	3	4	5	

Important Dates

<b>July</b>
16-27: Teacher PD/Prep
30: First Day for Students
<b>August</b>
6: Open House Night
<b>September</b>
3: Labor Day
4: Teacher PD
28: Parent Conferences
<b>October</b>
8-12: Fall Break
29: Teacher PD
<b>November</b>
20: Teacher PD
21-23: Thanksgiving
<b>December</b>
21: Parent Conferences
21-31: Winter Break
<b>January</b>
1-4: Winter Break
21: MLK Jr. Holiday
22: Teacher PD
<b>February</b>
18: Teacher PD
<b>March</b>
8: Parent Conferences
25-29: Spring Break
<b>April</b>
1-5: Spring Break
26: Teacher PD
<b>May</b>
24: Teacher PD
27: Memorial Day
<b>June</b>
6: Last Day Students
Parent Conferences (Evening)
7-14: Teacher Records/PD
17-July 5: Summer School

**ATTACHMENT 13B: Overview of Academic and Non-Academic Events 2018-19**

**Indy STEAM Academy  
Overview of Dates, Holidays, and Events  
2018-19**

**Summer 2018**

July 6, 2018:	Ribbon Cutting Ceremony – Opening of the Indy STEAM Academy Facility
July 12, 2018	Onboarding for New Hires
July 13, 2018	New Teacher Orientation
July 16-27, 2018	Staff Professional Development Days (No students)
July 28, 2018	Back to School Family Picnic and STEAM Fair

**Quarter 1: (July 30 - September 27, 2018) (42 instructional days)**

July 30, 2018	First Day of School
August 6, 2018	Open House Night
August 7-10, 2018	NWEA MAP Growth K-2 Assessments
August 30, 2018	STEAM Ovation Night! – Design Challenge Presentations
September 3, 2018	Labor Day Holiday (No School)
September 4, 2018	Staff Professional Development Day (No Students)
September 28, 2018	Parent-Teacher-Student Conferences [Q1 – Progress Report Pick-up]
September 27, 2018	STEAM Ovation Night! – Design Challenge Presentations

**Fall Break (October 1-12, 2018)**

October 1-5, 2018	Intersession (8:00 – 12:00 Noon)
October 5-7, 2018	College Tour and Science Museum Visit STEAM Fall Competitions

**Quarter 2 (October 15 – December 19, 2018) (43 instructional days)**

October 29, 2018	Staff Professional Development Day (No Students)
November 20, 2018	Staff Professional Development Day (No Students)
November 15, 2018	STEAM Ovation Night – Design Challenge Presentations
November 21-23, 2018	Thanksgiving Holiday (No School)
December 20, 2018	Parent-Teacher-Student Conferences [Q2 – Progress Report Pick-up] Morning STEAM Winter Competitions

**Winter Break (December 21, 2018 – January 4, 2019)**

No intersession

**Quarter 3 (January 7 – March 7, 2019) (41 instructional days)**

January 10, 2019	STEAM Ovation Night – Design Challenge Presentations
January 14-18, 2018	NWEA MAP Growth K-2 Assessments
January 21, 2019	Martin Luther King, Jr. Holiday (No School)
January 22, 2019	Staff Professional Development Day (No Students)
January 4-6, 2019	College Tour and Science Museum Visit
February 15, 2010	STEAM Ovation Night – Design Challenge Presentations
February 18, 2019	Staff Professional Development Day (No Students)
February 28, 2019	Black History Month Presentation
March 8, 2019	Parent-Teacher-Student Conferences [Q3 – Progress Report Pick-up]



**Quarter 4 (March 11 – June 5, 2019) (49 full instructional days)**

March 18-21, 2019	NWEA MAP Growth K-2 Assessments
March 22, 2019	Math and Science Fairs STEAM Spring Competitions

**Spring Break (March 25-April 5, 2019)**

March 25-29, 2019	Intersession (8:00 – 12:00 Noon)
March 29-31, 2019	College Tour and Science Museum Visit
April 25, 2019	STEAM Careers Day
May 24, 2019	Staff Professional Development Day (No Students)
May 27, 2019	Memorial Day Holiday (No School)
June 5, 2019	Last Day of School
June 6, 2019	Parent-Teacher-Student Conferences [Q4 – Progress Report Pick-up]
June 7, 2019	Staff Professional Development/Organizational Day (No Students)
June 10-14, 2019	Staff Professional Development Days (No Students)
June 17-July 5, 2019	Full STEAM Ahead – Summer School STEAM Exploration Summer Camp STEAM Summer Competitions

## ATTACHMENT 13C: Core Content Area Instructional Times

Content Areas	Minutes	Days Per Week
Reading	90	MTWTHF
Mathematics	90	MTWTHF
Science/Technology/Engineering	120	MTWTHF
Fine Arts (Art, Music Phys. Ed., Library, Computer Lab)	60	MTWTHF Rotation
Social Studies and Character Education	60	MF
Health (Integrated with Physical Education and Science)	60	MTWTHF
Success Time (RTI-Tier II Intervention)	60	TWTH

### School Master Schedule

The school year provides 180 days of instruction beginning July 30, 2018 through June 5, 2019. The Academy is accessible to students from 7:30 AM until 5:00 PM. The teacher day is 7:15 AM to 4:15 PM. Teachers who are not working with after school activities may depart at 4:15 PM. Students enter the cafenadium for breakfast at 7:30 PM. Students go to their classrooms at 8:00 AM, which is the beginning of the instructional school day. Students are considered late, if they arrive after 8:05 AM. The first period of the day is the reading block. The second period of the day is the math block. Students participate in specials (art, music, physical education, library, and computer lab) that rotate each day of the week at different times during the instructional day. Teachers will have grade level team planning periods while students are in their specials. Student and staff lunch is one hour. Students will have 30 minutes for lunch and 30 minutes of recess/restroom break. Students spend the afternoons in their STE Block which integrates science, technology, and engineering content. The last period of the day is Success Time, where students receive Tier II instruction to meet their academic proficiency goals for reading and math. Students are dismissed at 4:00PM. Students participating in afterschool tutoring participate receive three days for additional support. Students in tutoring may participate in extra curricular activities two days per week. Students not participating in tutoring may participate in afterschool extracurricular activities and clubs. Monthly night meetings are held from 5:00-7:00 PM. Dinner is served to make it more convenient for parents to participate directly after work.

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

Times	Subjects	Monday	Tuesday	Wednesday	Thursday	Friday
7:15	Teachers Arrive					
7:30-8:00	Student Arrival Breakfast	X	X	X	X	X
8:00-9:30	Balanced Math	X	X	X	X	X
9:30-11:00	Balanced Literacy	X	X	X	X	X
11:00-12:00	Specials (Rotation)	Art	Music	Computer	Library	Phys. Ed.
12:00-1:00	Lunch/Recess	X	X	X	X	X
1:00-3:00	Science, Technology, Engineering Lab	X	X	X	X	X
3:00-4:00	Success Time (ST) & Social Science (SS)	SS	ST	ST	ST	SS
4:00	Student Dismissal	X	X	X	X	X
4:15	Teachers Depart					
4:00-4:15	Snacks	X	X	X	X	X
4:15-5:15	After School Tutoring		X	X	X	
4:15-5:15	Extra-Curricular Activities	X	X	X	X	X

**ATTACHMENT 14: Enrollment Policy**

**Attachment 14A: Enrollment Policy and Procedures**

**Attachment 14B: Letter of Intent to Enroll**

## ATTACHMENT 14A: Enrollment Policy and Procedures

### Indianapolis STEAM Academy Enrollment Policy & Procedures

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

#### Key Enrollment Dates:

Dates	Activities
October 30, 2017	Parents may begin submitting Letters of Intent to enroll forms.
February 11, 2018	Parent Information Meeting
February 15, 2018	Parents may begin the second-round registration process through Enroll Indy
April 8, 2018	Parent Information Meeting
April 15, 2018	Parents may begin the third-round registration process through Enroll Indy
May 1, 2018	Parents of enrolled students are contacted by phone to confirm enrollment. Parents who did not use the Enroll Indy system may complete registration forms online at the school's website. Parents may come to the school to complete the registration forms, or the Parent Coordinator will visit the home to assist parents with the registration packet.
May 6, 2018	Parent Information Meeting
June 3, 2018	Parent Information Meeting Deadline to confirm intent to enroll and submit enrollment letter.
June 30, 2018	Deadline to obtain all student records from sending schools. Deadline to complete and submit all registration forms.
July 20, 2018	Parent Orientation – School Tour
July 27, 2018	Parent Orientation – School Tour
August 1, 2018	“No Shows” are contacted by phone Parent Coordinator conducts home visits for “No Shows”

#### Open Enrollment Period

The open enrollment period for Indy STEAM Academy will begin February 2018 and will end June 30, 2018. Applications received after the deadline will be placed on the wait list as a first come first served basis, if there are no additional seats available at the requested grade level.

#### Letter of Intent to Enroll

Beginning November 8, 2017, parents interested in enrolling their children in the Indy STEAM Academy may complete the Letter of Intent to Enroll. This Letter of Intent is designed to gauge the interests of parents and the grade levels of perspective students to identify staffing and instructional resource needs.

## **Steps to Enrollment**

### **Enroll Indy Registration and Lottery Process**

Parents may apply for admission through the Enroll Indy OneMatch online random lottery system. During the application process, families will be asked to select up to ten schools as their preferred location. Enroll Indy OneMatch will then offer a seat from the highest-preferred school with open seats according to that student's randomly assigned lottery number. Families who do not receive a match or do not receive their highest preferred choice school can re-apply in subsequent lottery rounds.

Enroll Indy OneMatch does not create waiting lists. Families are either offered a match through the lottery system or seats that become available on a first-come, first-served basis over the summer at Enroll Indy. They are located at 120 E. Walnut Street. E. Walnut St., Indianapolis, IN 46204.

Students who have not received an offer can occupy remaining seats or students that would like to switch choice programs. Families who apply for and receive an offer at a school automatically forfeit their place at their current school they are attending.

### **Enrollment Application**

Parents will be given the opportunity to complete an application for enrollment online at the school website or they may register at the school site. Parents must have (1) the student's birth certificate; (2) immunization records; (3) Proof of residency (Utility bill or Lease agreement); and (4) Parent Photo Identification. The Enrollment Application must be received by June 3, 2018. Applications received after this date will be placed on the wait list, if there are no seats available at the requested grade level. In the event there are seats still available after the registration deadline, late applications will be accepted. If the capacity is reached before the deadline, students will be placed on the waitlist; however, the Board of Directors reserve the right to extend the enrollment capacity as long as there are enough students to support opening another classroom at a given grade level. Enrollment for the next school year will begin directly after the first day of school.

### **Priority**

Children of staff members will be given priority to enroll. Children of the Board of Directors will be given priority to enroll. Families with more than one child at the grade levels offered will be given priority to enroll. After the academy opens, siblings of students currently enrolled will receive priority enrollment. If in the case there is a family with more than one child, and there is a space available for one child, but not the other, both students will be enrolled.

### **Waiting List**

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

### **No Shows**

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

### **Withdrawals**

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

### **Re-enrollment**

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

### **Transfers**

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

### **Registration Packet Contents:**

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

### **Indy STEAM Diversity Statement**

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

(Adapted from IPS)

### **Federal McKinney-Vento Homeless Assistance Act**

Congress established the McKinney-Vento Homeless Assistance Act after receiving reports that up to 50% of homeless children were not attending school. The McKinney-Vento Act was created with the goal of ensuring the enrollment, attendance, and success of homeless children and youth in school. The McKinney-Vento Act provides states with funding to help remove barriers to education.

Children and youth experiencing homelessness find shelter in a variety of places. The McKinney-Vento Act defines homeless as – an individual who lack fixed, regular, adequate nighttime residence. According to the U.S. Department of Education, children and youth living in the following situations are considered homeless:

- Doubled-Up with family or friends due to economic situation
- Living in motels and hotels for lack of other suitable housing
- Emergency, domestic violence and transitional shelters
- Students whose parent/guardian is hospitalized, incarcerated or military deployed
- The streets, abandoned buildings, cars, trailers, and campgrounds
- Migratory children residing in housing not fit for habitation
- Runaway and “Throwaway” children and youth

### **Requirements for Schools**

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

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

Adapted from IPS

ATTACHMENT 14B: Letter of Intent to Enroll



**Indy STEAM Academy**  
**Letter of Intent to Enroll**

This confidential Letter of Intent is used to demonstrate interest in having your child attend the Indianapolis STEAM Academy, a proposed K-8 public charter school for the 2018-19 school year. This letter does not guarantee your child's enrollment in this school, nor does it legally bind parents to enroll their children at this school. The purpose of this Intent to Enroll form is to gain more information about the interest of parents and the potential enrollment of students at the Academy. Parents may complete a registration packet to officially enroll their children at the Academy.

Full Name of Child \_\_\_\_\_

Date of Birth \_\_\_\_\_ Gender \_\_\_\_\_

Grade at Enrollment Fall, 2018 \_\_\_\_\_

Current School \_\_\_\_\_

District of Residence \_\_\_\_\_

Name of Parent/Guardian \_\_\_\_\_

Home Phone \_\_\_\_\_ Cell Phone \_\_\_\_\_

Email Address \_\_\_\_\_

Student's Home Address \_\_\_\_\_

Student's Mailing Address \_\_\_\_\_

Student areas of interest and ability:

\_\_\_\_\_  
\_\_\_\_\_

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

\_\_\_\_\_  
\_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_ Date: \_\_\_\_\_

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

Email address: [indysteamacademy@outlook.com](mailto:indysteamacademy@outlook.com)



## **ATTACHMENT 15: Student Discipline Policy**

### **Indianapolis (Indy) STEAM Academy Discipline Plan**

#### **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.

#### **Core Values**

The core values of our academy are based on the Six Pillars of Character to foster a positive school climate and culture:

- Trust
- Respect
- Responsibility
- Fairness
- Caring

These core values are taught to students, reflected in behavior expectations, and modeled in all interactions among 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.

#### **Learning Environment**

Establishing a safe and orderly learning requires all members of our school community: administrators, teachers, support staff, students, and parents to model the core values in all interactions at school.

#### **School Expectations**

1. Follow directions the first time they are given
2. Treat others with respect
3. Keep hands, feet, and objects to yourself
4. Walk quietly in the halls
5. Do your best

#### **Rewards for Meeting Expectations**

The school has a variety of activities and incentives to recognize students for modeling exemplary behavior such as “Caught being Good” tickets; Stickers, STEAM Bucks; Happy Grams; Treasure Chest, Student Store, Friday Fun Days, and Student of the Month and quarterly awards assemblies.

#### **Consequences for Not Meeting Expectations**

The teacher and school administration will use a variety of consequences depending on the nature and severity of the behavior. Teachers will resolve minor infractions in their classrooms by giving a verbal warning, time out in the classroom, loss of privileges, contact parent, send a note home to parent (to be signed and returned the next day,) or time-out away from the classroom. Major infractions require more restrictive measures including after school detention, parent phone calls, parent conferences, in-school suspension, out of school suspension, or expulsion.

### Behavior Expectations (PBIS)

Indianapolis STEAM Academy has established clear expectations for behaviors within the school environment in order to support the learning community. These behaviors fall into three categories: **Respect, Responsibility, and Safety**. These expectations contribute to a positive learning environment where students are able to grow socially and succeed academically.

### Behavior Expectations Matrix

	<b>Be Safe</b>	<b>Be Respectful</b>	<b>Be Responsible</b>
<b>Classroom</b>	Sit in your assigned seat Keep your hands, feet, and objects to yourself Handle all equipment in a safe manner Clean-up after each lesson Stay in the classroom until you are dismissed	Listen when others are talking Raise your hand to speak Share materials Keep up with your belongings Keep your hands, feet, and objects to yourself	Be prepared to learn Listen and follow directions the first time given Stay on task Complete class assignments Turn-in assignments when they are due Give your best effort
<b>Hallways</b>	Walk safely Stay on the right side of the hall and stairs Use the stairs handrails Watch for opening doors Keep your hands, feet, and objects to yourself	Go directly to class Take a hall pass when leaving the classroom	Use quiet voices Hold the door for the person behind you
<b>Cafeteria</b>	Sit at your assigned table Keep your food on the tray Keep your table clean Stay seated until you are dismissed	Wait patiently in line for your food. Empty your tray when you are done eating	Use indoor voices Keep your food on your tray Use table manners
<b>Playground</b>	Stay in your assigned area Keep your hands, feet, and objects to yourself	Return all equipment to the storage containers Line up quietly when it is time to return to the classroom	Follow the rules of the game Play fairly Everyone can play Share and take turns
<b>Restroom</b>	Flush the toilet and wash your hands One person in each stall One person at the water fountain	Use the restroom then return to the classroom Conserve water, paper, and soap.	Give privacy to others Keep the restrooms clean

### **Teacher/Staff Responsibilities**

The teachers and staff at Indy STEAM Academy are committed to providing a sound educational community for all learners. This commitment includes providing effective instruction and establishing of a positive classroom environment with clear expectations for student behavior. At the start of each school year, teachers are responsible for establishing, with the input of their students, a clear set of positively stated classroom behavior expectations. They are responsible for establishing and consistently applying a set of clear consequences for behaviors, both positive and negative in the classroom. Teachers are expected to demonstrate regular focus and attention to developing these behaviors in students. They will provide a model of appropriate behavior, as well as provide explicit instruction in the school expectations on a weekly basis by utilizing multiple teaching strategies that help students understand what is expected. Teachers will accept responsibility for guiding the behavior of ALL students within the school setting, not just the students enrolled in their classes. Teachers will promote mutual respect towards students and their parents. Teachers are expected to communicate with parents on a regular basis to discuss the performance and behaviors of students in their classrooms, and document these interactions for school discipline records. Teachers will promote a sense of pride and community by creating a warm and inviting learning environment.

### **Student Responsibilities**

Students at Indy STEAM Academy are expected to be familiar with all behavioral expectations, both school-wide and in their respective classrooms. Students will take responsibility for their own learning and their behavioral choices. Students will comply with all school staff member requests and make behavioral choices that contribute to their safety and the safety of others. They are expected to abide by these guidelines in all that they do on the school campus in order to create a safe and productive learning environment.

### **Parent Responsibilities**

Parents will receive a copy of the Parent Handbook at the beginning of the school year. Parents are encouraged to review the Discipline Plan with their children and discuss how the family values are aligned with the core values instilled at school. Parents at Indy STEAM Academy will be familiar with the academy's expectations for student behavior and related consequences. Parents are responsible for ensuring that their children arrive at school each morning in a timely fashion, ready to learn. The academy expects parents' support in reinforcing behavioral expectations, in communicating regularly with their children's teachers, and in receiving and reading all school related information that is sent home. When consequences for inappropriate student behavior are implemented at school, parents will follow up at home to make sure the behavior does not reoccur. Parents will participate in three parent/teacher conference days and attend school activities.

### **Parent Contacts**

Teachers and parents are expected to communicate often and routinely about the progress of students in their classrooms. Teachers may contact parents during the school day. Parents may be contacted electronically, or via mail. Parents will check student folders and book bags each night for communication from school. Parents may be contacted when they bring their children to school or at pick-up.

## Levels of Infractions and Logical Consequences

<p><b>Level 1 Infractions</b> <i>Acts of misconduct that interferes with orderly school procedures, school functions, extracurricular programs, a student's own learning process or the learning process of others</i></p>	<p><b>Consequences</b></p>
<ul style="list-style-type: none"> <li>• Excessive talking</li> <li>• Failure to follow directions</li> <li>• Refusal to participate or cooperate</li> <li>• Acts that seek unnecessary attention from others</li> <li>• Distracting or disruptive sounds, noise, or movement</li> <li>• Using the cell phone for non-education purposes</li> <li>• Inappropriate use of computers or other electronic devices</li> <li>• Chewing gum/eating candy</li> </ul>	<ul style="list-style-type: none"> <li>• Time out in the classroom</li> <li>• In-school suspension</li> <li>• Loss of recess or other privileges</li> <li>• Reflective consequence/problem solving</li> <li>• Restorative consequence repair harm</li> </ul> <p><b>Other Recommended Actions</b></p> <ul style="list-style-type: none"> <li>• Parent Phone Call</li> <li>• Conference with teacher or administrator</li> </ul>
<p><b>Level 2 Infractions</b> <i>Acts of misconduct that include, but are not limited to misbehaviors directed against persons or property, but do not seriously endanger the health, safety, or wellbeing of others</i></p>	<p><b>Consequences</b></p>
<ul style="list-style-type: none"> <li>• Persistent Disobedience or defiance of authority</li> <li>• Refusal to follow directions of a staff member</li> <li>• Repeated interference with the school's ability to provide educational opportunities to other students</li> <li>• Talking back to adults</li> <li>• Verbal, non-verbal, or written aggressive behaviors</li> <li>• Using profanity</li> <li>• Throwing objects or other behaviors that may become harmful</li> <li>• Late to class (during the school day)</li> <li>• Repeated Level 1 offenses</li> </ul>	<ul style="list-style-type: none"> <li>• In school suspension</li> <li>• Suspension (1-5 days)</li> <li>• Detention</li> <li>• Loss of privileges, school activities</li> <li>• Lunch work detail</li> <li>• Reflective consequence/problem solving</li> <li>• Restorative consequence/written apology</li> </ul> <p><b>Other Recommended Actions:</b></p> <ul style="list-style-type: none"> <li>• Parent conference w/teacher</li> <li>• Parent conference w/administrator</li> <li>• Daily Behavior Log</li> </ul>
<p><b>Level 3 Infractions</b> <i>Acts of misconduct that may threaten health, safety, or property and other serious acts of misconduct including repeated misbehaviors.</i></p>	<p><b>Consequences</b></p>
<ul style="list-style-type: none"> <li>• Chronic Disruptive behaviors – repeated Level 2 offenses</li> <li>• Fighting</li> <li>• Throwing Food</li> <li>• Intentionally triggering the fire alarm</li> <li>• Threatening to cause harm to another person</li> <li>• Bullying and/or Cyberbullying</li> <li>• Verbal, non-verbal, written aggressive behavior or abuse including using profanity or making threats to peers or adults</li> <li>• Physical aggression</li> <li>• Skipping class</li> <li>• Leaving the classroom without permission</li> <li>• Leaving an assigned area without permission</li> <li>• Leaving the building without permission'</li> <li>• Theft, attempted theft, or possession of stolen items</li> </ul>	<ul style="list-style-type: none"> <li>• Suspension (1-10 days) Required conference with parent before the student may return to school</li> <li>• Loss of school privileges/activities</li> <li>• Community service hours</li> <li>• Charges may be filed by authorities</li> <li>• Restitution (payment of damages)</li> <li>• Restorative consequences that repair harm done or mend relationships (written apology, peer mediation)</li> <li>• Referral to the RTI Team - Develop a Behavior Intervention Plan/Behavior Plan or Behavior Contract</li> </ul> <p><b>Other Recommended Actions:</b></p> <ul style="list-style-type: none"> <li>• Immediate discipline referral</li> </ul>

<ul style="list-style-type: none"> <li>• Destruction of school or private property (vandalism)</li> </ul>	<ul style="list-style-type: none"> <li>• Immediate removal</li> <li>• Parent Phone Call</li> <li>• Parent Conference with Administrators</li> </ul>
<p><b>Level 4 Infractions</b>  <i>Acts of misconduct that threatens the health and safety, or wellbeing of others. These violations are so serious that they require notice to outside agencies and/or law enforcement.</i></p>	<p><b>Consequences</b></p>
<ul style="list-style-type: none"> <li>• Chronic Disruptive behaviors – repeated Level 3 offenses</li> <li>• Repeated failure to adhere to the goals in the Behavior Intervention Plan</li> <li>• Possession of/carrying a weapon</li> <li>• Possession and/or use of drugs or alcohol</li> <li>• Arson, false alarms or bomb threats</li> <li>• Terroristic threats</li> <li>• Assault of staff</li> <li>• Sexual harassment of a student or staff member</li> <li>• Promiscuous or immoral acts</li> <li>• Inappropriate Internet or cell phone use</li> </ul>	<ul style="list-style-type: none"> <li>• Long-term Suspension (10+ days)</li> <li>• Expulsion (up to 365 Days)</li> <li>• Civil authorities called</li> <li>• Possible charges filed</li> </ul> <p><b>Other Recommended Actions:</b></p> <ul style="list-style-type: none"> <li>• Immediate discipline referral</li> <li>• Immediate removal</li> <li>• Conference with administrator</li> <li>• Parent phone call</li> <li>• Parent conference</li> <li>• Referral to RTI Team</li> </ul>

**BULLYING**

**What is Bullying?** Bullying is the use of force threat or coercion to abuse intimidate or aggressively dominate others. The behavior is often repeated and habitual.”

**Forms of Bullying**

- Physical Bullying:** Punching, Pushing, Fighting, Attacked by a Gang
- Verbal Bullying:** Name calling, teasing, gossip, slander, put downs, mimicking others, verbal treats
- Psychological Bullying:** Excluding someone from the group, or from participating in activities or from making friends, and other forms of alienation or association with a person
- Cyber Bullying:** Using the Internet or other technology to abuse, spread lies, gossip, threaten, or posting embarrassing pictures or videos

The following procedures shall be used for reporting, investigating, and resolving complaints of bullying.

**Complaint Procedures:**

Building Administrators/Designees have the responsibility of conducting investigations concerning the claim of bullying. The investigators shall be a neutral party having had no involvement in the complaint presented. Any student, employee, or third party who has knowledge of conduct in violation of the Bullying Policy or feels s/he has been a victim of bullying in violation of this Policy is encouraged to immediately report his/her concerns. All complaints will be promptly investigated in accordance with procedures identified in the Grievance section of this application.

**Due Process and Appeals**

Students have the right to due process in the event they are accused of an infraction identified in Code of Conduct. The student must be informed of the charges, and evidence should be presented to support the claim. Students will be provided an opportunity to present his/her side of the story and any supporting evidents related to the matter. Students have the right to appeal the decision or disciplinary action taken. The student or parent may request that the student remain in school during the period of the appeal of the suspension. If the Head of School believes that the student is a present danger to himself/or others or is likely to be disruptive or destructive, the Head of School shall not allow the student to remain at school during the appeal process. This appeal/complaint process is identified in the Grievance section of this application.

## Manifestation Determination

***The purpose of this review is to determine whether or not the child's behavior that led to the disciplinary infraction is linked to his or her disability.***

Under §300.530(e), a manifestation determination must occur within 10 days of any decision to change the child's placement because of a violation of a code of student conduct.

Under IDEA 2004, the law does not require a manifestation determination for removals for less than 10 consecutive school days that do not constitute a change in placement.

The LEA, the parent, and relevant members of the [IEP team](#) (as determined by the parent and the LEA) are involved in conducting the review. Their purpose is to determine:

- If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- If the conduct in question was the direct result of the LEA's failure to implement the IEP. .  
 . [§300.530(e)(1)-(2)]

To make these determinations, the group will review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents.

The Act recognizes that a child with a disability may display disruptive behaviors characteristic of the child's disability and the child should not be punished for behaviors that are a result of the child's disability. (71 Fed. Reg. 46720)

### **If the Determination is "Yes"**

There are two scenarios under which the manifestation determination would be "yes." These are when the conduct:

- **was** a manifestation of the child's disability, or
- the direct result of the LEA's failure to implement the child's IEP.

If either condition is met, the student's conduct must be determined to be a manifestation of his or her disability [§300.530(e)(2)-(3) and (f)]. In other words, the manifestation determination is "yes."

Unless the behavior involved one of the special circumstances—weapons, drugs, or serious bodily injury—the child would be returned to the placement from which he or she was removed as part of the disciplinary action. However, the parent and LEA can agree to a change of placement as part of the modification of the behavioral intervention plan. [§300.530(f)(2)]

### **If the Determination is "No"**

A manifestation determination of "no" means either that:

- the child's behavior was not caused by or did not have a direct and substantial relationship to the child's disability; or
- the child's behavior was not the direct result of the LEA's failure to implement the IEP.

In either case of "no," school personnel have the authority to apply the relevant disciplinary procedures to the child with disabilities in the same manner and for the same duration as the procedures would be applied to a child without disabilities, except—and *this is very important*—for whatever special education and related services the school system is required to provide the child with disabilities under §300.530(d).

**ATTACHMENT 16: Evidence of Support from Community Partners**

ATTACHMENT 16A: IUPUI Center for the Advancement of STEM Education (UCASE)

ATTACHMENT 16B: I-STEM Resource Network

ATTACHMENT 16C: Big Brothers Big Sisters of Central Indiana

ATTACHMENT 16D: Community Alliance of the Far Eastside (CAFÉ)

ATTACHMENT 16E: Head Start – Far Eastside

ATTACHMENT 16F: Boys and Girls Clubs of Central Indiana Finish Line Indianapolis (In progress-see letter)

ATTACHMENT 16G: Parent Survey

ATTACHMENT 16H: Focus Group Community Meeting Plan

**IUPUI**  
**DEPARTMENT OF  
MATHEMATICAL  
SCIENCES**  
SCHOOL OF SCIENCE  
A Purdue University School  
Indianapolis

August 3, 2017

Ahmed Young, Director of Charter Schools  
Office of Education Innovation  
Office of the Mayor Joseph H. Hogsett  
200 E. Washington Street, Ste. 2501  
Indianapolis, IN 46204

Re: Letter of Support for the proposed Indianapolis STEAM Academy

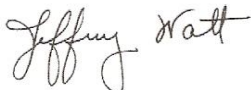
Dear Ahmed Young:

It is my pleasure as the IUPUI Director of UCASE (Urban Center for the Advancement of STEM Education) to provide this letter of support for *Educating Children Matters, Inc.*'s application to establish a charter school in Indianapolis. The proposed school name is Indianapolis STEAM Academy. I have met with Yvonne Bullock to discuss the goals of the academy, curriculum and instruction, grade levels targeted (K-8<sup>th</sup>), and potential IUPUI programs that can support the Academy's activities to increase the number of students in the STEM pipeline.

If this charter school application is approved and implemented, there exists a number of IUPUI programs that could partner with this new academy, including but not limited to:

- providing professional development for teachers,
- volunteering undergraduate and graduate math/science education majors to tutor students,
- using the Mobile Resource Trailer as a extension of field-based science instruction,
- assisting with service learning projects for students,
- implementing fieldtrips and science projects,
- developing activities to effectively use technology including coding,
- working with the Geology Center for Discovering the Earth Sciences,
- working with the "Project Lead the Way" program for middle school students,
- collaborating to develop a Summer Camp program for low-income, underserved, and underrepresented minority students.

Sincerely,



Jeffrey X. Watt, Ph.D.  
*The M. L. Bittinger Chair for Mathematics Education*  
Chair and Professor, Department of Mathematical Sciences  
IUPUI School of Science  
(317) 274-4070 [jwatt@math.iupui.edu](mailto:jwatt@math.iupui.edu)



## ATTACHMENT 16B: I-STEM Resource Network



August 7, 2017

Dr. Yvonne Bullock  
Educating Children Matters, Inc.  
12041 Cholla Road  
Fishers, IN 46037

Dear Dr. Bullock:

On behalf of I-STEM Resource Network I am pleased to submit this letter of support for Educating Children Matters and their application for creating a new STEAM charter school in Indianapolis.

I-STEM serves the leadership on strategic planning for STEM/STEAM education, and improving student performance. Professional development for teachers is a key aspects of I-STEM's work. As part of our focus on systemically improving science education in grades K-8 across Indiana, we have a firm stake in the future success of all of our state's students. Additional efforts are focused on integrating mathematics and engineering with science into a comprehensive STEM curriculum.

The I-STEM Resource Network believes the strategy and implementation plan for your new STEAM Academy will offer a well-focused opportunity in Indianapolis that is unique in the city. The enrollment plan will ensure that students develop a strong literacy, and blended science, engineering, mathematics, and technology foundation in student's early years. In addition, your plan to participate in the IDOE STEM Certification process in the Fall 2018, with anticipation of implementation in year 2, will align your work with the well-developed processes we have in place to ensure quality STEM education in Indiana schools. Finally, your plan to develop a partnership with Mays Chemical is essential to both linking STEM schools with industry and ensuring access to STEM professionals for in-classroom support.

Based on our experiences with STEM education in Indianapolis, we have high expectations for this project, and we are committed to supporting its success.

Respectfully,

A handwritten signature in black ink, appearing to read "Paul J. Ainslie".

Paul J. Ainslie, Ph.D.  
Managing Director  
I-STEM Resource Network



**Big Brothers Big Sisters**  
of Central Indiana

2960 North Meridian Street  
Suite 150  
Indianapolis, IN 46208

317.921.2201  
317.921.2202 (fax)

[www.bebigforkids.org](http://www.bebigforkids.org)

August 2, 2017

To Whom It May Concern:

Please accept this letter on behalf of Big Brothers Big Sisters of Central Indiana as our commitment to work with the students of the STEM Academy, particularly female students, in providing them with a one-to-one mentoring relationship. It would be our hope to provide mentors to work with students in these early grades to help nurture them as they pursue a variety of career opportunities in the STEM fields.

It has been found that 77% of youth in mentoring relationships report doing better in school, 46% are less likely to use illegal drugs, and 85% state that being in our program helped them have confidence in their abilities.

**Our Programmatic commitments include:**

Provision of community-based mentoring program establishing one-to-one mentoring relationships between adults (ages 19+) and youth (ages 8-18). Through the Big Brothers Big Sisters of America Service Delivery Model and Standards of Practice BBBSCI recruits, trains, screens, matches, professionally supports, and evaluates each mentor, youth, and parent/guardian. Mentors (Bigs) and mentees (Littles) meet at least four to six hours per month for a minimum of one year (and for as many as 10 years) to ensure the most successful youth outcomes.

We hope through this partnership, more youth in our community will be better prepared for their future

Sincerely,

A handwritten signature in black ink, appearing to read "Amy Pomeranz Essley". The signature is fluid and cursive, written over a white background.

Amy Pomeranz Essley, MSW, MPA  
Chief Program Officer



Think of the possibilities. **What will you start?**

**start something™**

## ATTACHMENT 16D: Community Alliance of the Far Eastside



08/28/2017

Dr. Yvonne Bullock  
Educating Children Matters, Inc.  
12341 Cholla Road  
Fishers, IN 46037

Dear Dr. Bullock:

On behalf of the Community Alliance of the Far Eastside (CAFE), I am pleased to submit this letter of support for Educating Children Matters and their application to create a new STEAM charter school in Indianapolis.

Community Alliance of the Far Eastside, Inc. (CAFE) was formed and incorporated in 1997 as the result of a merger of Greenleaf Community Center, formed in 1986, and the Far Eastside Community Development Council (FESCDC), formed in 1994. As a neighborhood-based, resident-driven organization, CAFE continues to offer social services and community development efforts in an integrated, holistic manner for the purpose of improving the quality of life for the Far Eastside. CAFE's mission is *"To improve the quality of life in the Far Eastside, we serve as a catalyst for positive community development. We mobilize people to actively preserve our existing resources while pursuing additional investments, through a comprehensive strategy that builds on our community assets."* CAFE's service area encompasses nine square miles on the far eastside of Indianapolis on the Marion County line. This area is bordered by 42<sup>nd</sup> Street to the North, 30<sup>th</sup> Street to the South, County Line Road (Carroll Road) to the East and Highway I-465 to the West.

CAFE believes in providing high quality education for our residents. In our area within the Far Eastside, many children lack quality educational opportunities, basic needs such as quality housing and access to healthy foods. Many families and children lack hope and options to better themselves. Some families are in a cycle of 5<sup>th</sup> generation of poverty. Access to quality educational opportunities provide hope. Therefore, CAFE supports the Indianapolis STEAM Academy.

We have high expectations and believe in this project to provide a better quality of life for our Far Eastside youth.

Respectfully,

Michael Howe  
Chief Executive Officer  
Community Alliance of the Far Eastside  
CAFE

## ATTACHMENT 16E: Head Start



### Indianapolis Steam Academy

November 28, 2017

Hello Mrs. Soginni,

I am reaching out to you to request to participate in the Head Start Parent Meeting scheduled for December 12, 2017 at 4:00 PM at the Head Start facility at the Community Alliance for the Far Eastside (CAFÉ). This meeting will provide an opportunity for me to share information about our school with parents, answer any questions they may have and assess their interest in participating in a new charter school. I stopped by your office and left copies of documents that I would like to share. I will also provide copies of these documents in Spanish.

The Indianapolis (Indy) STEAM Academy plans to open July 30, 2018 and serve 200 students grades K-2 on the Far Eastside of Indianapolis at the proposed location 4410 N. Shadeland Avenue. The Indianapolis STEAM Academy will target underrepresented minorities, children from low-income families, and underserved students in the Science, Technology, Engineering, Art, and Math content areas.

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 21<sup>st</sup> century global workforce. The STEAM curriculum will incorporate 21st century literacy skills, engineering design process, science inquiry process and project-based learning strategies that support critical thinking, collaboration, creativity, innovation, and problem-solving skills to help students gain a deeper understanding of content and prepare them for more rigorous coursework in high school and college programs in the STEM fields.

I have also met with Michael Howe, Chief Executive Officer for The Community Alliance for the Far Eastside (CAFE) who has provided a letter of support for our charter school. We are also very interested in creating a partnership with the Head Start program. We understand the importance of providing high quality education options for parents. I look forward to working with families and children on the Far Eastside.

Sincerely,

*Yvonne Bullock*

Yvonne Bullock, Ph.D.

CEO/Founder, Educating Children Matters, Inc.

CEO/Head of School, Indy STEAM Academy

ymbullock@outlook.com

317-797-5936 (Cell)

**Indy STEAM Academy - "Preparing Today's Students for Tomorrow's Careers!"**

## ATTACHMENT 16F: Boys and Girls Clubs of Indianapolis



### Indianapolis (Indy) STEAM Academy

November 20, 2017

Hello Mrs. Harris,

I am reaching out to you to partner with the Boys and Girls Clubs Finish Line, Indianapolis branch. I am in the process of completing the full charter school application to be authorized through Education One, LLC, Trine University. I was wondering, if you would provide a Letter of Support for my charter school. The Indianapolis (Indy) STEAM Academy plans to open July 30, 2018 and serve 200 students grades K-2 on the Far Eastside of Indianapolis at the proposed location 4410 N. Shadeland Avenue.

The Indianapolis STEAM Academy will target underrepresented minorities, children from low-income families, and underserved students in the STEM content areas. 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 21<sup>st</sup> century global workforce. The STEAM curriculum will incorporate 21st century literacy skills, engineering design process, science inquiry process and project-based learning strategies that support critical thinking, collaboration, creativity, innovation, and problem-solving skills to help students gain a deeper understanding of content and prepare them for more rigorous coursework in high school and college programs in the STEM fields.

I have met with Mrs. Parsons and Mr. Ongay, who suggested that I contact you regarding this request. I have also met with Michael Howe, Chief Executive Officer for The Community Alliance for the Far Eastside (CAFE) who has provided a letter of support. A partnership with the Boys and Girls Clubs Finish Line, Indianapolis location will provide after school programs for students in our school attendance area. We will provide transportation from the Academy to the Boys and Girls Club each afternoon when school is in session. We understand the importance of providing high quality education options for parents as well as the need to provide additional support for parents who work late and need a safe place for their children to be after school hours. Your support would be greatly appreciated.

Sincerely,

*Yvonne Bullock*

Yvonne Bullock, Ph.D.

CEO/Founder, Educating Children Matters, Inc.

CEO/Head of School, Indy STEAM Academy

ybullock@outlook.com

317-797-5936 (Cell)

**Indy STEAM Academy - "Preparing Today's Students for Tomorrow's Careers!"**

# Indy STEAM Academy Interest Survey

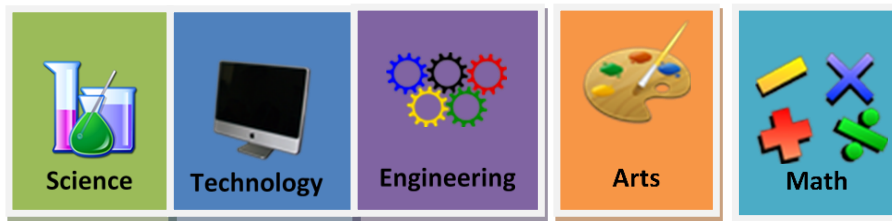
The Indianapolis STEAM Academy would like to become an approved charter school on the Far Eastside of Indianapolis. If approved, we will open July 30, 2018 with approximately 200 students grades K-2, ultimately growing to serve students in grades K-8 over the next five years.

We will consider feedback from families and community members to plan the school. Please help us by responding to the following questions:

1. Do you believe the Far Eastside would benefit from having a Science, Technology, Engineering and Arts and Mathematics (STEAM) charter school in this area?  Yes  No
2. Would you be interested in sending your child to a Science, Technology, Engineering, Arts, and Mathematics (STEAM) charter school?  Yes  No
3. Do you think there should be more quality school options for parents who have students already in public schools?  Yes  No
4. Would you favor or oppose a new charter school opening in your community or neighborhood?  
 Favor  Oppose
5. Do you favor or oppose allowing parents to choose which school their children attend regardless of where they live?  Favor  Oppose
6. Do you have a child in public school? If so, what school/district do they attend?  
 Yes  No School/District: \_\_\_\_\_
7. What reasons or concerns would prevent you from sending your child to a charter school?  
\_\_\_\_\_  
\_\_\_\_\_

**Thank you for your time with completing this survey!**

***Indy STEAM Academy "Preparing Today's Children for Tomorrow's Careers"***



# Indy STEAM Academy Community Focus Groups

The Indianapolis STEAM Academy would like to become an approved charter school on the Far Eastside of Indianapolis. If approved, we will open July 30, 2018 with approximately 200 students grades K-2, ultimately growing to serve students in grades K-8 over the next five years.

Please help us create the school by telling us what is important to you. We will consider all responses from families and community members in planning the school.

### Instructions:

Participants will select a focus group to share ideas and concerns.

The facilitator will capture ideas and concerns of the group on chart paper (45 minutes)

Participants will reconvene as a group to share ideas and concerns (45 minutes).

Participants may share their contact information on the sign-in sheet, if they would like to receive a copy of the group discussions and suggestions to enhance the development of the Academy.

### Focus Groups and Topics for Discussion:

Group 1: Instruction STEAM Model, School Year, and Hours

Group 2: Before and After School Care, Extra-Curricular Activities, and Transportation

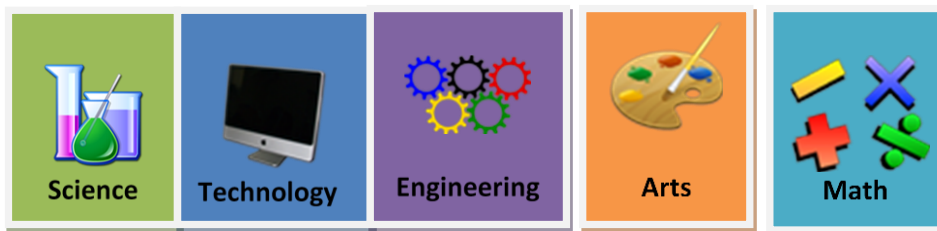
Group 3: Discipline Policy, Rewards, and Consequences

Group 4: Teacher and School Leader Qualities

Group 5: Parent and Community Engagement Activities

**Thank you for your time and participation in this focus group!**

***Indy STEAM Academy “Preparing Today’s Children for Tomorrow’s Jobs***



**ATTACHMENT 17: Start-up Plan**

**Indianapolis (Indy) STEAM Academy**

**Start-Up Plan**

<b>Month</b>	<b>Tasks</b>	<b>Person(s) Responsible</b>	<b>Status</b>
<b>November 2017</b>	Participate in Board on Track Meeting	Head of School	Complete
	Participate in Enroll Indy Training	Head of School	Complete
	Request Insurance Quote	Head of School Vendor	Complete
	Board meeting to approve Statement of Assurances, Conflict of Interest Policy, and amend Bylaws to include Dissolution of Charter	Board of Directors Head of School	Complete
	Create brochure, Letter of Intent to Enroll, and revise survey Create materials in Spanish	Head of School Recruitment Sub-committee	Complete
	Meeting with Director of Learning Ladder Daycare Ministries to recruit students	Head of School	Reschedule Director out
	Visit Café Head Start, Boys and Girls Club Finish Line, and LaPlaza Center Distribute Academy Brochures to recruit students	Head of School	Complete
	Participate in CSP Grant Technical Assistance	Head of School	Complete
	<b>December 2, 2017</b>	Board of Directors meeting to review charter application	Board of Directors Head of School
<b>December 8, 2017</b>	Submit Charter School Application	Head of School	Complete
<b>December 2017</b>	2 <sup>nd</sup> Meeting with Enroll Indy to finalize system setup in preparation of the lottery	Enroll Indy Head of School	Call for meeting
	Meeting with Director of Learning Ladder Daycare Ministries to recruit students	Head of School Director of Daycare	Planning
	Meeting with Local Ministers to secure dates to talk with congregations	Head of School	In-progress
	Develop Teacher Recruitment materials and packets.	Head of School Marketing Sub Committee	In-progress
	Collect contact information for Career and College Placement Centers	Head of School	In-progress
	Meeting with Day Early Learning Daycare Visit other area daycare centers – distribute information regarding the academy	Head of School	Planning



	Develop Staff Application and Interview Materials including rubrics	Head of School Interview Team	Planning
	Conduct parent and community surveys using Survey Monkey	Head of School Marketing Sub-committee	Set-up in Program
<b>December 12, 2017</b>	Meeting with Café Head Start Parents Distribute brochures English & Spanish Take/collect surveys, and Letters of Intent to Enroll	Head of School Recruitment Sub-Committee	Planning
<b>December 29, 2017</b>	Submit Charter School Program Grant Application Secure Temporary School Code Secure Corporation EIN and DUN	Head of School Charter School Program Director	In-Progress
	Return PowerSchool Agreement	Head of School	
	Return Website Designer Agreement	Head of School	
<b>January 2018</b>	Setup website and landing page Include School Calendar, Schedules, Board Members and Head of School, Curriculum, Extra-curricular activities, programs, and services	Web Designer Head of School	
	Set up Registration Software ensure that it is ready for the February Enroll Indy Lottery. Complete Installation of Student Management System and Data Warehouse programs – ensure secure electronic storage – PowerSchool will host this system to ensure security and provide evidence of locked and/or secured electronic storage. Access to PowerSchool will be password protected. Student Health records will be separate from academic records. PowerSchool has a software program for gathering and reporting information required by the IDOE and other state agencies.	PowerSchool Head of School Technology Specialist – Hired in Feb/Mar	
	Board to review Non-Binding Facility Proposal	Charter Schools Capital Board of Directors	
	Complete Walton Foundation Grant	Head of School	
	Secure a copy of IRS Determination Letter	Head of School	
	Contact local Colleges of Education, talk with Department Chairs and distribute materials to students	Head of School	

	Create Job Postings for vacancies	Head of School	
	Check status of CSP Grant	Head of School	
	Meeting with Interview Team to develop interview questions, rubrics and materials. Create a staffing plan	Head of School	
	Complete Employee (Staff) Handbook include dispute/ complaint and resolution process as identified in charter application. Complete Student/Parent Handbook that includes (1) the school discipline policy as described in the charter application; (2) notice of parental rights under the Family Educational Rights and Privacy Act (FERPA); (3) school health record procedures; (4) dispute/complaint resolution process; and (5) the right of individuals to attend Board meetings.	Head of School and Policy Subcommittee, Business Manager	
	Recruitment Sub-Committee meeting with STEAM Volunteers	Head of School Recruitment Com	
	Meeting with STEAM Parent Advisory Council	Head of School	
	Create video and slide show	Vendor	
	Continue to visit churches to make presentations to congregations Set up table in church lobby – meet and greet parents and students. Continue social media recruitment Meet parents in community venues Visits to housing complexes	Head of School Recruitment Subcommittee Friends of Indy STEAM Academy Volunteers	
	Meeting with IFF – identify construction costs and contractors	IFF, Head of School Facility Subcommittee	
	Education One Charter Application Interview, and Facility review	Head of School Board Chair Facility Subcommittee	
<b>February 2018</b>	In hopes of authorization	Education One, LLC	
	Secure lease agreement on proposed facility. Copy of lease with physical address of the facility is clearly identified.	Board of Directors Real Estate Agent Charter Schools Capital	
	Secure change of address for facility	Head of School	
	Activate Certificates of Insurance for all required coverages	Head of School	

	Provide written procedures for accommodations of handicapped persons in compliance with ADA (Proposed facility is ADA Accessible) Request	Head of School	
	Secure Certificate of Occupancy or Statement of Substantial Completion on file and other certificates of Inspection and permits: -Zoning, land use, and building use permits and/or zone certification -State construction design release -Documentation from Indiana Department of Homeland Security -Documentation from the county or Indiana State Department of Health -Documentation from State Fire Marshall or Local Building Inspector, Documentation from Public Works -Documentation from the local Fire Department - Inspection of Fire Extinguishers.	Head of School and Facility Subcommittee	
	Request Certification (Recertification of an existing structure) from an engineer or architect that the building complies as an "E" occupancy under the rules of the Fire Prevention and Building Safety Commission	Head of School Facility Subcommittee	
	Complete State and Health Department inspections and licenses.	Head of School and Business Manager	
	Café Head Start meeting with parents and distribute materials about the academy	Head of School Board of Directors	
	Direct mailer sent to all families	Head of School	
	Conduct Background Checks and Child Protection Checks for all Board Members and Head of School	Head of School	
	Indy STEAM <b>Teacher Recruitment Fair Round #1.</b> Recruitment efforts will include Coaches/ Parent Coordinator/ Technology Specialist/Business Manager	Head of School Interview Team	
	Begin screening and interview process for Round #1 candidates. Conduct Background checks and child protection checks	Head of School Interview Team	

	Continue to visit churches to make presentations to congregations Set up table in church lobby – meet and greet parents and students. Continue media recruitment campaign Meet parents in community venues Visits to housing complexes	Head of School Recruitment Subcommittee Friends of Indy STEAM Academy Volunteers	
	Participate in February Enroll Indy Lottery Assess parent interest. Maintain student enrollment list by grade.	Enroll Indy PowerSchool Head of School	
	Conduct Parent/Student Recruitment Fair at the school (gym)	Head of School Leadership Team STEAM Presenters	
	Confirm LOI with Charter Schools Capital	Head of School	
	Meeting with IFF – secure school financing, Work on construction cost proposal and secure permits	IFF, Head of School, Finance and Facility Subcommittees	
	Finalize school uniform color selection and identify stores where they may be purchased. Include information in Dress Code Policy in the Parent/Student Handbook, registration information, and website.	Head of School Culture and Climate Subcommittee	
	Update Safety Plan to include new location information.	Head of School	
	Written assurance that updated school administration contact information has been provided to IDOE for all state reporting requirements to include Corporation Test Coordinator (CTC) for the Office of Student Assessment.	Head of School	
	Written assurance that updated school administration contact has been provided to and person trained on other state agency reporting to include CHIRP and Medicaid Reimbursement.	Head of School Technology Specialist (TBD)	
	Subcontract with Payroll of the Academy’s Deduction Policy to State Board of Accounts/IDOE	Head of School Vendor	
<b>March 2018</b>	Make recommendation for hire of Round #1 Teacher Candidates and Coaches All leadership roles have been filled.	Head of School Interview Team	
	Begin reoutfitting of facility	Contractors IFF Facility Subcommittee	

		Head of School	
	Begin Curriculum and assessment alignment, mapping of standards, pacing guides for all content areas.	Head of School School Leadership Team (Coaches)	
	Order supplies, materials, textbooks, local assessments, all equipment including playground, software, technology, internet access, file server, and classroom furniture	Head of School Office Manager Business Manager Leadership Team	
	Activate and check phones and alarm systems.	Technology Specialist Business Manager	
	Complete all contracted services including Arrangements for food service vendor – compliant with IDOE vendor selection and contracting (Bids)	Head of School Business Manager Board of Directors	
	Continue to visit churches to make presentations to congregations – Set up table in church lobby – meet and greet parents and students. Continue media recruitment campaign Meet parents in community venues Visits to housing complexes	Head of School Recruitment Subcommittee Friends of Indy STEAM Academy Volunteers	
	Conduct Parent/Student Recruitment Fair at the school (gym)	Head of School Leadership Team STEAM Presenters	
	Contact Department of Public Works to request installation of school zone/ and speed limit signs.	Business Manager	
	Check enrollment counts by grade level. Check registration application packets to ensure all documents are complete and signed. Student health records are uploaded in PowerSchool.	Head of School Office Manager	
	Indy STEAM <b>Teacher Recruitment Fair Round #2.</b> Recruitment efforts will include teachers and teacher assistants. Include Special Education and ELL Resource teachers if not secured in Round #1.	Head of School Interview Team	
	Begin screening and interview process for Round #2 candidates. Conduct Background checks and child protection checks	Head of School Interview Team	
	Secure vendors, and community partners for Professional Development. Finalize professional development plans.	Head of School Leadership Team	

<b>April 2018</b>	Participate in April Enroll Indy Lottery Assess parent interest	Enroll Indy PowerSchool Head of School	
	Participate in Teacher Candidate Interview Day-CCCC Teacher Recruitment Fair-Indy	Head of School Interview Team	
	Conduct Indy STEAM Teacher Recruitment Fair <b>Round #3 Candidates</b> . Ensure all unfilled positions are posted.	Head of School Interview Team	
	Begin screening and interview process for Round #3 candidates. Conduct Background checks and child protection checks are complete for all new hires. Check licensure of all certified staff Check college credit hours of teacher assistants.	Head of School Interview Team Business Manager	
	Provisions made for required health services and screenings, including immunization records. Parents may also participate in annual back-to-school health fair provided by Marion County Health Department during the summer.	Head of School Parent Coordinator	
	Conduct Parent/Student Recruitment Fair at the school (gym).	Head of School Leadership Team STEAM Presenters	
	Continue curriculum and assessment alignment, mapping of standards, pacing guides for all content areas.	Head of School School Leadership Team (Coaches)	
<b>May 2018</b>	Secure contracts with Director of Special Education, School Psychologist, Speech Therapist, School Nurse, Auditor	Head of School Interview Team	
	Ensure transfer of student records from sending schools for all students entering grade 1-2.	Office Manager Parent Coordinator	
	Ensure that IEPs, 504 plans, and any other special services including ELL students have been received.	Head of School Special Education Director Office Manager	
	Conduct Parent/Student Recruitment Fair at the school (gym)	Head of School Leadership Team STEAM Presenters	
	Check registration packets for all students and make sure all documents are signed	Office Manager Parent Coordinator	
	Completion of reoutfitting of building Secure Occupancy Permit	Head of School Facility Subcommittee	
	License to serve food from the Health Department.	Head of School Business Manager	

	Ensure the delivery of all orders. All equipment has been properly tagged with property codes, complete inventory of all textbooks, kits, furniture and equipment. Ensure the installation of all smartboards.	Head of School Office Manager Business Manager Technology Specialist	
<b>June 2018</b>	Deadline for Rounds 1, 2, and 3 candidates to accept employment offers	Head of School	
	All employees have job descriptions and signed contracts.	Head of School Business Manager	
	All certified staff have submitted copies of		
	All student records are on file including IEP and 504s.	Head of School Office Manager	
	Appropriate provisions are made for transportation of students in compliance with federal law including homeless and students chose IEPs require transportation as a related service.	Director of Special Education Head of School Business Manager	
	Develop Class lists by teacher and student	Head of School Leadership Team	
	Develop plan that identifies times and locations for student drop-off and pick-up before, during, and after school.	Head of School Business Manager	
	Complete curriculum and assessment alignment, mapping of standards, pacing guides for all content areas.	Head of School School Leadership Team (Coaches)	
	Finalize all professional development materials and resources.	Head of School School Leadership Team	
	Update Staffing Plan (Personnel Spreadsheet) that identifies names, position/title, license numbers, special education or ELL designations, and background checks, signed contracts, grade assignment, room number.	Head of School	
<b>June 18, 2018</b>	<b>Education One Pre-Opening Site Visit</b> Provide copies of the final inspection reports from: (1) Indiana State Department of Health; (2) Office of the State Fire Marshall; (3) Department of Public Works; and (4) Building Inspector. Evacuation plans are in each classroom and school signage are posted.	Education One Head of School Board Chair Business Manager	
<b>June 28-29, 2018</b>	Board Training and Retreat	Consultant/Board on Track	
<b>June 29, 2018</b>	Ensure all reporting to IDOE Charter School Specialist and Director of the Office	Head of School Business Manager	

	of School Finance for PSCP grant reporting, per-pupil-funding, state financial reporting (Form 9). Provide written assurance that updated school administration contact information has been provided to IDOE for all other state reporting requirements to		
	Ensure fiscal management and oversight policies and accounting systems with internal controls – provide Initial Statement and evidence that the academy has employed a Business Manager. Business Manager completes Independent Accountant’s Report per Section 6.4 of the Charter Agreement.	Head of School Business Manager	
	Finalize enrollment as much as possible. Send Welcome Packet to families of all students Contact Wait list parents, if there are openings available	Head of School Parent Coordinator Office Manager	
<b>July 2018</b>	Ribbon Cutting Ceremony	Head of School Board of Directors	
	Conduct School Tours	Head of School Board of Directors School Leadership Team	
	Participate in Summer Enroll Indy Lottery	Enroll Indy PowerSchool Head of School	
	Conduct Background checks and child protection checks on volunteers and parents who are likely to have direct on-going contact with students	Head of School Interview Team	
	Send Welcome Packet to all families of enrolled students.	Head of School Office Manager Parent Coordinator	
<b>July 9<sup>th</sup> and July 20<sup>th</sup>, 2017</b>	Parent Orientations – School calendars and class schedules are distributed and identified on the academy’s website.	Head of School Parent Coordinator	
<b>July 20, 2018</b>	Families and Community Back-to-School Picnic	Head of School Parent Coordinator Leadership Team	
<b>July 12-27, 2018</b>	Staff Orientation and Professional Development Days for Implementation of STEAM Model, review staff, student handbooks and safety plan, and	Head of School Leadership Team Vendors Community Partners	



	distribution of classroom supplies and materials, classroom preparation. Student records are available to teachers for planning. Documentation of orientation and professional development (Agendas, sign-in sheets).		
<b>July 28-29, 2018</b>	Indy STEAM Academy is open to staff Classroom preparation if needed Teachers call all parents to welcome students back-to-school	<b>Head of School</b>	
<b>July 30, 2018</b>	<b>First Day of School</b>	<b>ALL Staff</b>	
<b>Ongoing</b>	Recruitment begins for students grades K-3		

## ATTACHMENT 18: INSURANCE COVERAGES: MILLER INSURANCE QUOTE

Page 1 of 4



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### Insurance Estimate: Indianapolis STEAM Academy

Prepared on: November 15, 2017

By: Chad Miller

To Whom It May Concern:

We appreciate the opportunity to provide the outlined insurance estimate for Indianapolis (Indy) STEAM Academy.

Miller Insurance group has operated as an independent agency in Indiana since 1937. We have earned outstanding relationships built on trust, industry knowledge, and service excellence. We are a supporter of quality education in Indiana, whether it be a traditional public school, charter school, or independent school, we want all students in Indiana to have the opportunity to receive an excellent education regardless of the zip code in which they are born. One of our agents, Chad Miller, spent six years working in a public charter school, four of which were as an administrator. Our agency is uniquely positioned to provide coverage which meet the requirements of the law and ICSB, and to advise our clients on school-specific strategies to mitigate risk.

#### Education One General Requirements

- We are licensed to do business in The State of Indiana as required by law.
- We will utilize the following carriers, which are admitted in the State of Indiana, to place Indy STEAM Academy's exposure: Hanover Insurance, Liberty Mutual, Markel, Selective, and Travelers Insurance. We also have access to secondary markets in the Indy STEAM Academy is not able to be placed with a standard carrier.
- We will only place this school with at least an "A" rated insurance carrier as determined by A.M. Best rating guidelines.

#### Minimum Insurance Requirements

On behalf of Indy STEAM Academy, the following coverages can be secured to meet all requirements of Education One, L.L.C. and/or additional insureds as appropriate:

- **Workers' Compensation Liability:** Workers' compensation for all employees as required by Indiana law (see IC § 22-3).
- **Commercial General Liability:** Commercial general liability in an occurrence form, with limits of not less than \$1,000,000 per occurrence and \$2,000,000 aggregate for bodily injury, personal injury and property damage liability coverage. Liability coverage shall include the following: all premises and operations, products/completed operations, independent contractors, separation of insureds, defense and contractual liability. Such comprehensive general liability insurance must expressly cover sexual abuse/molestation liability, and medical payments of \$5,000. The ICSB and the IDOE must each be named as an Additional Insured on a primary, non-contributory basis for any liability arising directly or indirectly from all school business, including school-



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sanctioned functions that may take place outside of normal school hours. As noted above, a copy of the endorsement reflecting these additions must be submitted to the ICSB.

- **Educators' Legal Liability (including Directors' and Officers' and Employment Practices Liability):** Liability insurance covering the school and its directors and officers from liability claims arising from wrongful acts, errors or omissions with regard to the conduct of their duties related to operation and management of the school with limits of not less than \$1,000,000 per occurrence and \$3,000,000 aggregate.
- **Automobile Liability:** Required when any motor vehicle (whether owned, non-owned or hired) is used in connection with all school business, including school-sanctioned functions that may take place outside of ICSB Insurance Requirements Page 2 normal school hours, with limits of not less than \$1,000,000 per occurrence for bodily injury and property damage. NOTE: such liability insurance provides coverage for the school only. The ICSB strongly encourages schools to establish a policy whereby any school employee who drives a personally-owned vehicle for school-related business (including field trips or conferences) must have personal auto coverage of at least \$100,000, and that all such employees must provide certificates of insurance to keep on file at the school.
- **Umbrella/Excess Liability:** Umbrella or Excess Liability Insurance with limits of not less than \$3,000,000 to provide additional limits for underlying general, automobile, employers' and educators' legal liability.
- **Property Insurance:** Property insurance from an A-rated insurance carrier for full Replacement Cost of property, whether by lease or other agreement, from physical loss or damage. Such insurance shall cover boiler and machinery exposures and business interruption/ extra expense losses. If the charter school is leasing its property, the ICSB will accept insurance in the name of either the school or the property owner.
- **Student Accident Coverage:** All Indiana High School Athletic Association (IHSAA) schools must include coverage for athletic participation.
- **Employee Dishonesty Liability:** Employee Dishonesty liability insurance in the amount of at least \$250,000 for all school employees. Note that the state of Indiana has specific fidelity bond requirements for certain school employees.
- **Cyber Liability:** Schools may wish to obtain cyber liability insurance, depending upon the school model.
- **Foreign Travel/Field Trip Liability:** Schools may wish to obtain liability insurance covering field trips and/or foreign travel, depending upon the school model. Additional Requirements For Schools

### Possible Additional Requirements

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.



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**Year One Projection (2018-2019 Academic Year) – New School with Leased Space**

Property and Casualty Insurance Coverage		Annual Premium
<b>Liability</b>		
Directors and Officers Liability, Educators Legal Liability, and Employment Practices Liability		\$4,780
Workers Compensation/Employer's Liability		\$5,460
Commercial General Liability (including "Abuse" or "Molestation")		\$2,435
Automobile Liability		\$1,035
Employee Dishonesty Liability		\$1,255
Cyber Liability		\$840
Umbrella Liability		\$3,050
<b>Liability Cost</b>		<b>\$18,855</b>
<b>Property</b>		
Business Auto		\$2,005
Business Personal Property & Business Income and Extra expense		\$1,125
<b>Property Cost</b>		<b>\$3,130</b>
<b>Total Cost</b>		<b>\$21,985</b>
<b>Optional Coverages</b>		
Law Enforcement Professional		\$1,760
Foreign Travel Liability		\$1,245

Estimates were made based on the following based on the following:

- 200 Students
- 25 Staff Members
- One commercial auto (likely 16-passenger van)
- Business Personal Property is estimated at \$325,000

Medical Insurance Coverage		Monthly Premium
<b>Medical (Individual: \$3,000 deductible / \$6,000 out of pocket max   Family: \$6,000 / \$12,000)</b>		
Employee Only		\$534
Employee and Child(ren)		\$842
Employee and Spouse		\$994
Family		\$1,197

**\*Important note:** Insurance market conditions can change quickly, which makes it difficult to project insurance costs for the fall of 2018. This estimate has been put together using knowledge from our



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carrier companies and our experience insuring charter schools. Insurance rates can be affected by a number of factors and therefore come with a high degree of variability.

Should you have any questions, feel free to contact me by phone or through email.

For our youth,

A handwritten signature in black ink that reads "Chad Miller".

Chad Miller  
Commercial Producer  
e: [chad@millerinsurancegrp.com](mailto:chad@millerinsurancegrp.com)  
c: (317) 869-9180

**ATTACHMENT 19: Budget and Staffing Workbook**

**School Enrollment Projections**

School Name:	Indianapolis (Indy) STEAM Academy																
<b>SCHOOL ENROLLMENT PROJECTIONS</b>																	
<b>Planned Number of Students</b>																	
ACADEMIC YEAR	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL	% ELL	% SPED	% FRL
Year 1: 2017-2018	75	75	50											200	15%	10%	85%
Year 2: 2018-2019	75	75	75	50										275	20%	10%	85%
Year 3: 2019-2020	75	75	75	75	50									350	20%	12%	85%
Year 4: 2020-2021	75	75	75	75	75	50								425	25%	12%	85%
Year 5: 2021-2022	75	75	75	75	75	75	50							500	25%	14%	85%
<b>Planned Number of Classes</b>																	
ACADEMIC YEAR	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL			
Year 1: 2017-2018	3	3	2											8			
Year 2: 2018-2019	3	3	3	2										11			
Year 3: 2019-2020	3	3	3	3	2									14			
Year 4: 2020-2021	3	3	3	3	3	2								17			
Year 5: 2021-2022	3	3	3	3	3	3	2							20			

**Five Year Budget:**

<b>School Name:</b>						
	<b>Year 0</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
<b>REVENUE</b>						
<b>State Revenue</b>						
Basic Grant		\$ 1,531,800	\$ 2,106,225	\$ 2,680,650	\$ 3,255,075	\$ 3,829,500
State Matching Funds for School Lunch Program		\$ -	\$ -	\$ -	\$ -	\$ -
Professional Development		\$ -	\$ -	\$ -	\$ -	\$ -
Technology Grants		\$ -	\$ -	\$ -	\$ -	\$ -
Remediation Program		\$ 25,000	\$ 34,375	\$ 43,750	\$ 53,125	\$ 62,500
Full-Day Kindergarten		\$ 180,000	\$ 180,000	\$ 180,000	\$ 180,000	\$ 180,000
Gifted and Talented Program		\$ -	\$ -	\$ -	\$ -	\$ -
Textbook Reimbursement		\$ 16,200	\$ 22,275	\$ 28,350	\$ 34,425	\$ 40,500
Summer School		\$ 50,000	\$ 70,000	\$ 87,500	\$ 100,000	\$ 125,000
Other State Revenue (please describe)		\$ 60,000	\$ 81,000	\$ 126,000	\$ 153,000	\$ 210,000
Other State Revenue (please describe)		\$ 7,500	\$ 13,750	\$ 17,500	\$ 26,500	\$ 31,250
<b>Federal Revenue</b>						

Public Charter School Program (PCSP) Grant	\$ 300,000	\$ 300,000	\$ 300,000			
Facilities Assistance Program Grant		\$ 300,000	\$ -			
Public Law 101-476 (IDEA)		\$ 45,000	\$ 60,750	\$ 94,500	\$ 128,250	\$ 157,500
Title I		\$ 94,350	\$ 131,535	\$ 164,835	\$ 200,355	\$ 235,875
Title II		\$ 15,130	\$ 21,093	\$ 26,433	\$ 32,129	\$ 37,825
Federal Lunch Program		\$ 88,740	\$ 123,714	\$ 155,034	\$ 188,442	\$ 221,850
Federal Breakfast Reimbursement		\$ 27,540	\$ 38,394	\$ 48,114	\$ 58,482	\$ 68,850
Other Revenue Federal sources (please describe)	\$ -	\$ -	\$ 8,800	\$ 11,200	\$ 16,960	\$ 20,000
Other Revenue Federal sources (please describe)	\$ -	\$ 3,000	\$ 45,000	\$ 45,000	\$ 45,000	\$ 45,000
Other Revenue Federal sources (please describe)		\$ 4,800	\$ 36,025	\$ 45,850	\$ 55,675	\$ 65,500
<b>Other Revenues</b>						
Committed Philanthropic Donations	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Before and After Care Fees		\$ -	\$ -	\$ -	\$ -	\$ -
Interest Income		\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ 325,000	\$ 300,000	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ 300,000	\$ 420,000	\$ 420,000
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Revenue</b>	\$ 300,000	\$ 3,495,260	\$ 3,572,936	\$ 4,054,716	\$ 4,947,418	\$ 5,751,150
<b>EXPENDITURES</b>						
<b>Personnel Expenses</b>						
Wages, Benefits and Payroll Taxes	\$ 196,680	\$ 1,694,400	\$ 2,096,450	\$ 2,131,510	\$ 2,357,712	\$ 2,612,747
Substitute Teachers		\$ 18,000	\$ 21,000	\$ 24,000	\$ 27,000	\$ 30,000
Professional Development	\$ 5,000	\$ 15,130	\$ 21,093	\$ 26,433	\$ 32,129	\$ 37,825
Bonuses		\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ 17,500	\$ 20,000	\$ 22,500	\$ 25,000	\$ 27,500
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Personnel Expenses</b>	\$ 201,680	\$ 1,745,030	\$ 2,158,543	\$ 2,204,443	\$ 2,441,841	\$ 2,708,072
<b>Instructional Supplies and Resources</b>						
Textbooks	\$ -	\$ 25,000	\$ 15,000	\$ 15,000	\$ 15,000	\$ 15,000
Library, periodicals, etc	\$ -	\$ 16,000	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000
Technology	\$ 15,000	\$ 32,250	\$ 15,000	\$ 15,000	\$ 15,000	\$ 15,000
Assessment materials	\$ -	\$ 15,000	\$ 25,000	\$ 35,000	\$ 45,000	\$ 55,000
Computers	\$ 30,000	\$ 60,750	\$ 30,000	\$ 30,000	\$ 30,000	\$ 30,000
Software	\$ 10,000	\$ 50,000	\$ 18,750	\$ 18,750	\$ 18,750	\$ 18,750
Other classroom supplies	\$ -	\$ 12,000	\$ 15,000	\$ 17,000	\$ 20,000	\$ 23,000
Field trips, other unclassified items	\$ -	\$ 8,000	\$ 11,000	\$ 14,000	\$ 17,000	\$ 20,000
Co-curricular & Athletics	\$ -	\$ 8,000	\$ 10,000	\$ 12,000	\$ 14,000	\$ 16,000
Other (please describe)	\$ -	\$ 16,000	\$ 22,000	\$ 28,000	\$ 34,000	\$ 40,000
Other (please describe)	\$ -	\$ 16,000	\$ 22,000	\$ 28,000	\$ 34,000	\$ 40,000
Other (please describe)	\$ -	\$ 4,000	\$ 5,500	\$ 7,000	\$ 8,500	\$ 10,000
Other (please describe)	\$ -	\$ 3,600	\$ 1,800	\$ 1,800	\$ 1,800	\$ 1,800
Other (please describe)	\$ -	\$ 8,000	\$ 11,000	\$ 14,000	\$ 17,000	\$ 20,000
<b>Total Instructional Supplies and Resources</b>	\$ 55,000	\$ 274,600	\$ 206,050	\$ 239,550	\$ 274,050	\$ 308,550
<b>Support Supplies and Resources</b>						
Administrative Computers	\$ 1,500	\$ 1,600	\$ -	\$ -	\$ -	\$ -
Administrative Software	\$ 400	\$ 1,000	\$ -	\$ -	\$ -	\$ -
Administration Dues, fees, misc expenses	\$ -	\$ 5,000	\$ 6,000	\$ 7,000	\$ 8,000	\$ 9,000
Office supplies	\$ 930	\$ 6,000	\$ 7,200	\$ 8,400	\$ 9,600	\$ 10,800
Other (please describe)	\$ 750	\$ 6,000	\$ 7,200	\$ 8,400	\$ 9,600	\$ 10,800



Other (please describe)	\$ -	\$ 1,200	\$ 1,500	\$ 1,800	\$ 2,400	\$ 3,000
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Support Supplies and Resources</b>	\$ 3,580	\$ 20,800	\$ 21,900	\$ 25,600	\$ 29,600	\$ 33,600
<b>Board Expenses</b>						
Charter Board Services, including Board Training, retreats	\$ 1,500	\$ 1,500	\$ 2,000	\$ 2,500	\$ 3,000	\$ 3,000
Charter Board Supplies & Equipment	\$ 300	\$ 2,000	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500
Charter Board Dues, fees, etc	\$ 1,500	\$ 11,000	\$ 12,500	\$ 12,500	\$ 13,000	\$ 13,000
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Board Expenses</b>	\$ 3,300	\$ 14,500	\$ 17,000	\$ 17,500	\$ 18,500	\$ 18,500
<b>Professional Purchased or Contracted Services</b>						
Legal Services	\$ 2,500	\$ 15,000	\$ 20,000	\$ 25,000	\$ 30,000	\$ 35,000
Audit Services (compliant with SBOA requirements)	\$ -	\$ 15,000	\$ 15,000	\$ 20,000	\$ 20,000	\$ 25,000
Payroll Services	\$ 15,000	\$ 37,200	\$ 42,000	\$ 46,800	\$ 52,800	\$ 60,000
Accounting Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Printing/Newsletter/Annual Report Services	\$ 958	\$ 1,500	\$ 2,000	\$ 2,500	\$ 3,000	\$ 3,500
Consultants	\$ -	\$ 10,000	\$ 15,000	\$ 20,000	\$ 25,000	\$ 30,000
Internet Services	\$ 800	\$ 4,800	\$ 6,000	\$ 7,200	\$ 8,400	\$ 9,600
Telephone/Telecommunication Services	\$ 400	\$ 3,000	\$ 3,600	\$ 4,200	\$ 4,800	\$ 5,400
Total Insurance Costs	\$ -	\$ 30,000	\$ 36,000	\$ 43,750	\$ 50,000	\$ 56,250
Travel	\$ -	\$ 3,000	\$ 3,500	\$ 4,000	\$ 4,500	\$ 5,000

Postage	\$ 1,495	\$ 2,400	\$ 3,600	\$ 4,800	\$ 6,000	\$ 7,200
Special Education Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Student Information Services	\$ 6,637	\$ 15,541	\$ 15,554	\$ 15,540	\$ 15,554	\$ 15,554
Food service	\$ -	\$ 144,000	\$ 198,000	\$ 252,000	\$ 306,000	\$ 360,000
Transportation	\$ -	\$ 45,000	\$ 45,000	\$ 45,000	\$ 45,000	\$ 45,000
Nursing Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ 2,050	\$ 3,250	\$ 3,900	\$ 4,550	\$ 5,200	\$ 5,850
Other (please describe)	\$ -	\$ 7,000	\$ 8,000	\$ 9,000	\$ 10,000	\$ 11,000
Other (please describe)	\$ -	\$ 12,000	\$ 12,000	\$ 18,000	\$ 18,000	\$ 18,000
Other (please describe)	\$ -	\$ 1,800	\$ 1,800	\$ 2,100	\$ 2,100	\$ 2,400
<b>Total Professional Purchased or Contracted Services</b>	\$ 29,840	\$ 350,491	\$ 430,954	\$ 524,440	\$ 606,354	\$ 694,754
<b>Facilities</b>						
Rent, mortgage, or other facility cost	\$ -	\$ 300,000	\$ 300,000	\$ 300,000	\$ 420,000	\$ 420,000
Furniture & Equipment	\$ -	\$ 15,000	\$ 7,500	\$ 7,500	\$ 7,500	\$ 7,500
Gas/electric	\$ 4,800	\$ 30,000	\$ 36,000	\$ 42,000	\$ 48,000	\$ 54,000
Water/Sewer	\$ 500	\$ 1,560	\$ 1,680	\$ 1,800	\$ 1,920	\$ 2,040
Grounds Keeping	\$ 600	\$ 3,000	\$ 3,600	\$ 4,200	\$ 4,800	\$ 5,400
Maintenance Services	\$ -	\$ 12,000	\$ 18,000	\$ 24,000	\$ 30,000	\$ 36,000
Custodial	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Waste disposal	\$ 400	\$ 3,000	\$ 3,600	\$ 4,800	\$ 6,000	\$ 7,200
Debt Service for Facilities (Interest Only)	\$ -	\$ 15,000	\$ 15,000	\$ 15,000	\$ 21,000	\$ 21,000
Other (please describe)	\$ -	\$ 7,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500
Other (please describe)	\$ 300	\$ 12,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
Other (please describe)	\$ -	\$ 1,500	\$ 1,500	\$ 2,000	\$ 2,500	\$ 3,000
Other (please describe)	\$ -	\$ 6,000	\$ 7,000	\$ 8,000	\$ 9,000	\$ 10,000
<b>Total Facilities</b>	\$ 6,600	\$ 406,560	\$ 397,380	\$ 412,800	\$ 554,220	\$ 569,640

<b>Other</b>						
Contingency	\$ -	\$ 153,180	\$ 210,622	\$ 268,065	\$ 325,507	\$ 382,950
Education One Administrative Fee	\$ -	\$ 45,954	\$ 63,187	\$ 80,420	\$ 97,652	\$ 114,885
CMO/EMO Fee	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Common School Fund Loan Interest Costs	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Other</b>	\$ -	\$ 199,134	\$ 273,809	\$ 348,485	\$ 423,159	\$ 497,835
<b>Total Expenditures</b>	\$ 300,000	\$ 3,011,115	\$ 3,505,636	\$ 3,772,818	\$ 4,347,724	\$ 4,830,951
<b>Carryover/Deficit</b>	\$ -	\$ 484,145	\$ 67,300	\$ 281,898	\$ 599,694	\$ 920,199
<b>Cumulative Carryover/(Deficit)</b>	\$ -	\$ 484,145	\$ 551,445	\$ 833,342	\$ 1,433,036	\$ 2,353,235

Financial New School Annual Operating Budget and Cash Flow Projections – YEAR 1 – Pre-Opening Period															
	Jun-17	Jul-17	Aug-17	Sep-17	Oct-17	Nov-17	Dec-17	TOTAL 2017	Jan-18	Feb-18	Mar-18	Apr-18	May-18	Jun-18	TOTAL FIRST HALF 2018
<b>REVENUE</b>															
<b>Federal Revenue</b>															
Public Charter School Program (P.C.S.P) Other (NOTE: Basis is competitive grant. Funding is not guaranteed.)									39,400.00	62,500.00	59,200.00	57,250.00	43,750.00	37,900.00	300,000.00
Other Revenue Federal sources (please describe)															
Other Revenue Federal sources (please describe)															
<b>Other Revenue</b>															
Grounded Philanthropic Donations															
Other (Walton Foundation)															
Other															
Other															
Other															
<b>Total Revenue</b>									39,400.00	62,500.00	59,200.00	57,250.00	43,750.00	37,900.00	300,000.00
<b>EXPENDITURES</b>															
<b>Personnel Expenses</b>															
Wages, Benefits and Payroll Taxes (TOTAL must match Staffing Year 0)									32,780.00	32,780.00	32,780.00	32,780.00	32,780.00	32,780.00	196,630.00
Professional Development											2,800.00	2,500.00			5,300.00
Other (please describe)															
Other (please describe)															
Other (please describe)															
Other (please describe)															
Other (please describe)															
<b>Total Personnel Expenses</b>									32,780.00	32,780.00	35,580.00	35,280.00	32,780.00	32,780.00	201,930.00
<b>Instructional Supplies and Resources</b>															
Textbooks															
Library, periodicals, etc.															
Technology									5,000.00	5,000.00	5,000.00				15,000.00
Assignment materials									15,000.00	15,000.00	15,000.00				45,000.00
Classroom									3,250.00	3,250.00	3,500.00				10,000.00
Other															
Other (please describe)															
Other (please describe)															
Other (please describe)															
Other (please describe)															
Other (please describe)															
<b>Total Instructional Supplies and Resources</b>									13,250.00	13,250.00	14,500.00	14,500.00	14,500.00	14,500.00	60,000.00
<b>Support Supplies and Resources</b>															
Administrative Computers									1,500.00						1,500.00
Administrative Software									400.00						400.00
Administrative Other, non-mile expenses															
Office supplies									300.00	150.00	145.00	145.00	145.00	145.00	985.00
Other (Office Printer)									750.00						750.00
Other (please describe)															
Other (please describe)															
Other (please describe)															
Other (please describe)															
<b>Total Support Supplies and Resources</b>									2,950.00	150.00	145.00	145.00	145.00	145.00	3,580.00
<b>Board Expenses</b>															
Charter Board Services, including Board Training, retreats														1,500.00	1,500.00
Charter Board Supplies & Equipment											150.00			150.00	300.00
Charter Board Policy, etc. (see Note 2)											1,500.00				1,500.00
Other (please describe)															
Other (please describe)															
Other (please describe)															
Other (please describe)															
<b>Total Board Expenses</b>											1,650.00			1,650.00	3,450.00
<b>Professional Purchased or Contracted Services</b>															
Legal Services										2,500.00					2,500.00
Other Services (consistent with EB04 requirements)										2,500.00					5,000.00
Accounting Services															
Design/Construction General Business Services									50.00	100.00	500.00	100.00	100.00	100.00	950.00
Architects															
Business Services											200.00	200.00	200.00	200.00	800.00
Telephone/Telecommunication Services											100.00	100.00	100.00	100.00	400.00
Field Assistance Costs (per Note 1) (payments detailed in charter school application)															
Travel															
Printing									50.00	250.00	500.00	250.00	250.00	250.00	1,450.00
Special Education Services															
Student Information Services									637.00	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00	16,637.00
IT/Helpdesk															
Insurance															
Marketing Services															
Other (please describe)									2,050.00						2,050.00
Other (please describe)															
Other (please describe)															
Other (please describe)															
<b>Total Professional Purchased or Contracted Services</b>									5,787.00	11,300.00	3,500.00	1,650.00	9,100.00	1,650.00	39,487.00
<b>Facilities</b>															
Cell, Voicemail, or other facility cost															
Furniture & Equipment															
Classlights											1,200.00	1,200.00	1,200.00	1,200.00	4,800.00
Other (please describe)											175.00	175.00	175.00	175.00	675.00
Other (please describe)											150.00	150.00	150.00	150.00	600.00
Maintenance Services															
Contracting (see line 21 above)															
Other (please describe)											100.00	100.00	100.00	100.00	400.00
Other (please describe)															
Other (please describe)															
Other (please describe)															
Other (please describe)															
<b>Total Facilities</b>											1,625.00	1,625.00	1,625.00	1,625.00	6,500.00
<b>Other</b>															
Contingency															
Education One Administrative Fee (0% in Year 0)															
CHARTRAC Fee															
Other (please describe)															
Other (please describe)															
Other (please describe)															
Other (please describe)															
<b>Total Other</b>															
<b>Total Expenditures</b>	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
Net Income (Pre-Cash Flow Adjustments)	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
<b>CASH FLOW ADJUSTMENTS</b>															
OPERATING ACTIVITIES															
Example - Add back Depreciation															
Other															
<b>Total Operating Activities</b>															
INVESTMENT ACTIVITIES															
Example - Purchase Property and Equipment															
Other															
<b>Total Investment Activities</b>															
FINANCING ACTIVITIES															
Example - All Special Proceeds from a Loan or Line of Credit															
Other															
<b>Total Financing Activities</b>															
<b>Total Cash Flow Adjustments</b>															
<b>NET INCOME</b>	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
Beginning Cash Balance															
<b>ENDING CASH BALANCE</b>	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$



Expected New School Annual Operating Budget -- YEAR 1 -- Fiscal Year July 1-June 30		
REVENUE	Amount	Notes
<b>State Revenue</b>		
Basic Grant	\$ 1,531,800	200 students x \$7,659
State Matching Funds for School Lunch Program		
Professional Development		
Technology Grants		
Remediation Program	\$ 25,000	\$125.00 x 200 students
Full-Day Kindergarten	\$ 180,000	1,000 per day (333.33 per classroom) x 180 days
Gifted and Talented Program		
Textbook Reimbursement	\$ 16,200	\$81.00 x 200 students
Summer School	\$ 50,000	\$500.00 x 100 students
Other State Revenue (Special Education)	\$ 40,000	10% of 200 students = 20 students x \$2,000
Other State Revenue (Title III -NAESP)	\$ 7,500	15% of 200 students = 30 students x \$250.00
Other State Revenue (Walton Foundation)	\$ 350,000	Competitive Grant Funds
<b>Federal Revenue</b>		
		<b>NOTE: This is a competitive grant for planning &amp; implementation. Funding is not guaranteed. The funding for the PCSP grant is distributed through a reimbursement process. Contact IDOE with questions.</b>
Public Charter School Program (PCSP) Grant	\$ 300,000	
Charter School Facilities Assistance Program Grant	\$ 300,000	Charter School Development (commission grant)
Public Law 101-476 (IDEA)	\$ 45,000	10% of 200 students = 20 x \$2,250 per student
Title I	\$ 94,350	85% FRDL = 170 students x \$550.00
Title II	\$ 15,130	85% FRDL = 170 students x \$89.00
Federal Lunch Program	\$ 88,740	85% FRDL = 170 students x 3.90 x 180 days
Federal Breakfast Reimbursement	\$ 27,540	85% FRDL = 170 students x .90 x 180 days
Other Revenue Federal sources (New Schools Venture Funds)		
Other Revenue Federal sources (Transportation Reimbursement)	\$ 45,000	Transportation Reimbursement for Special Education and Homeless
Other Revenue Federal sources (erate)	\$ 3,000	Estimate
Other Revenue Federal Sources (Title IV)	\$ 26,200	Competitive Grant \$131.00 x 200 students
Other Revenue Federal sources (Title III)	\$ 4,800	15% of 200 students = 30 students x \$160.00
<b>Other Revenues:</b>		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Other (Loan for facilities)	\$ 325,000	Charter Schools Capital Loan for facilities 25,000 sq ft x 12.50xNNN See letter of Intent
Other (please describe)		
Other (please describe)		
Other (please describe)		
<b>Total Revenue</b>	<b>\$ 3,495,260</b>	
<b>EXPENDITURES</b>		
<b>Personnel Expenses</b>		
Wages, Benefits and Payroll Taxes	\$ 1,694,400	Use staffing workbook
Substitute Teachers	\$ 18,000	180 days x \$100.00 per day
Professional Development	\$ 15,130	Two weeks prior to the start of school, 5 days during the school year and one week at the end of the school year (20 days total)
Bonuses		
Other (Stipends)	\$ 17,500	Stipends = Coaches - \$5,000 x2 , Teacher Leaders \$2,500 x 3
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
<b>Total Personnel Expenses:</b>	<b>\$ 1,745,030</b>	
<b>Instructional Supplies and Resources</b>		
Textbooks	\$ 25,000	\$125 per student
Library, periodicals, etc	\$ 16,000	400 books x \$40.00
Technology	\$ 32,250	Smartboards, Response Systems, Document Cameras, 3-D Printer, Classroom Printers, Charging Stations, Microscopes
Assessment materials	\$ 15,000	IREAD K-2, NWEA, DIBELS
Computers	\$ 60,750	One-to-One Student, Teacher, Assistants and Computer Lab
Software	\$ 50,000	\$250 x 200 students
Other classroom supplies	\$ 12,000	1,000 per classroom including Fine Arts
Field trips, other unclassified items	\$ 8,000	Four Fieldtrips per year per classroom
Co-curricular & Athletics	\$ 8,000	After School Program Materials and Success Time
Other (consumable workbooks)	\$ 16,000	\$80.00 x 200 students
Other (I-STEM Network Science Kits)	\$ 16,000	4 kits x 8 classrooms x 500.00 per kit
Other (Project Lead the Way Elementary)	\$ 4,000	Estimate 500 per classroom
Other (math manipulatives)	\$ 3,600	\$18.00 x 200 students
Other (Engineering is Elementary)	\$ 8,000	8 classroom x4 modules x \$250 per module
<b>Total Instructional Supplies and Resources:</b>	<b>\$ 274,600</b>	
<b>Support Supplies and Resources</b>		
Administrative Computers	\$ 1,600	Coaches and Office Manager, Business Manager
Administrative Software	\$ 1,000	Estimate
Administration Dues, fees, misc expenses	\$ 5,000	Associations and Memberships
Office supplies	\$ 6,000	\$500 per month x 12
Other (Maintenance supplies)	\$ 6,000	Paper Towels, Toilet Paper, Cleaning products \$500 per month x 12 months
Other (Criteria supplies)	\$ 1,200	Paper and plastic items \$100 x 12 months
Other (please describe)		
Other (please describe)		
Other (please describe)		
<b>Total Support Supplies and Resources:</b>	<b>\$ 20,800</b>	
<b>Board Expenses</b>		
Charter Board Services, including Board Training, retreats	\$ 1,500	Retreats and Training
Charter Board Supplies & Equipment	\$ 2,000	Secretary and Treasurer - Board Materials and printing
Charter Board Dues, fees, etc	\$ 11,000	Board on Track remaining dues fee
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
<b>Total Board Expenses:</b>	<b>\$ 14,500</b>	
<b>Professional Purchased or Contracted Services</b>		
Legal Services	\$ 15,000	Contracted Service
Audit Services (compliant with SBOA requirements)	\$ 15,000	Contracted Service
Payroll Services	\$ 37,200	Contracted Services
Accounting Services		Business Manager will handle this
Print/Newsletter/Annual Report Services	\$ 1,500	Estimate
Consultants	\$ 10,000	Estimate for Professional Development
Internet Services	\$ 4,800	\$400 per month x 12
Telephone/Telecommunication Services	\$ 3,000	\$250 per month x 12
Total Insurance Costs	\$ 30,000	10% of Lease (300,000)
Taxes	\$ 3,000	Government rate per mile - Estimate
Postage	\$ 2,400	\$200 per month x 12
Special Education Services		Part Time Services - See staffing sheet

Student Information Services	\$ 15,541	Estimate includes File Server
Food service	\$ 144,000	Contracted Food Services Estimate
Transportation	\$ 45,000	Transportation for Special Needs/Homeless
Nursing Services		See Staffing Sheet
Other (Taxes)	\$ 3,250	13 x 25,000 sq/ft
Other (Copy Machine Lease)	\$ 7,000	Lease agreement
Other (Security)	\$ 12,000	Security for evening events and activities \$1,000 per month
Other (Security System Monitoring)	\$ 1,800	\$150 per month x 12 months
<b>Total Professional Purchased or Contracted Services</b>	<b>\$ 350,491</b>	
<b>Facilities</b>		
Rent, mortgage, or other facility cost	\$ 300,000	\$25,000 per month = 12.50 x 25,000 sq/ft
Furniture & Equipment	\$ 15,000	\$75.00 per student x 200
Gas/electric	\$ 30,000	\$2,500 per month x 12
Water/ Sewer	\$ 1,560	\$130 per month x 12
Grounds Keeping	\$ 3,000	\$250.00 per month
Maintenance Services	\$ 12,000	\$1,000 per month
Custodial		See staffing sheet
Waste disposal	\$ 3,000	\$250 per month
Debt Service for Facilities (Interest Only)	\$ 15,000	5% of \$300,000
Other (Playground Equipment)	\$ 7,500	Estimate
Other (Cafeteria Tables)	\$ 12,000	12 tables x \$1,000
Other (Cafeteria Equipment)	\$ 1,500	Estimate
Other (Maintenance Equipment)	\$ 6,000	Yard and indoor equipment Mower, buffer, vaccum
<b>Total Facilities</b>	<b>\$ 406,560</b>	
<b>Other</b>		
Contingency	\$ 153,180	10% of Basic Grant 1,531,800
Education One Administrative Fee	\$ 45,954	Assume 3% of Basic Grant (Row 6) \$1,531,800
		Be certain to reflect the full amount of any fee, including the management fee and any pass-through fees. If pass-through fees are reflected elsewhere in the budget, please clearly indicate this in the Budget Narrative.
CMO/EMO Fee		
Common School Fund Loan Interest Costs		
Other (please describe)		
Other (please describe)		
Other (please describe)		
<b>Total Other</b>	<b>\$ 199,134</b>	
<b>Total Expenditures</b>	<b>\$ 3,011,115</b>	
<b>Carryover/Deficit</b>	<b>\$ 484,145</b>	

Cumulative Carryover/(Deficit)





Expected New School Annual Operating Budget – YEAR 2 – Fiscal Year July 1-June 30		
REVENUE	Amount	Notes
<b>State Revenue</b>		
Basic Grant	\$ 2,106,225	275 students x \$7,659
State Matching Funds for School Lunch Program		
Professional Development		
Technology Grants		
Remediation Program	\$ 34,375	\$125.00 x 275 students
Full-Day Kindergarten	\$ 180,000	1,000 per day (333.33 per classroom) x 180 days
Gifted and Talented Program		
Textbook Reimbursement	\$ 22,275	\$81.00 x 275 students
Summer School	\$ 70,000	\$500.00 x 140 students
Other State Revenue (Special Education)	\$ 81,000	10% of 275 students = 27 students x \$3,000
Other State Revenue (Title III NESP)	\$ 13,750	20% of 275 students = 55 x \$250.00
<b>Federal Revenue</b>		
Public Charter School Program (PCSP) Grant	\$ 300,000	NOTE: This is a competitive grant for planning & implementation. Funding is not guaranteed.
Charter School Facilities Assistance Program Grant		
Public Law 101-476 (IDEA)	\$ 60,750	10% of 275 students = 27 x \$2,250
Title I	\$ 131,535	85% FRDL = 237 students x \$555.00
Title II	\$ 21,093	85% FRDL = 237 students x \$89.00
Federal Lunch Program	\$ 123,714	85% FRDL = 237 students x 2.90 x 180 days
Federal Breakfast Reimbursement	\$ 38,394	85% FRDL = 237 students x .90 x 180 days
Other Revenue Federal sources (Title III)	\$ 8,800	20% of 275 students= 55 x \$160.00
Other Revenue Federal sources (Transportation Reimbursement)	\$ 45,000	Transportation Reimbursement for Special Education and Homeless
Other Revenue Federal sources (Title IV)	\$ 36,025	Competitive Grant \$131.00 x 275 students
<b>Other Revenues</b>		
Committed Philanthropic Donations		
Before and After Care Fees		
<b>Interest Income</b>		
Other (Facility Loan)	\$ 300,000	Loan for facilities 25,000 sq ft. x 12.50+NNN
Other (please describe)		
Other (please describe)		
Other (please describe)		
<b>Total Revenue</b>	\$ 3,572,936	
<b>EXPENDITURES</b>		
<b>Personnel Expenses</b>		
Wages, Benefits and Payroll Taxes	\$ 2,096,450	Use staffing workbook
Substitute Teachers	\$ 21,000	210 days x \$100 per day
Professional Development	\$ 21,093	Title II funds
Bonuses		
Other (Stipends)	\$ 20,000	Stipends = Coaches - \$5,000 x2 , Teacher Leaders \$2,500 x 4
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
<b>Total Personnel Expenses</b>	\$ 2,158,543	
<b>Instructional Supplies and Resources</b>		
Textbooks	\$ 15,000	\$125.00 x 75 new students + replacements
Library, periodicals, etc	\$ 4,000	100 books x \$40.000
Technology	\$ 15,000	\$125.00 x 75 new students + replacements
Assessment materials	\$ 25,000	IREAD K-2, NWEA, DIBELS, ILEARN
Computers	\$ 30,000	New Students, Teachers + replacements
Software	\$ 18,750	\$250 x 75 new students

Other classroom supplies	\$ 15,000	1,000 per classroom including Fine Arts
Field trips, other unclassified items	\$ 11,000	Four Fieldtrips per year per classroom
Co-curricular & Athletics	\$ 10,000	Ater School Program Materials and Success Time
Other (consumable workbooks)	\$ 22,000	\$80.00 x 275 students
Other (I-STEM Network Science Kits)	\$ 22,000	4 kits x 11 classrooms x 500.00 per kit
Other (Project Lead the Way Elementary)	\$ 5,500	Estimate 500 per clsssroom
Other (math manipulatives)	\$ 1,800	\$18.00 x 75 new students + replacements
Other (Engineering is Elementary)	\$ 11,000	11 classroom x4 modules x \$250 per module
<b>Total Instructional Supplies and Resources</b>	\$ 206,050	
<b>Support Supplies and Resources</b>		
Administrative Computers		
Administrative Software		
Administration Dues, fees, misc expenses	\$ 6,000	Associations and Memberships
Office supplies	\$ 7,200	\$600 per month x 12
Other (Maintenance supplies)	\$ 7,200	Paper Towels, Toilet Paper, Cleaning products
Other (Cafeteria supplies)	\$ 1,500	\$600 per month x 12 months
Other (please describe)		Paper and plastic items \$125 x 12 months
Other (please describe)		
Other (please describe)		
<b>Total Support Supplies and Resources</b>	\$ 21,900	
<b>Board Expenses</b>		
Charter Board Services, including Board Training, retreats	\$ 2,000	Retreats and Training
Charter Board Supplies & Equipment	\$ 2,500	Secretary and Treasurer, Board Materials and printing
Charter Board Dues, fees, etc	\$ 12,500	Board on Track remaining dues fee
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
<b>Total Board Expenses</b>	\$ 17,000	
<b>Professional Purchased or Contracted Services</b>		
Legal Services	\$ 20,000	Contracted Service
Audit Services (compliant with SBOA requirements)	\$ 15,000	Contracted Service
Payroll Services	\$ 42,000	Contracted Service
Accounting Services		Business Manager will handle this
Printing/Newsletter/Annual Report Services	\$ 2,000	Estimate
Consultants	\$ 15,000	Estimate
Internet Services	\$ 6,000	\$500 per month x 12
Telephone/Telecommunication Services	\$ 3,600	\$300 per month x 12
Total Insurance Costs	\$ 36,000	10% of Lease (360,000)
Travel	\$ 3,500	Government rate per mile - Estimate
Postage	\$ 3,600	\$300 per month x 12
Special Education Services		Part Time Services -See staffing sheet
Student Information Services	\$ 15,554	Estimate includes File Server
Food service	\$ 198,000	Contracted Service Estimate
Transportation	\$ 45,000	Transportation for Special Education and Homeless Students
Nursing Services		See Staffing Sheet
Other (Taxes)	\$ 3,900	.13 x 25,000 sq/ft
Other (Copy Machine Lease)	\$ 8,000	Lease agreement
Other (Security)	\$ 12,000	\$1,000 per month x 12
Other (Alarm System Monitoring)	\$ 1,800	\$150.00 per month x 12
<b>Total Professional Purchased or Contracted Services</b>	\$ 430,954	
<b>Facilities</b>		

Rent, mortgage, or other facility cost	\$ 300,000	\$25,000 per month = 12.50 x 25,000 sq/ft
Furniture & Equipment	\$ 7,500	\$75.00 per student x 75 + replacement
Gas/electric	\$ 36,000	\$2,500 per month x 12
Water/ Sewer	\$ 1,680	\$130 per month x 12
Grounds Keeping	\$ 3,600	\$300.00 per month
Maintenance Services	\$ 18,000	\$1,500 per month
Custodial		See staffing sheet
Waste disposal	\$ 3,600	\$300 per month
Debt Service for Facilities (Interest Only)	\$ 15,000	5% of \$300,000
Other (Playground Equipment)	\$ 1,500	Estimate
Other (Cafeteria Tables)	\$ 2,000	2 tables x \$1,000
Other (Cafeteria Equipment)	\$ 1,500	Estimate
Other (Maintenance Equipment)	\$ 7,000	Yard and indoor equipment Mower, buffer, vaccum
<b>Total Facilities</b>	<b>\$ 397,380</b>	
<b>Other</b>		
Contingency	\$ 210,622	10% of Basic Grant 2,106,225
Education One Administrative Fee	\$ 63,187	Assume 3% of Basic Grant (Row 6)
		Be certain to reflect the full amount of any fee, including the management fee and any pass-through fees. If pass-through fees are reflected elsewhere in the budget, please clearly indicate this in the Budget Narrative.
CMO/EMO Fee		
Common School Fund Loan Interest Costs		
Other (please describe)		
Other (please describe)		
Other (please describe)		
<b>Total Other</b>	<b>\$ 273,809</b>	
<b>Total Expenditures</b>	<b>\$ 3,505,636</b>	
<b>Carryover/Deficit</b>	<b>\$ 67,300</b>	



Expected New School Annual Operating Budget – YEAR 3 – Fiscal Year July 1-June 30		
REVENUE	Amount	Notes
<b>State Revenue</b>		
Basic Grant	\$ 2,680,650	350 students x \$7,659
State Matching Funds for School Lunch Program		
Professional Development		
Technology Grants		
Remediation Program	\$ 43,750	\$125.00 x 350 students
Full-Day Kindergarten	\$ 180,000	1,000 per day (333.33 per classroom) x 180 days
Gifted and Talented Program		
Textbook Reimbursement	\$ 28,350	\$81.00 x 350 students
Summer School	\$ 87,500	\$500.00 x 175 students
Other State Revenue (Special Education)	\$ 126,000	12% of 350 students = 42 students x \$3,000
Other State Revenue (Title III NESP)	\$ 17,500	20% of 350 students = 70 x \$250.00
<b>Federal Revenue</b>		
Public Law 101-476 (IDEA)	\$ 94,500	12% of 350 students = 42 x \$2,250
Title I	\$ 164,835	85% FRDL = 297 students x \$555.00
Title II	\$ 26,433	85% FRDL = 297 students x \$89.00
Federal Lunch Program	\$ 155,034	85% FRDL = 297 students x 2.90 x 180 days
Federal Breakfast Reimbursement	\$ 48,114	85% FRDL = 297 students x .90 x 180 days
Other Revenue Federal sources (Title III)	\$ 11,200	20% x 350 students = 70 x \$160.00
Other Revenue Federal sources (Transportation Reimbursement)	\$ 45,000	Transportation for Special Education and Homeless Reimbursement
Other Revenue Federal sources (Title IV)	\$ 45,850	Competitive Grant \$160.00 x 350 students
<b>Other Revenues</b>		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Other (Other)		
Other (please describe)		
Other (Facility Loan)	\$ 300,000	Loan for facilities 25,000 sq ft. x 12.50+NNN
Other (please describe)		
<b>Total Revenue</b>	\$ 4,054,716	
<b>EXPENDITURES</b>		
<b>Personnel Expenses</b>		
Wages, Benefits and Payroll Taxes	\$ 2,131,510	Use staffing workbook
Substitute Teachers	\$ 24,000	240 days x \$100.00 per day
Professional Development	\$ 26,433	Title II funds
Bonuses		
Other (Stipends)	\$ 22,500	Stipends = Coaches - \$5,000 x2 , Teacher Leaders \$2,500 x 5
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
<b>Total Personnel Expenses</b>	\$ 2,204,443	
<b>Instructional Supplies and Resources</b>		
Textbooks	\$ 15,000	\$125.00 x 75 new students + replacements
Library, periodicals, etc	\$ 4,000	100 books x \$40.000
Technology	\$ 15,000	\$125.00 x 75 new students + replacements
Assessment materials	\$ 35,000	IREAD K-2, NWEA, DIBELS, ILEARN
Computers	\$ 30,000	New Students, Teachers + replacements
Software	\$ 18,750	\$250 x 75 new students
Other classroom supplies	\$ 17,000	1,000 per classroom including Fine Arts
Field trips, other unclassified items	\$ 14,000	Four Fieldtrips per year per classroom
Co-curricular & Athletics	\$ 12,000	Ater School Program Materials and Success Time

Other (consumable workbooks)	\$ 28,000	\$80.00 x 350 students
Other (I-STEM Network Science Kits)	\$ 28,000	4 kits x 14 classrooms x 500.00 per kit
Other (Project Lead the Way Elementary)	\$ 7,000	Estimate 500 per class room
Other (math manipulatives)	\$ 1,800	\$18.00 x 75 new students + replacements
Other (Engineering is Elementary)	\$ 14,000	14 classroom x 4 modules x \$250 per module
<b>Total Instructional Supplies and Resources</b>	\$ 239,550	
<b>Support Supplies and Resources</b>		
Administrative Computers		
Administrative Software		
Administration Dues, fees, misc expenses	\$ 7,000	Associations and Memberships
Office supplies	\$ 8,400	\$700 per month x 12
Other (Maintenance supplies)	\$ 8,400	Paper Towels, Toilet Paper, Cleaning products \$700 per month x 12 months
Other (Cafeteria supplies)	\$ 1,800	Paper and plastic items \$150 x 12 months
Other (please describe)		
Other (please describe)		
Other (please describe)		
<b>Total Support Supplies and Resources</b>	\$ 25,600	
<b>Board Expenses</b>		
Charter Board Services, including Board Training, retreats	\$ 2,500	Retreats and Training
Charter Board Supplies & Equipment	\$ 2,500	Secretary and Treasurer, Board Materials and printing
Charter Board Dues, fees, etc	\$ 12,500	Board on Track remaining dues fee
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
<b>Total Board Expenses</b>	\$ 17,500	
<b>Professional Purchased or Contracted Services</b>		
Legal Services	\$ 25,000	Contracted Service
Audit Services (compliant with SBOA requirements)	\$ 20,000	Contracted Service
Payroll Services	\$ 46,800	Contracted Service
Accounting Services		Business Manager will handle this
Printing/Newsletter/Annual Report Services	\$ 2,500	Estimate
Consultants	\$ 20,000	Estimate
Internet Services	\$ 7,200	\$600 per month x 12
Telephone/Telecommunication Services	\$ 4,200	\$350 per month x 12
Total Insurance Costs	\$ 43,750	10% of Lease (437,500)
Travel	\$ 4,000	Government rate per mile - Estimate
Postage	\$ 4,800	\$400 per month x 12
Special Education Services		Part Time Services - see staffing sheet
Student Information Services	\$ 15,540	Estimate includes File Server
Food service	\$ 252,000	Contracted Service Food Service Estimate Special Education and Homeless Student
Transportation	\$ 45,000	Transportation
Nursing Services		See Staffing Sheet
Other (Taxes)	\$ 4,550	.13 x 25,000 sq/ft
Other (Copy Machine Lease)	\$ 9,000	Lease agreement
Other (Security)	\$ 18,000	\$1,500 per month x 12
Other (please describe)	\$ 2,100	\$175 per month x 12
<b>Total Professional Purchased or Contracted Services</b>	\$ 524,440	
<b>Facilities</b>		
Rent, mortgage, or other facility cost	\$ 300,000	\$25,000 per month = 12.50 x 25,000 sq/ft
Furniture & Equipment	\$ 7,500	\$75.00 per student x 75 + replacement
Gas/electric	\$ 42,000	\$3,500 per month x 12
Water/ Sewer	\$ 1,800	\$150 per month x 12

Grounds Keeping	\$ 4,200	\$350.00 per month
Maintenance Services	\$ 24,000	\$2,000 per month
Custodial		See staffing sheet
Waste disposal	\$ 4,800	\$400 per month
Debt Service for Facilities (Interest Only)	\$ 15,000	5% of \$300,000
Other (Playground Equipment)	\$ 1,500	Estimate
Other (Cafeteria Tables)	\$ 2,000	2 tables x \$1,000
Other (Cafeteria Equipment)	\$ 2,000	Estimate
Other (Maintenance Equipment)	\$ 8,000	Yard and indoor equipment Mower, buffer, vacuum
<b>Total Facilities</b>	<b>\$ 412,800</b>	
<b>Other</b>		
Contingency	\$ 268,065	10% of Basic Grant 2,763,715.80
Education One Administrative Fee	\$ 80,420	Assume 3% of Basic Grant (Row 6)
		Be certain to reflect the full amount of any fee, including the management fee and any pass-through fees. If pass-through fees are reflected elsewhere in the budget, please clearly indicate this in the Budget Narrative.
CMO/EMO Fee		
Common School Fund Loan Interest Costs		
Other (please describe)		
Other (please describe)		
Other (please describe)		
<b>Total Other</b>	<b>\$ 348,485</b>	
<b>Total Expenditures</b>	<b>\$ 3,772,818</b>	
<b>Carryover/Deficit</b>	<b>\$ 281,898</b>	

Cumulative Carryover/(Deficit)





Expected New School Annual Operating Budget – YEAR 4 -- Fiscal Year July 1-June 30		
REVENUE	Amount	Notes
<b>State Revenue</b>		
Basic Grant	\$ 3,255,075	425 students x \$7,659
State Matching Funds for School Lunch Program		
<b>Professional Development</b>		
Technology Grants		
Remediation Program	\$ 53,125	\$125.00 x 425 students
Full-Day Kindergarten	\$ 180,000	1,000 per day (333.33 per classroom) x 180 days
Gifted and Talented Program		
Textbook Reimbursement	\$ 34,425	\$81.00 x 425 students
Summer School	\$ 100,000	\$500.00 x 200 students
Other State Revenue (Special Education)	\$ 153,000	12% of 425 students = 51 x \$3,000
Other State Revenue (Title III NESP)	\$ 26,500	25% of 425 students = 106 x \$250.00
<b>Federal Revenue</b>		
Public Law 101-476 (IDEA)	\$ 128,250	12% of 425 students = 57 x \$2,250
Title I	\$ 200,355	85% FRDL = 361 students x \$555.00
Title II	\$ 32,129	85% FRDL = 361 students x \$89.00
Federal Lunch Program	\$ 188,442	85% FRDL = 361 students x 2.90 x 180 days
Federal Breakfast Reimbursement	\$ 58,482	85% FRDL = 361 students x .90 x 180 days
Other Revenue Federal sources (Title III)	\$ 16,960	25% of 425 students = 106 x \$160
Other Revenue Federal sources (Transportation Reimbursement)	\$ 45,000	Transportation Reimbursement of Special Education and Homeless
Other Revenue Federal sources (Title IV)	\$ 55,675	Competitive Grant \$160.00 x 425 students
<b>Other Revenues</b>		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Other (Public Charter School Program Grant)		
Other (please describe)		
Other (Facility Loan)	\$ 420,000	Loan for facilities 35,000 sq ft. x 12.50+NNN expansion
Other (please describe)		
<b>Total Revenue</b>	<b>\$ 4,947,418</b>	
<b>EXPENDITURES</b>		
<b>Personnel Expenses</b>		
Wages, Benefits and Payroll Taxes	\$ 2,357,712	Use staffing workbook
Substitute Teachers	\$ 27,000	270 days x \$100.00 per day
Professional Development	\$ 32,129	Title II funds
Bonuses		
Other (stipends)	\$ 25,000	Stipends = Coaches - \$5,000 x2 , Teacher Leaders \$2,500 x 6
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
<b>Total Personnel Expenses</b>	<b>\$ 2,441,841</b>	
<b>Instructional Supplies and Resources</b>		
Textbooks	\$ 15,000	\$125.00 x 75 new students + replacements
Library, periodicals, etc	\$ 4,000	100 books x \$40.00
Technology	\$ 15,000	\$125.00 x 75 new students + replacements
Assessment materials	\$ 45,000	IREAD K-2, NWEA, DIBELS, ILEARN
Computers	\$ 30,000	New Students, Teachers + replacements
Software	\$ 18,750	\$250 x 75 new students
Other classroom supplies	\$ 20,000	1,000 per classroom including Fine Arts
Field trips, other unclassified items	\$ 17,000	Four Fieldtrips per year per classroom

Co-curricular & Athletics	\$ 14,000	Ater School Program Materials and Success Time
Other (consumable workbooks)	\$ 34,000	\$80.00 x 425 students
Other (I-STEM Network Science Kits)	\$ 34,000	4 kits x 17 classrooms x 500.00 per kit
Other (Project Lead the Way Elementary)	\$ 8,500	Estimate 500 per classroom
Other (math manipulatives)	\$ 1,800	\$18.00 x 75 new students + replacements
Other (Engineering is Elementary)	\$ 17,000	17 classroom x4 modules x \$250 per module
<b>Total Instructional Supplies and Resources</b>	\$ 274,050	
<b>Support Supplies and Resources</b>		
Administrative Computers		
Administrative Software		
Administration Dues, fees, misc expenses	\$ 8,000	Associations and Memberships
Office supplies	\$ 9,600	\$800 per month x 12
Other (Maintenance supplies)	\$ 9,600	Paper Towels, Toilet Paper, Cleaning products \$800 per month x 12 months
Other (Cafeteria supplies)	\$ 2,400	Paper and plastic items \$200 x 12 months
Other (please describe)		
Other (please describe)		
Other (please describe)		
<b>Total Support Supplies and Resources</b>	\$ 29,600	
<b>Board Expenses</b>		
Charter Board Services, including Board Training, retreats	\$ 3,000	Retreats and Training Secretary and Treasurer, Board Materials and printing
Charter Board Supplies & Equipment	\$ 2,500	
Charter Board Dues, fees, etc	\$ 13,000	Board on Track remaining dues fee
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
<b>Total Board Expenses</b>	\$ 18,500	
<b>Professional Purchased or Contracted Services</b>		
Legal Services	\$ 30,000	Contracted Service
Audit Services (compliant with SBOA requirements)	\$ 20,000	Contracted Service
Payroll Services	\$ 52,800	Contracted Service
Accounting Services		Business Manager will handle this
Printing/Newsletter/Annual Report Services	\$ 3,000	Estimate
Consultants	\$ 25,000	Estimate
Internet Services	\$ 8,400	\$700 per month x 12
Telephone/Telecommunication Services	\$ 4,800	\$400 per month x 12
Total Insurance Costs	\$ 50,000	10% of Lease (500,000)
Travel	\$ 4,500	Government rate per mile - Estimate
Postage	\$ 6,000	\$500 per month x 12
Special Education Services		Part Time Services - see staffing sheet
Student Information Services	\$ 15,554	Estimate includes File Server
Food service	\$ 306,000	Contracted Food Service
Transportation	\$ 45,000	Transportation for Special Needs and Homeless Students
Nursing Services		See Staffing Sheet
Other (Taxes)	\$ 5,200	13 x 25,000 sq/ft
Other (Copy Machine Lease)	\$ 10,000	Lease agreement
Other (Security)	\$ 18,000	\$1,500 per month x 12
Other (please describe)	\$ 2,100	\$175 per month x 12
<b>Total Professional Purchased or Contracted Services</b>	\$ 606,354	
<b>Facilities</b>		
Rent, mortgage, or other facility cost	\$ 420,000	Expansion of facility 35,000 per month
Furniture & Equipment	\$ 7,500	\$75.00 per student x 75 + replacement

Gas/electric	\$ 48,000	\$4,000 per month x 12
Water/ Sewer	\$ 1,920	\$160 per month x 12
Grounds Keeping	\$ 4,800	\$4000.00 per month
Maintenance Services	\$ 30,000	\$2,500 per month
Custodial		See staffing sheet
Waste disposal	\$ 6,000	\$500 per month
Debt Service for Facilities (Interest Only)	\$ 21,000	5% of \$420,000
Other (Playground Equipment)	\$ 1,500	Estimate
Other (Cafeteria Tables)	\$ 2,000	2 tables x \$1,000
Other (Cafeteria Equipment)	\$ 2,500	Estimate
Other (Maintenance Equipment)	\$ 9,000	Yard and indoor equipment Mower, buffer, vaccum
<b>Total Facilities</b>	<b>\$ 554,220</b>	
<b>Other</b>		
Contingency	\$ 325,507	10% of Basic Grant 3,110,408.30
Education One Administrative Fee	\$ 97,652	Assume 3% of Basic Grant (Row 6)
CMO/EMO Fee		Be certain to reflect the full amount of any fee, including the management fee and any pass-through fees. If pass-through fees are reflected elsewhere in the budget, please clearly indicate this in the Budget Narrative.
Common School Fund Loan Interest Costs		
Other (please describe)		
Other (please describe)		
Other (please describe)		
<b>Total Other</b>	<b>\$ 423,159</b>	
<b>Total Expenditures</b>	<b>\$ 4,347,724</b>	
<b>Carryover/Deficit</b>	<b>\$ 599,694</b>	

Cumulative Carryover/(Deficit)



Expected New School Annual Operating Budget – YEAR 5 – Fiscal Year July 1-June 30		
REVENUE	Amount	Notes
<b>State Revenue</b>		
Basic Grant	\$ 3,829,500	500 students x \$7,659
State Matching Funds for School Lunch Program		
Professional Development		
<b>Technology Grants</b>		
Remediation Program	\$ 62,500	\$125.00 x 500 students
Full-Day Kindergarten	\$ 180,000	1,000 per day (333.33 per classroom) x 180 days
Gifted and Talented Program		
Textbook Reimbursement	\$ 40,500	\$81.00 x 500 students
Summer School	\$ 125,000	\$500.00 x 250 students
Other State Revenue (Special Education)	\$ 210,000	14% of 500 students = 70 x \$3,000
Other State Revenue (Title III NESP)	\$ 31,250	25% of 500 students = 125 x \$250.00
<b>Federal Revenue</b>		
Public Law 101-476 (IDEA)	\$ 157,500	14% of 500 students = 70 x \$140.00
Title I	\$ 235,875	85% FRDL = 425 students x \$555.00
Title II	\$ 37,825	85% FRDL = 425 students x \$89.00
Federal Lunch Program	\$ 221,850	85% FRDL 425 students x 2.90 x 180 days
Federal Breakfast Reimbursement	\$ 68,850	85% FRDL 425 students x .90 x 180 days
Other Revenue Federal sources (Title III)	\$ 20,000	25% of 500 students = 125 x \$160.00
Other Revenue Federal sources (Transportation Reimbursement)	\$ 45,000	Transportation Reimbursement for Special Education and Homeless
Other Revenue Federal sources (Title IV)	\$ 65,500	Competitive Grant \$131.00 per student x 500
<b>Other Revenues</b>		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Other (please describe)		
Other (please describe)		
Other (Facility loan)	\$ 420,000	Loan for facilities 45,000 sq ft. x 12.50+NNN expansion
Other (please describe)		
<b>Total Revenue</b>	\$ 5,751,150	
<b>EXPENDITURES</b>		
<b>Personnel Expenses</b>		
Wages, Benefits and Payroll Taxes	\$ 2,612,747	Use staffing workbook
Substitute Teachers	\$ 30,000	300 days x \$100.00 per day
Professional Development	\$ 37,825	Title II funds
Bonuses		
Other (stipends)	\$ 27,500	Stipends = Coaches - \$5,000 x2 , Teacher Leaders \$2,500 x 7
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
<b>Total Personnel Expenses</b>	\$ 2,708,072	
<b>Instructional Supplies and Resources</b>		
Textbooks	\$ 15,000	\$125.00 x 75 new students + replacements
Library, periodicals, etc	\$ 4,000	100 books x \$40.000
Technology	\$ 15,000	\$125.00 x 75 new students + replacements
Assessment materials	\$ 55,000	IREAD K-2, NWEA, DIBELS, ILEARN
Computers	\$ 30,000	New Students, Teachers + replacements
Software	\$ 18,750	\$250 x 200 students
Other classroom supplies	\$ 23,000	1,000 per classroom including Fine Arts
Field trips, other unclassified items	\$ 20,000	Four Fieldtrips per year per classroom
Co-curricular & Athletics	\$ 16,000	Ater School Program Materials and Success Time
Other (consumable workbooks)	\$ 40,000	\$80.00 x 500 students
Other (I-STEM Network Science Kits)	\$ 40,000	4 kits x 20 classrooms x 500.00 per kit
Other (Project Lead the Way Elementary)	\$ 10,000	Estimate 500 per classroom
Other (math manipulatives)	\$ 1,800	\$18.00 x 75 new students + replacements
Other (Engineering is Elementary)	\$ 20,000	20 classrooms x4 modules x \$250 per module
<b>Total Instructional Supplies and Resources</b>	\$ 308,550	
<b>Support Supplies and Resources</b>		
Administrative Computers		
Administrative Software		
Administration Dues, fees, misc expenses	\$ 9,000	Associations and Memberships
Office supplies	\$ 10,800	\$900 per month x 12
Other (Maintenance supplies)	\$ 10,800	Paper Towels, Toilet Paper, Cleaning products \$900 per month x 12 months
Other (Cafeteria supplies)	\$ 3,000	Paper and plastic items \$250 x 12 months
Other (please describe)		
Other (please describe)		
Other (please describe)		
<b>Total Support Supplies and Resources</b>	\$ 33,600	
<b>Board Expenses</b>		

Charter Board Services, including Board Training, retreats	\$ 3,000	Retreats and Training
Charter Board Supplies & Equipment	\$ 2,500	Secretary and Treasurer, Board Materials and printing
Charter Board Dues, fees, etc	\$ 13,000	Board on Track remaining dues fee
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
<b>Total Board Expenses</b>	<b>\$ 18,500</b>	
<b>Professional Purchased or Contracted Services</b>		
Legal Services	\$ 35,000	Contracted Service
Audit Services (compliant with SBOA requirements)	\$ 25,000	Contracted Service
Payroll Services	\$ 60,000	Contracted Service
Accounting Services		Business Manager will handle this
Printing/Newsletter/Annual Report Services	\$ 3,500	Estimate
Consultants	\$ 30,000	Estimate
Internet Services	\$ 9,600	\$800 per month x 12
Telephone/Telecommunication Services	\$ 5,400	\$450 per month x 12
Total Insurance Costs	\$ 56,250	10% of Lease (562,000)
Travel	\$ 5,000	Government rate per mile - Estimate
Postage	\$ 7,200	\$600 per month x 12
Special Education Services		Part Time Services - See staffing sheet
Student Information Services	\$ 15,554	Estimate includes File Server
Food service	\$ 360,000	Contracted Food Service
		Special Education and Homeless Student
Transportation	\$ 45,000	Transportation
Nursing Services		Partner with IPS (see staffing sheet)
Other (Taxes)	\$ 5,850	13 x 25,000 sq/ft
Other (Copy Machine Lease)	\$ 11,000	Lease agreement
Other (Security)	\$ 18,000	1,500 per month x 12 months
Other (please describe)	\$ 2,400	\$200 per month x 12
<b>Total Professional Purchased or Contracted Services</b>	<b>\$ 694,754</b>	
<b>Facilities</b>		
Rent, mortgage, or other facility cost	\$ 420,000	Expansion of facility 35,000 per month
Furniture & Equipment	\$ 7,500	\$75.00 per student x 75 + replacement
Gas/electric	\$ 54,000	\$4,500 per month x 12
Water/ Sewer	\$ 2,040	\$170 per month x 12
Grounds Keeping	\$ 5,400	\$450.00 per month
Maintenance Services	\$ 36,000	\$3,000 per month
Custodial		See staffing sheet
Waste disposal	\$ 7,200	\$600 per month
Debt Service for Facilities (Interest Only)	\$ 21,000	5% of \$420,000
Other (Playground Equipment)	\$ 1,500	Estimate
Other (Cafeteria Tables)	\$ 2,000	2 tables x \$1,000
Other (Cafeteria Equipment)	\$ 3,000	Estimate
Other (Maintenance Equipment)	\$ 10,000	Yard and indoor equipment Mower, buffer, vaccum
<b>Total Facilities</b>	<b>\$ 569,640</b>	
<b>Other</b>		
Contingency	\$ 382,950	10% of Basic Grant 3,457,100.80
Education One Administrative Fee	\$ 114,885	Assume 3% of Basic Grant (Row 6)
		Be certain to reflect the full amount of any fee, including the management fee and any pass-through fees. If pass-through fees are reflected elsewhere in the budget, please clearly indicate this in the Budget Narrative.
CMO/EMO Fee		
Common School Fund Loan Interest Costs		
Other (please describe)		
Other (please describe)		
Other (please describe)		
<b>Total Other</b>	<b>\$ 497,835</b>	
<b>Total Expenditures</b>	<b>\$ 4,830,951</b>	
<b>Carryover/Deficit</b>	<b>\$ 920,199</b>	



## ATTACHMENT 20: Budget Narrative

### Budget Narrative: Revenues

The projected Year One budget anticipates the enrollment of 200 students grades K-2 with the Basic Grant revenue of approximately \$7,659.00 per-pupil for a total of \$1,531,800. The Academy anticipates additional revenues from the following grants if awarded: \$350,000.00 from the Walton Foundation; \$300,000.00 Public Charter Schools Program funds- Years 1, 2, and 3 totaling \$900,000.00 from the Indiana Department of Education; \$325,000.00 from Charter Schools Capital to cover the lease for the facility; approximately 300,000 from the Charter Schools Development Commission (CSDC) to support the re-outfitting of the proposed facility.

The Academy anticipates receiving federal revenues through reimbursement for student breakfast, lunch and textbooks based on 85% free and reduced lunch totaling \$122,480. The Academy anticipates receiving Title I revenues which are based on an 85% poverty index (170 students) @ \$500.00 per student for a total of \$94,350 Year One. Title II revenues are based on an 85% poverty index @89.00 per student for a total of \$15,130.00. The Academy anticipates receiving \$4,800 from federal funds and \$7,500 in state funds to support the instruction of our English Language Learners which is based on the assumption of approximately 15% (30) students Year One. The Academy anticipates receiving \$60,000 from the state and \$45,000 from federal funds to support the instruction of Special Needs students. The academy anticipates receiving \$26,00 for Title IV at a rate of \$131.00 per student for a total of \$26,200. The academy anticipates receiving funds for all day kindergarten at the rate of \$333.33 per day for 180 days for a total of \$180,000. The academy anticipates receiving funds to support summer school - \$50,000 for approximately 100 students at a rate of \$500.00 per student and funds for remediation of all students in the amount of \$25,000 at the rate of \$125.00 per student. The total revenues for Year One are \$3,495,260.

### Budget Narrative: Expenditures

**Staffing expenditures** will include the salaries for the following staff: (1) head of school \$95,000.00, (1) assistant principal \$ 75,000; (1) business manager \$60,000; (1) office manager \$40,000.00, (2) instructional coaches @ \$50,000.00 +stipend; (8) classroom teachers \$42,000; (3) fine arts teachers \$42,000.00; (1) special education resource teacher \$42,000.00 (1) ELL resource teacher; (1) Parent Coordinator; (6) paraprofessionals 30,000.00, (1) school nurse \$40,000; (.25) Speech Therapist; (.25) School Psychologist(1.5); (.50) Special Education Director; (1.5) custodians \$30,000.00/\$15,000.00; and (1) cafeteria worker \$20,000 Note: The total costs for staff salaries for Year One is \$1,400,000. Benefits including health insurance and retirement will be an additional 32% of annual salaries which is 1,400,00. The total cost for salaries, benefits, and payroll taxes for Year One is \$1,694,400.

**Technology expenditures** will include: One-to-one laptops for 200 students and 29 staff \$75,000.00, interactive printers \$2,000, whiteboards and student response systems \$19,000.00, software licenses \$15,541.00 student management system, \$5,000.00, file server \$5,000.00, internet access \$18,000.00, telephone service \$4,200.00, office equipment \$7,000.00, photo copiers (lease) \$9,000. The approximate cost for technology to support the instructional model SY 2018-19 is \$159,200.00.

**Facilities expenditures** will include the facility lease \$300,000.00, insurance \$14,000.00, utilities \$36,000.00, taxes \$3,250.00. The approximate cost for facilities SY 2018-29 is \$353,250.00.



**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 are identified below:

Enrollment Projections		Year 1	Year 2	Year 3	Year 4	Year 5
		200	275	350	425	500
Basic Grant \$7659		Year 1	Year 2	Year 3	Year 4	Year 5
		\$1,531,800	\$2,106,225	\$2,680,650	\$3,255,075	\$3,829,500
Cash Balances	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Revenues	300,000.00	3,495,260.00	3,572,936.00	4,054,716.00	4,947,418.00	5,751,150.00
Expenditures	300,000.00	3,011,115.00	3,505,636.00	3,772,818.00	4,347,724.00	4,830,951.00
Carryover	-0-	484,145.00	67,300.00	281,898.00	599,691.00	920,199.00

Year 2 has the least amount of carryover funds totaling \$67,300.00; however, funds were built-in to cover the cost of lab and science equipment to ensure the effective implementation of the STEAM instructional model. The budget for Year 2 has a build-in contingency of 10% of the Basic Grant in the amount of \$210,622.00. The Academy anticipates more savings Y2 if the CSP funds are received and used in Y2. The remaining years have a large carryover amount to compensate for unexpected costs and as a contingency if the Academy does not meet its minimum enrollment targets. All efforts will be made to ensure a stable enrollment as identified in our goals to meet at least 95% of our targeted minimum enrollment, and retaining at 95% of our students each year. The Academy believes that the innovative instructional model will attract and retain students to achieve our enrollment goals.

**Sufficient Funding:**

The Academy will be able to operate with a minimum of 95% of its projected enrollment each year. Minimum projected enrollment for Year One is 195 students, 261 students Year Two, 261 students, 333 students Year Three, 400 students Year Four, and 475 students Year Five. The Academy’s recruitment and marketing team understands the sense of urgency to ensure that the Academy is able to operate well above this minimum target. The recruitment and marketing team has planned a strong campaign as identified in this application to achieve these goals. The Academy plans to conduct three major fundraisers each year, find additional grant funding sources, and seek donations and in-kind resources and services from external partners to help offset the costs for technology, supplies and materials. The Academy will maintain a contingency fund of at least 10% of the Basic grant amount to maintain a stable cash flow. The Academy will reduce the number of staff, supplies, and materials budgeted to meet the actual enrollment needs. The Academy’s administrative team will be lean, meaning CEO/Head of School will serve in the capacity of Superintendent/Principal to keep administrative costs low. The Assistant Principal will be hired contingent upon the number of students enrolled, and if there is sufficient funding to support this position. The Academy will share resources provided through the Indiana Charter School Resource Network to reduce the cost of specialists and other contracted services staff.

**Start-up Costs:**

The Indy STEAM Academy will apply for the first round of Public Charter School Program (PCSP) funds in the amount of \$300,000. These funds will help the Academy with the initial start-up cost for planning and preparation for the launch of the Academy. The Academy anticipates six months of preparation prior to the start of school (January-July 2018) for teacher recruitment and student enrollment efforts- Human Capital (\$196,680); supplies and materials (3,580) classroom equipment and technology (\$55,000); professional development (\$8,300); utilities and maintenance costs (\$6,600); and contracted services (29,840) which are factored into the budget. The Head of School, Assistant Principal (stipend); Business Manager, Parent Coordinator/Enrollment Specialist, STEAM and Literacy Coaches (March-July); Office Manager, Custodian (May-July 2018); Cafeteria worker (June-July) will work to ensure an efficient and effective opening of school. Charter School Capital will assist the Academy with the reoutfitting of the proposed facility. The proposed reconfiguration of inside classroom space will be completed in time for the start of school. The Academy will also apply for funds for the facility construction from the Charter Schools Development Commission. The Illinois Facilities Fund has provided an analysis of costs to reconfigure the suggested structures as identified in the Facilities section of this proposal. The Academy will apply for a Walton Foundation grant in the amount of \$350,000 to help fund additional start-up costs.

**Special Education Costs:**

Indy STEAM Academy will hire staff and use contracted services to provide Special Education Services and resources to meet the needs of students with Individualized Education Plans (IEPs). The Academy will hire a Special Education Resource teacher at the rate of \$42,000 + stipend for serving a case manager of students and assisting the Director of Special Education with all reporting and paper work. The Academy will hire a Teacher Assistant to provide additional support for special education students in their classroom. The Academy will hire a part-time (.50) Director of Special Education at the rate of \$30,000 through contracted services or as a job share with other charter schools. Other contracted services and job shares include (.25) School Psychologist and (.25) Speech Therapist to provide services as identified in student's IEPs.

**Transportation Costs**

Indy STEAM Academy will provide transportation for homeless students to comply with the federal McKinney-Vento Homeless Act, 42 USC 11431, and for students with disabilities whose IEPs require transportation in compliance with the Individuals with Disabilities Education Act and 511 IAC 7-43-1(u) through a private contracted bus service. Once the Academy reaches full-capacity in Year 7, we will provide middle school students (Grades 6-8) with free monthly IndyGo bus passes and discounted or free passes to their parents or guardians.

**Retirement Plan Contributions**

The State of Indiana has a mandatory requirement to join the Teachers Retirement Fund. The budget for Indy Steam Academy staff retirement plan contributions makes the assumption that an additional 32% of the annual salaries of staff will be used to cover retirement and health insurance contributions, which includes 7.5% towards retirement and up to 2% towards 401K contributions). The Academy will contract with TriNet to provide Human Resource services that include assisting staff with direct deposit, selecting from a large portfolio of health providers, making contributions to the 401 K – up to 2% of the annual salary.

**ATTACHMENT 21: Operator Financials**

**Not applicable** – Indy STEAM Academy will be a new start-up charter school and has no financial statements.

**ATTACHMENT 22: Litigation Documentation**  
**Not applicable.**

# Appendix A: RISE - Indiana Teacher Effectiveness Rubric 2.0



This document contains no modifications from Version 1.0. It is labeled Version 2.0 to maintain labeling consistency across materials.

If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit [www.riseindiana.org](http://www.riseindiana.org)

1 | Page

**Indiana Department of Education**

**Indiana Teacher Effectiveness Rubric 2.0**

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**DOMAIN 1: PURPOSEFUL PLANNING**

Teachers use Indiana content area standards to develop a rigorous curriculum relevant for all students: building meaningful units of study, continuous assessments and a system for tracking student progress as well as plans for accommodations and changes in response to a lack of student progress.

Competencies		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1	<b>Utilize Assessment Data to Plan</b>	At Level 4, a teacher fulfills the criteria for Level 3 and additionally: - Incorporates differentiated instructional strategies in planning to reach every student at his/her level of understanding	Teacher uses prior assessment data to formulate: - Achievement goals, unit plans, AND lesson plans	Teacher uses prior assessment data to formulate: - Achievement goals, unit plans, OR lesson plans, but not all of the above	Teacher rarely or never uses prior assessment data when planning.
1.2	<b>Set Ambitious and Measurable Achievement Goals</b>	At Level 4, a teacher fulfills the criteria for Level 3 and additionally: - Plans an ambitious annual student achievement goal	Teacher develops an annual student achievement goal that is: -Measurable; -Aligned to content standards; AND - Includes benchmarks to help monitor learning and inform interventions throughout the year	Teacher develops an annual student achievement goal that is: -Measurable The goal may <i>not</i> : - Align to content standards; OR - Include benchmarks to help monitor learning and inform interventions throughout the year	Teacher rarely or never develops achievement goals for the class OR goals are developed, but are extremely general and not helpful for planning purposes
1.3	<b>Develop Standards-Based Unit Plans and Assessments</b>	At Level 4, a teacher fulfills the criteria for Level 3 and additionally: - Creates well-designed unit assessments that	Based on achievement goals, teacher plans units by: -Identifying content standards that students will master in each unit -	Based on achievement goals, teacher plans units by: -Identifying content standards that students will master in each unit	Teacher rarely or never plans units by identifying content standards that students will master in each unit OR there is little to no

		align with an end of year summative assessment (either state, district, or teacher created) - Anticipates student reaction to content; allocation of time per unit is flexible and/or reflects level of difficulty of each unit	Creating assessments before each unit begins for backwards planning -Allocating an instructionally appropriate amount of time for each unit	Teacher may <i>not</i> : - Create assessments before each unit begins for backwards planning -Allocate an instructionally appropriate amount of time for each unit	evidence that teacher plans units at all.
1.4	<b>Create Objective-Driven Lesson Plans and Assessments</b>	At Level 4, a teacher fulfills the criteria for Level 3 and additionally: - Plans for a variety of differentiated instructional strategies, anticipating where these will be needed to enhance instruction - Incorporates a variety of informal assessments/checks for understanding as well as summative assessments where necessary and uses all assessments to directly inform instruction	Based on unit plan, teacher plans daily lessons by: - Identifying lesson objectives that are aligned to state content standards. - Matching instructional strategies as well as meaningful and relevant activities/assignments to the lesson objectives - Designing formative assessments that measure progress towards mastery and inform instruction	Based on unit plan, teacher plans daily lessons by: - Identifying lesson objectives that are aligned to state content standards - Matching instructional strategies and activities/assignments to the lesson objectives. Teacher may <i>not</i> : -Design assignments that are meaningful or relevant -Plan formative assessments to measure progress towards mastery or inform instruction.	Teacher rarely or never plans daily lessons OR daily lessons are planned, but are thrown together at the last minute, thus lacking meaningful objectives, instructional strategies, or assignments
1.5	<b>Track Student Data and Analyze Progress</b>	At Level 4, a teacher fulfills the criteria for Level 3 and additionally: - Uses daily checks for understanding for additional data points -Updates tracking system daily -Uses data analysis of student progress to drive	Teacher uses an effective data tracking system for: - Recording student assessment/progress data - Analyzing student progress towards mastery and planning future lessons/units accordingly -	Teacher uses an effective data tracking system for: - Recording student assessment/progress data - Maintaining a grading system Teacher may <i>not</i> : -Use data to analyze student progress towards mastery or to plan	Teacher rarely or never uses a data tracking system to record student assessment/progress data and/or has no discernable grading system

		lesson planning for the following day	Maintaining a grading system aligned to student learning goals	future lessons/units - Have grading system that appropriately aligns with student learning goals	
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**DOMAIN 2: EFFECTIVE INSTRUCTION**

Teachers facilitate student academic practice so that all students are participating and have the opportunity to gain mastery of the objectives in a classroom environment that fosters a climate of urgency and expectation around achievement, excellence and respect.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p><b>Competency 2.1:</b></p> <p><b>Develop student understanding and mastery of lesson objectives</b></p>	<p>Teacher is highly effective at developing student understanding and mastery of lesson objectives</p> <p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>-Students can explain what they are learning and why it is important, beyond repeating the stated objective</li> <li>-Teacher effectively engages prior knowledge of students in connecting to lesson. Students demonstrate through work or comments that they understand this connection</li> </ul>	<p>Teacher is effective at developing student understanding and mastery of lesson objectives</p> <ul style="list-style-type: none"> <li>-Lesson objective is specific, measurable, and aligned to standards. It conveys what students are learning and what they will be able to do by the end of the lesson</li> <li>-Objective is written in a student-friendly manner and/or explained to students in easy-to-understand terms</li> <li>-Importance of the objective is explained so that students understand why they are learning what they are learning</li> <li>-Lesson builds on students' prior knowledge of key concepts and skills and makes this connection evident to students</li> <li>-Lesson is well-organized to move students towards mastery of the objective</li> </ul>	<p>Teacher needs improvement at developing student understanding and mastery of lesson objectives</p> <ul style="list-style-type: none"> <li>-Lesson objective conveys what students are learning and what they will be able to do by the end of the lesson, but may not be aligned to standards or measurable</li> <li>-Objective is stated, but not in a student-friendly manner that leads to understanding</li> <li>-Teacher attempts explanation of importance of objective, but students fail to understand</li> <li>-Lesson generally does not build on prior knowledge of students or students fail to make this connection</li> <li>-Organization of the lesson may not always be connected to mastery of the objective</li> </ul>	<p>Teacher is highly effective at developing student understanding and mastery of lesson objectives</p> <ul style="list-style-type: none"> <li>-Lesson objective is missing more than one component. It may not be clear about what students are learning or will be able to do by the end of the lesson.</li> <li>-There may not be a clear connection between the objective and lesson, or teacher may fail to make this connection for students.</li> <li>-Teacher may fail to discuss importance of objective or there may not be a clear understanding amongst students as to why the objective is important.</li> <li>-There may be no effort to connect objective to prior knowledge of students -Lesson is disorganized and does not lead to mastery of objective.</li> </ul>

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>Competency 2.2:</b>  <b>Demonstrate and Clearly Communicate Content Knowledge to Students</b>	Teacher is highly effective at demonstrating and clearly communicating content knowledge to students	Teacher is effective at demonstrating and clearly communicating content knowledge to students	Teacher needs improvement at demonstrating and clearly communicating content knowledge to students	Teacher is ineffective at demonstrating and clearly communicating content knowledge to students
	<i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i> -Teacher fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding  -Teacher effectively connects content to other content areas, students' experiences and interests, or current events in order to make content relevant and build interest  -Explanations spark student excitement and interest in the content  -Students participate in each others' learning of content through collaboration during the lesson  -Students ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level	-Teacher demonstrates content knowledge and delivers content that is factually correct -Content is clear, concise and well-organized  -Teacher restates and rephrases instruction in multiple ways to increase understanding  -Teacher emphasizes key points or main ideas in content  -Teacher uses developmentally appropriate language and explanations  -Teacher implements relevant instructional strategies learned via professional development	-Teacher delivers content that is factually correct  -Content occasionally lacks clarity and is not as well organized as it could be  -Teacher may fail to restate or rephrase instruction in multiple ways to increase understanding - Teacher does not adequately emphasize main ideas, and students are sometimes confused about key takeaways  -Explanations sometimes lack developmentally appropriate language  -Teacher does not always implement new and improved instructional strategies learned via professional development	-Teacher may deliver content that is factually incorrect  -Explanations may be unclear or incoherent and fail to build student understanding of key concepts  -Teacher continues with planned instruction, even when it is obvious that students are not understanding content  -Teacher does not emphasize main ideas, and students are often confused about content  -Teacher fails to use developmentally appropriate language  -Teacher does not implement new and improved instructional strategies learned via professional development

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p><b>Competency 2.3:</b></p> <p><b>Engage students in academic content</b></p>	<p>Teacher is highly effective at engaging students in academic content</p>	<p>Teacher is effective at engaging students in academic content</p>	<p>Teacher needs improvement at engaging students in academic content</p>	<p>Teacher is ineffective at engaging students in academic content</p>
	<p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>-Teacher provides ways to engage with content that significantly promotes student mastery of the objective</li> <li>-Teacher provides differentiated ways of engaging with content specific to individual student needs</li> <li>-The lesson progresses at an appropriate pace so that students are never disengaged, and students who finish early have something else meaningful to do</li> <li>-Teacher effectively integrates technology as a tool to engage students in academic content</li> </ul>	<ul style="list-style-type: none"> <li>-3/4 or more of students are actively engaged in content at all times and not off-task</li> <li>-Teacher provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective</li> <li>-Ways of engaging with content reflect different learning modalities or intelligences</li> <li>-Teacher adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged -ELL and IEP students have the appropriate accommodations to be engaged in content</li> <li>-Students work hard and are deeply active</li> </ul>	<ul style="list-style-type: none"> <li>-Fewer than 3/4 of students are engaged in content and many are off-task</li> <li>-Teacher may provide multiple ways of engaging students, but perhaps not aligned to lesson objective or mastery of content</li> <li>-Teacher may miss opportunities to provide ways of differentiating content for student engagement</li> <li>-Some students may not have the prerequisite skills necessary to fully engage in content and teacher's attempt to modify instruction for these students is limited or not always effective</li> <li>-ELL and IEP students are sometimes given appropriate accommodations to be engaged in content -Students may appear to actively listen, but</li> </ul>	<ul style="list-style-type: none"> <li>-Fewer than 1/2 of students are engaged in content and many are off-task</li> <li>-Teacher may only provide one way of engaging with content OR teacher may provide multiple ways of engaging students that are not aligned to the lesson objective or mastery of content</li> <li>-Teacher does not differentiate instruction to target different learning modalities</li> <li>-Most students do not have the prerequisite skills necessary to fully engage in content and teacher makes no effort to adjust instruction for these students</li> <li>-ELL and IEP students are not provided with the necessary accommodations to engage in content</li> <li>-Students do not actively listen and</li> </ul>

		rather than passive/receptive (See Notes below for specific evidence of engagement)	when it comes time for participation are disinterested in engaging	are overtly disinterested in engaging.
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Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>Competency 2.4:</b>  <b>Check for Understanding</b>	Teacher is highly effective at checking for understanding	Teacher is effective at checking for understanding	Teacher needs improvement at checking for understanding	Teacher is ineffective at checking for understanding
	<p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>-Teacher checks for understanding at higher levels by asking pertinent, scaffold questions that push thinking; accepts only high quality student responses (those that reveal understanding or lack thereof)</li> <li>-Teacher uses open-ended questions to surface common misunderstandings and assess student mastery of material at a range of both lower and higher-order thinking</li> </ul>	<ul style="list-style-type: none"> <li>-Teacher checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward)</li> <li>-Teacher uses a variety of methods to check for understanding that are successful in capturing an accurate "pulse" of the class's understanding -</li> <li>Teacher uses wait time effectively both after posing a question and before helping students think through a response</li> <li>-Teacher doesn't allow students to "opt-out" of checks for understanding and cycles back to these students</li> <li>-Teacher systematically</li> </ul>	<ul style="list-style-type: none"> <li>-Teacher sometimes checks for understanding of content, but misses several key moments</li> <li>-Teacher may use more than one type of check for understanding, but is often unsuccessful in capturing an accurate "pulse" of the class's understanding</li> <li>-Teacher may not provide enough wait time after posing a question for students to think and respond before helping with an answer or moving forward with content</li> <li>-Teacher sometimes allows students to "opt-out" of checks for understanding without cycling back to these students</li> <li>-Teacher may occasionally assess student mastery at</li> </ul>	<ul style="list-style-type: none"> <li>-Teacher rarely or never checks for understanding of content, or misses nearly all key moments</li> <li>-Teacher does not check for understanding, or uses only one ineffective method repetitively to do so, thus rarely capturing an accurate "pulse" of the class's understanding</li> <li>-Teacher frequently moves on with content before students have a chance to respond to questions or frequently gives students the answer rather than helping them think through the answer.</li> <li>-Teacher frequently allows students to "opt-out" of checks</li> </ul>

		assesses every student's mastery of the objective(s) at the end of each lesson through formal or informal assessments (see note for examples)	the end of the lesson through formal or informal assessments.	for understanding and does not cycle back to these students  -Teacher rarely or never assesses for mastery at the end of the lesson
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Notes:

1. Examples of times when checking for understanding may be useful are: before moving on to the next step of the lesson, or partway through independent practice.
2. Examples of how the teacher may assess student understanding and mastery of objectives:
3. Checks for Understanding: thumbs up/down, cold-calling Do Nows, Turn and Talk/ Pair Share, Guided or Independent Practice, Exit Slips

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>Competency 2.5:</b>  <b>Modify Instruction As Needed</b>	Teacher is highly effective at modifying instruction as needed	Teacher is effective at modifying instruction as needed	Teacher needs improvement at modifying instruction as needed	Teacher is ineffective at modifying instruction as needed
	<i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i>  -Teacher anticipates student misunderstandings and preemptively addresses them  -Teacher is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement	-Teacher makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students  -Teacher responds to misunderstandings with effective scaffolding techniques  -Teacher doesn't give up, but continues to try to address misunderstanding with different techniques if the first try is not successful	-Teacher may attempt to make adjustments to instruction based on checks for understanding, but these attempts may be misguided and may not increase understanding for all students  -Teacher may primarily respond to misunderstandings by using teacher-driven scaffolding techniques (for example, re-explaining a concept), when student-driven techniques could have been more effective	-Teacher rarely or never attempts to adjust instruction based on checks for understanding, and any attempts at doing so frequently fail to increase understanding for students  -Teacher only responds to misunderstandings by using teacher-driven scaffolding techniques  -Teacher repeatedly uses the same technique to respond to misunderstandings, even when it is not succeeding

			-Teacher may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding	
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Notes:

1. In order to be effective at this competency, a teacher must have at least scored a 3 on competency 2.4 -in order to modify instruction as needed, one must first know how to check for understanding. 2; ! teacher can respond to misunderstandings using “scaffolding” techniques such as: activating background knowledge, asking leading questions, breaking the task into small parts, using mnemonic devices or analogies, using manipulatives or hands-on models, using “think alouds”, providing visual cues, etc;

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p><b>Competency 2.6:</b></p> <p><b>Develop Higher Level of Understanding through Rigorous Instruction and Work</b></p>	<p>Teacher is highly effective at developing a higher level of understanding through rigorous instruction and work</p>	<p>Teacher is effective at developing a higher level of understanding through rigorous instruction and work</p>	<p>Teacher needs improvement at developing a higher level of understanding through rigorous instruction and work</p>	<p>Teacher is ineffective at developing a higher level of understanding through rigorous instruction and work</p>
	<p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>-Lesson is accessible and challenging to all students -Students are able to answer higher-level questions with meaningful responses</li> <li>-Students pose higher-level questions to the teacher and to each other</li> <li>-Teacher highlights examples of recent student work that meets high expectations; Insists and motivates students to do it again if not great</li> <li>-Teacher encourages students' interest in learning by providing students with additional opportunities to</li> </ul>	<ul style="list-style-type: none"> <li>-Lesson is accessible and challenging to almost all students - Teacher frequently develops higher-level understanding through effective questioning</li> <li>-Lesson pushes almost all students forward due to differentiation of instruction based on each student's level of understanding</li> <li>-Students have opportunities to meaningfully practice, apply, and demonstrate that they are learning</li> <li>-Teacher shows patience and helps students to work hard toward mastering the objective and to persist even when faced with difficult tasks</li> </ul>	<ul style="list-style-type: none"> <li>-Lesson is not always accessible or challenging for students</li> <li>-Some questions used may not be effective in developing higher-level understanding (too complex or confusing)</li> <li>-Lesson pushes some students forward, but misses other students due to lack of differentiation based on students' level of understanding</li> <li>-While students may have some opportunity to meaningfully practice and apply concepts, instruction is more teacher-directed than appropriate</li> <li>-Teacher may encourage students to work hard, but may not persist in efforts to have students keep trying</li> </ul>	<ul style="list-style-type: none"> <li>-Lesson is not aligned with developmental level of students (may be too challenging or too easy)</li> <li>-Teacher may not use questioning as an effective tool to increase understanding. Students only show a surface understanding of concepts.</li> <li>-Lesson rarely pushes any students forward. Teacher does not differentiate instruction based on students' level of understanding;</li> <li>-Lesson is almost always teacher directed. Students have few opportunities to meaningfully practice or apply concepts.</li> <li>-Teacher gives up on students easily and does not encourage them to</li> </ul>

	apply and build skills beyond expected lesson elements (e.g. extra credit or enrichment assignments)			persist through difficult tasks
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Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p><b>Competency 2.7:</b></p> <p><b>Maximize Instructional Time</b></p>	<p>Teacher is highly effective at maximizing instructional time</p>	<p>Teacher is effective at maximizing instructional time</p>	<p>Teacher needs improvement at maximizing instructional time</p>	<p>Teacher is ineffective at maximizing instructional time</p>
	<p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i> -Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when without prompting from the teacher</p> <p>-Students are always engaged in meaningful work while waiting for the teacher (for example, during attendance)</p> <p>-Students share responsibility for operations and routines and work well together to accomplish these tasks</p> <p>-All students are on-task and follow instructions of teacher without much prompting</p> <p>-Disruptive behaviors and off-task conversations are rare; When they occur, they are always addressed without major</p>	<p>-Students arrive on-time and are aware of the consequences of arriving late (unexcused)</p> <p>-Class starts on-time -Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when with minimal prompting from the teacher</p> <p>-Students are only ever not engaged in meaningful work for brief periods of time (for example, during attendance)</p> <p>-Teacher delegates time between parts of the lesson appropriately so as best to lead students towards mastery of objective</p> <p>-Almost all students are on-task and follow instructions of teacher without much prompting</p> <p>-Disruptive behaviors and off-task conversations are rare; When they occur, they are</p>	<p>-Some students consistently arrive late (unexcused) for class without consequences</p> <p>-Class may consistently start a few minutes late</p> <p>-Routines, transitions, and procedures are in place, but require significant teacher direction or prompting to be followed</p> <p>-There is more than a brief period of time when students are left without meaningful work to keep them engaged</p> <p>-Teacher may delegate lesson time inappropriately between parts of the lesson</p> <p>-Significant prompting from the teacher is necessary for students to follow instructions and remain on-task</p> <p>-Disruptive behaviors and off-task conversations sometimes occur; they may not be addressed in the most effective manner and teacher may have to stop the lesson frequently to address the problem.</p>	<p>-Students may frequently arrive late (unexcused) for class without consequences</p> <p>-Teacher may frequently start class late.</p> <p>-There are few or no evident routines or procedures in place. Students are unclear about what they should be doing and require significant direction from the teacher at all times</p> <p>-There are significant periods of time in which students are not engaged in meaningful work</p> <p>-Teacher wastes significant time between parts of the lesson due to classroom management.</p> <p>-Even with significant prompting, students frequently do not follow directions and are off-task</p> <p>-Disruptive behaviors and off-task conversations are common and frequently cause the teacher to have to</p>

	interruption to the lesson	almost always addressed without major interruption to the lesson.		make adjustments to the lesson.
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Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>Competency 2.8:</b>  <b>Create Classroom Culture of Respect and Collaboration</b>	Teacher is highly effective at creating a classroom culture of respect and collaboration	Teacher is effective at creating a classroom culture of respect and collaboration	Teacher needs improvement at creating a classroom culture of respect and collaboration	Teacher is ineffective at creating a classroom culture of respect and collaboration
	<i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i>  -Students are invested in the academic success of their peers as evidenced by unprompted collaboration and assistance  -Students reinforce positive character and behavior and discourage negative behavior amongst themselves	-Students are respectful of their teacher and peers  -Students are given opportunities to collaborate and support each other in the learning process  -Teacher reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior  -Teacher has a good rapport with students, and shows genuine interest in their thoughts and opinions	-Students are generally respectful of their teacher and peers, but may occasionally act out or need to be reminded of classroom norms  -Students are given opportunities to collaborate, but may not always be supportive of each other or may need significant assistance from the teacher to work together  -Teacher may praise positive behavior OR enforce consequences for negative behavior, but not both  -Teacher may focus on the behavior of a few students, while ignoring the behavior (positive or negative) of others	-Students are frequently disrespectful of teacher or peers as evidenced by discouraging remarks or disruptive behavior  -Students are not given many opportunities to collaborate OR during these times do not work well together even with teacher intervention  -Teacher rarely or never praises positive behavior  -Teacher rarely or never addresses negative behavior

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>Competency 2.9:</b>  <b>Set High Expectations for Academic Success</b>	Teacher is highly effective at setting high expectations for academic success.	Teacher is effective at setting high expectations for academic success.	Teacher needs improvement at setting high expectations for academic success.	Teacher is ineffective at setting high expectations for student success.
	<i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i>  -Students participate in forming academic goals for themselves and analyzing their progress  -Students demonstrate high academic expectations for themselves  -Student comments and actions demonstrate that they are excited about their work and understand why it is important	-Teacher sets high expectations for students of all levels  -Students are invested in their work and value academic success as evidenced by their effort and quality of their work  -The classroom is a safe place to take on challenges and risk failure (students do not feel shy about asking questions or bad about answering incorrectly)  -Teacher celebrates and praises academic work.  -High quality work of all students is displayed in the classroom	-Teacher may set high expectations for some, but not others  -Students are generally invested in their work, but may occasionally spend time off-task or give up when work is challenging  -Some students may be afraid to take on challenges and risk failure (hesitant to ask for help when needed or give-up easily)  -Teacher may praise the academic work of some, but not others  -High quality work of a few, but not all students, may be displayed in the classroom	-Teacher rarely or never sets high expectations for students  -Students may demonstrate disinterest or lack of investment in their work. For example, students might be unfocused, off-task, or refuse to attempt assignments  -Students are generally afraid to take on challenges and risk failure due to frequently discouraging comments from the teacher or peers  -Teacher rarely or never praises academic work or good behavior - High quality work is rarely or never displayed in the classroom

Note:

1. There are several ways for a teacher to demonstrate high expectations -through encouraging comments, higher-level questioning, appropriately rigorous assignments, expectations written and posted in the classroom, individual student work plans, etc.

### DOMAIN 3: Teacher Leadership

Teachers develop and sustain the intense energy and leadership within their school community to ensure the achievement of all students.

Competencies		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.1	<b>Contribute to School Culture</b>	At Level 4, a teacher fulfills the criteria for Level 3 and additionally may: -Seek out leadership roles - Go above and beyond in dedicating time for students and peers outside of class	Teacher will: - Contribute ideas and expertise to further the schools' mission and initiatives - Dedicate time efficiently, when needed, to helping students and peers outside of class	Teacher will: - Contribute occasional ideas and expertise to further the school's mission and initiatives Teacher may <i>not</i> : - Frequently dedicates time to help students and peers efficiently outside of class	Teacher rarely or never contributes ideas aimed at improving school efforts. Teacher dedicates little or no time outside of class towards helping students and peers.
3.2	<b>Collaborate with Peers</b>	At Level 4, a teacher fulfills the criteria for Level 3 and additionally may: -Go above and beyond in seeking out opportunities to collaborate -Coach peers through difficult situations - Take on leadership roles within collaborative groups such as Professional Learning Communities	Teacher will: -Seek out and participate in regular opportunities to work with and learn from others - Ask for assistance, when needed, and provide assistance to others in need	Teacher will: - Participate in occasional opportunities to work with and learn from others -Ask for assistance when needed Teacher may <i>not</i> : -Seek to provide other teachers with assistance when needed OR -Regularly seek out opportunities to work with others	Teacher rarely or never participates in opportunities to work with others. Teacher works in isolation and is not a team player.
3.3	<b>Seek Professional Skills and Knowledge</b>	At Level 4, a teacher fulfills the criteria for Level 3 and additionally may: -Regularly share newly learned knowledge and practices with others -Seek out opportunities to lead professional development sessions	Teacher will: - Actively pursue opportunities to improve knowledge and practice -Seek out ways to implement new practices into instruction, where applicable -Welcome constructive feedback to improve practices	Teacher will: -Attend all mandatory professional development opportunities Teacher may <i>not</i> : -Actively pursue optional professional development opportunities -Seek out ways to implement new practices into instruction -Accept constructive feedback well	Teacher rarely or never attends professional development opportunities. Teacher shows little or no interest in new ideas, programs, or classes to improve teaching and learning

## Core Professionalism Rubric

These indicators illustrate the minimum competencies expected in any profession. These are separate from the other sections in the rubric because they have little to do with teaching and learning and more to do with basic employment practice. Teachers are expected to meet these standards. If they do not, it will affect their overall rating negatively.

Indicator		Does Not Meet Standard	Meets Standard
1	<b>Attendance</b>	Individual demonstrates a pattern of unexcused absences *	Individual has not demonstrated a pattern of unexcused absences*
2	<b>On-Time Arrival</b>	Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)	Individual has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)
3	<b>Policies and Procedures</b>	Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc)	Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc)
4	<b>Respect</b>	Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner	Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner

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## Appendix B: School Safety Plan

### Evacuation Protocol

#### **Staff Responsibility Guidelines**

In general, the first obligation of all staff at the **Indianapolis (Indy) STEAM Academy** is the safety of our students; therefore, these guidelines are meant to provide suggestions for "how to proceed" before and/or during very difficult emergency circumstances that demand a high degree of attention to safety. In any emergency, the primary objective is to provide protection for all students, staff and public. Calmness and common sense are the most important factors whenever an emergency situation arises. All situations cannot be placed neatly into categories, thus hard and fast guidelines cannot be established. Each emergency situation will require individual judgment.

During a disaster, crisis, or other emergency, it is possible that circumstances will dictate additional, different or unforeseen responsibilities for school staff. The emergency procedures found in this handbook are to be used as a guide for those persons responsible for the safety and protection of the students, staff and public using school facilities.

#### **Preparedness and Assignment of Responsibilities**

##### **Main Office**

- Maintains oversight of all safety and emergency related processes and instruction.
- Communicates with the local safety/emergency response community
- Reviews safety plans with input from local safety/emergency response community

##### **CEO/Head of School/Other Building Administrators**

- Retain the overall responsibility for the safety of students and staff.
- Review the School Safety Plan with all staff at the beginning of the year.
- Appoint the School Safety Team
- Provide emergency communication with staff through the school's PA system or radios.
- Work with and ensure communication with emergency services personnel.
- Arrange for transfer of students, staff and other individuals when safety is threatened by a disaster

##### **Teachers**

- Maintain route signage in their classrooms which indicates primary evacuation route, secondary evacuation route and shelter in place location.
- Review with students emergency information and procedures

- Remain with students until directed otherwise.
- Supervise students under their charge.
- Direct students to inside or outside assembly areas, in accordance with signals, warning, written notification or intercom orders according to procedures established in the School Safety Plan.
- Take attendance whenever class relocates to an outside/inside assembly area.
- Report missing students.
- Obtain or render first-aid services for injured students.

### **Counselors**

- Rendering first-aid if necessary.
- Assisting in the transfer of students, staff and other individuals when their safety is threatened by a disaster.
- Executing assignments as directed by the (Incident Commander).
- Assisting with crisis intervention and recovery processes.

### **School Nurses/Health Assistants**

- Administering first-aid or emergency treatment as needed.
- Supervise administration of first-aid by those trained to provide it.
- Organizing first-aid and medical supplies.

### **Custodians/Maintenance Personnel**

- Survey and report building damage to the Incident Commander.
- Control main shutoff valves for gas, water and electricity and ensure that no hazard results from broken or downed lines.
- Provide damage control as needed.
- Assist in the conservation, use and disbursement of supplies and equipment.
- Keep the Incident Commander informed of school conditions.

### **School Secretary/Office Staff**

- Answer phones and assisting in receiving and providing consistent information to callers.
- Provide for the safety of essential school records and documents.
- Execute assignments as directed by the Incident Commander.
- Provide assistance to the principal.
- Monitor radio emergency broadcasts.
- Assist with health incidents as needed, acting as messengers, etc.

### **Food Service/Cafeteria Workers**

- Using, preparing, and serving food and water on a rationed basis when the feeding of students and staff becomes necessary during an incident.
- Executing assignments as directed by the Incident Commander.

### **Bus Drivers**

- Supervise the care of students if disaster occurs while students are on a bus.
- Transfer students to new location when directed.
- Execute assignments as directed by the Incident Commander.
- Transport individuals in need of medical attention.

### **Students**

- Cooperate during emergency drills and exercises and during an incident.
- Learn to be responsible for themselves and others in an incident.
- Understand the importance of not being a bystander by reporting situations of concern.
- Develop an awareness of natural, technological, and human-caused hazards and associated prevention, preparedness and mitigation measures.
- Take an active part in school incident response/recovery activities, as age appropriate.

### **Parents/Guardians**

- Encourage and support school safety, violence prevention and incident preparedness programs within the school.
- Participate in volunteer service projects for promoting school incident preparedness.
- Provide the school with requested information concerning the incident, early and late dismissals, and other related release information.
- Practice incident management preparedness in the home to reinforce school training and ensure family safety.
- Understand their roles during a school emergency.



## Incident Command System

Response structure will be established using Incident Command System (ICS) principles with an identified incident commander, supported by a staff designated for operations, planning, logistics, and finance/administration respectively. A support staff group consisting of public affairs, safety and liaison elements will also be established. Generally, most of the event activities will be a part of the Operations Section supporting another agency's response to an incident; however, for health emergencies the incident commander and primary operations staff may be from the school's nursing office and local public health officials.

The Incident Commander is ultimately in charge of the event operations and activities associated with the event. All school staff and CRT members shall operate within the framework of the incident command system during crisis situations.

### **Incident Commander (CEO/Head of School, Assistant Principal, Business Manager)**

1. Appoints Command Staff
  - Information Officer
  - Liaison
  - Safety Officer
  - Appoints General Staff
  - Operations Chief
  - Planning Chief
  - Logistics Chief
  - Finance/Administration Chief
2. Conducts incident briefings for Command Staff and General Staff
3. Monitors activities and events.
4. Scales back personnel if necessary

There are three positions under the Incident Commander. These are called the **Command Staff** and consist of the following positions:

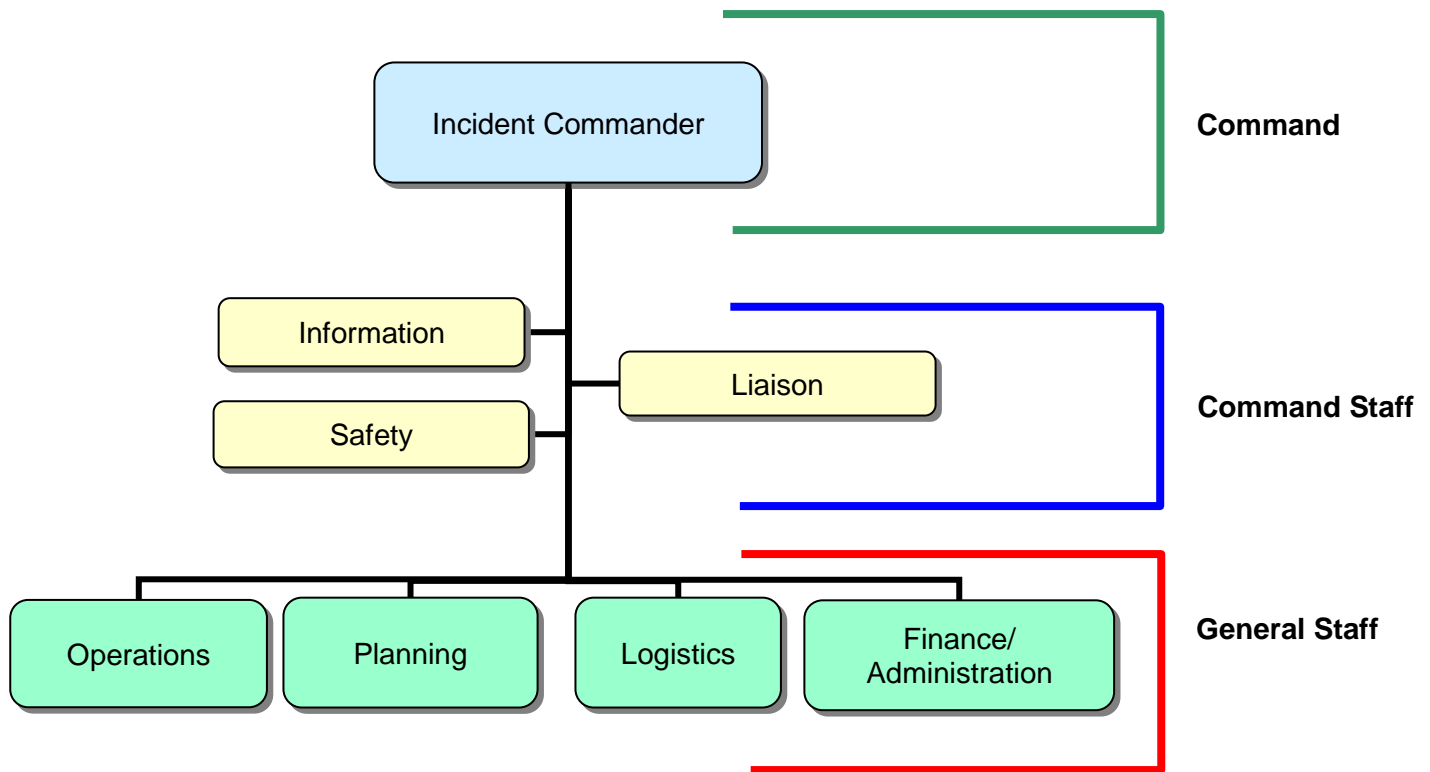
1. **Information Officer:** Point of contact for the media and other people or organizations seeking information. (CEO/Head of School, Communications Director, Public Information Officer)
2. **Safety Officer:** Monitors safety conditions and develops measures for assuring the safety of all personnel. (Building & Grounds Director, Maintenance, Assistant Principal)
3. **Liaison Officer:** Point of contact for other agency representative involved in the incident or event, aids in coordinating their involvement. (CEO/Head of School, Assistant Principal, Parent Coordinator)

Depending on the size of the event, all or some of the above positions may be activated. **However, any task not assigned is the responsibility of the Incident Commander.**

There are five functional areas that may be implemented as needed to respond to an incident. They are:

1. **COMMAND:** sets objectives and priorities, has overall responsibility at the incident or event.
2. **OPERATIONS:** Conducts tactical actions to carry out the plan and develops the tactical objectives, organization and directs all resources.
3. **PLANNING:** Develops the Action Plan to accomplish the objectives, collects and evaluates information, maintains resource status and documents the incident.
4. **LOGISTICS:** Provides support to meet incident needs, provides resources and all other services needed to support the incident.
5. **FINANCE and ADMINISTRATION:** Monitors costs related to the incident and provides accounting, procurement, time recording and cost analysis.

The following organization chart depicts the Incident Command System:



# EMERGENCY PHONE NUMBERS

**(To be determine once the school location is finalized.)**

## Police – Fire - Ambulance

Sheriff.....	911 or
State Police.....	1-317-232-8248
City Police.....	911 or
Fire Department.....	911
Ambulance.....	911

Here is the link to find the local Indiana State Police district - <http://www.in.gov/isp/2382.htm>

## Hospitals

Local Community Hospital.....	1-
Local General Hospital.....	1-

## Utilities

Electric Company.....	
Gas Company.....	
Phone Company.....	
Water Company.....	
Fire Alarm Monitoring.....	
Security Alarm Monitoring (if separate from fire alarm) .....	

## Other Important Numbers

Relocation/Reunification Site Contact.....	
County Emergency Management Agencies.....	
Indiana Poison Control Center .....	1-800-222-1222
County Highway Department.....	
Child Abuse and Neglect Hotline.....	1-800-800-5556
Indiana State Department of Health.....	1-317-233-1325
American Red Cross.....	

\*\*Here is the link to find local Emergency Management Agencies & Department of Homeland Security contact information. <http://www.in.gov/dhs/2797.htm>

\*\*Here is the link to find local Red Cross contact information. <http://www.redcross.org/find-your-local-chapter>

Some other considerations of agencies who might need to be included in your phone list; local or state crisis hotline, victim assistance (usually provided through local counseling/hospital), mental health assistance, child abuse hotline and/or crime stoppers.

**School District assumes responsibility for issuing public statements during an emergency.**

*All staff must refer media to district spokesperson.*

District spokesperson \_\_\_\_\_  
Name Telephone Number

Alt. District spokesperson \_\_\_\_\_  
Name Telephone Numbers

## **Alert Signal**

### **Fire alarm**

#### **Lead Administrator Response**

1. Sound fire alarm and activate appropriate crisis teams.
2. Call 911 and request fire department and law enforcement response.
3. See that the emergency evacuation kits are taken from the building and transported to the evacuation site.
4. In areas where it is safe to do so, sweep the facility for students and adults who may not have been able to evacuate.
5. Leave the building. Report to the first responding public safety official and advise him or her of the emergency evacuation kits and their contents. Offer to provide master keys to a properly identified public safety official. Make a record of to whom the key is issued.
6. Report to the evacuation site and appraise the situation.
7. Decide whether to implement the family reunification protocol. If family reunification protocol is not appropriate, notify the transportation department to be prepared to implement it in the event the situation escalates.
8. Implement the media protocol.

#### **Staff Response**

1. Gather all students and visitors in your area of responsibility to evacuate according to the fire evacuation plan.
2. Ensure that special needs persons in the immediate area are provided assistance by designees.
3. If you encounter fire, any other significant hazard or find the designated pathway blocked, quickly evaluate the situation and seek an alternate route.
4. During the evacuation, remain alert to any potential hazards in the area. Hazards may exist due to vehicular traffic, dangerous individuals or other situations.

5. Once evacuees have reached the evacuation site, develop a written list of all evacuees and provide the list to the lead administrator or his or her designee.
6. Remain alert to potential dangers in the area and properly supervise students under your care.

## Evacuation Protocol Not Initiated by the Fire Alarm

### Definition

This type of evacuation is used for any emergency evacuation not related to a fire incident.

### Alert Signal

Announcement over the public address system “All staff initiate a Non Fire Emergency Evacuation – at this time, evacuate to site \_\_\_\_\_ located at \_\_\_\_\_. Please sweep all routes and the site”

### Lead Administrator Response

1. Notify appropriate public safety agencies of the situation.
2. Activate appropriate crisis teams.
3. Select an evacuation route and site.
4. If time permits, send designated staff member(s) to sweep the evacuation route and site and wait for an all-clear report before announcing the evacuation.
5. Announce evacuation.
6. Sweep the facility for students and adults who may not have been able to evacuate the building if it is safe for you to do so.
7. Ensure that the emergency evacuation kits are removed from the building.
8. Leave the building, report to the first responding public safety official and advise him or her of the emergency evacuation kits and their contents. Offer to provide master keys to a properly identified public safety official. Make a record of the person to whom the key is issued.
9. Report to the evacuation site. Check to ensure that all students and staff are at the site and appraise the situation.
10. Decide whether to implement the family reunification protocol. If family reunification protocol is not appropriate, notify the transportation department to be prepared to implement it in the event the situation escalates.
11. Implement the media protocol.

12. If deemed appropriate after consulting with public safety officials, authorize staff to reenter the facility.

### **Staff Response**

Team members who are designated to sweep evacuation routes and sites should locate a staff member to take responsibility for students under their supervision, and should then sweep the evacuation route and site for secondary hazards. They should immediately report their findings to the lead administrator.

**Note: The lead administrator will typically direct that this step be completed before making the general announcement for evacuation of the building.**

#### **Other staff:**

1. Conduct a brief but complete scan of your classroom or work area looking for any suspicious packages. If none are observed, make a slash ( / ) across the outside surface of the door with masking or duct tape. If any suspicious items or packages are noted, leave a brief note on the outside of the door that describes the object of concern.
2. Gather all students and visitors in your area of responsibility and evacuate using the route and site designated by the lead administrator or designee.
3. Ensure that all special needs persons are provided assistance by their designees.
4. Remain alert to your surroundings. Be particularly alert to any people or conditions that might pose a danger to evacuees. If you encounter a significant hazard, quickly evaluate the situation; adjust your evacuation route and attempt to notify the lead administrator or the appropriate public safety officials.
5. Once you reach the designated evacuation site, develop a written list of all evacuees and provide the list to the lead administrator or his or her designee. Also indicate the presence or lack of any suspicious objects in your room/work area.
6. Remain alert to potential dangers in the area and properly supervise students under your care.
7. Do not attempt to reenter the facility unless the lead administrator or his or her designee directs you to do so.
8. Do not allow students to use portable telephones. Confiscate any electronic communications devices that are prohibited by policy. The use of cellular

phones can trigger explosive devices in some instances and can result in loss of control of the situation.

9. Do not use portable phones unless a significant emergency situation exists (such as a person with a serious injury or some dangerous condition that must be reported immediately).

## Shelter in Place Protocol

### Definition

Sheltering in place procedures are utilized when there has been a chemical or biological release or radiological incident outside of, but in proximity to, a facility and available information indicates that there is not adequate time to evacuate building occupants to a safe location before the dangerous contaminants reach the facility.

### Alert Signal

Announcement for staff to shelter building occupants in place.

### Lead Administrator Response

1. Make a determination to shelter in place quickly if evacuation is not practical.
2. Make an announcement over the public address system to direct staff to shelter in place. Activate the appropriate crisis teams.
3. Ensure that all outdoor personnel have been moved into the facility.
4. Ensure that all staff and occupants received word to shelter in place.
5. Verify that personnel are sheltered in the most suitable locations.
6. Ensure that any equipment capable of causing air to move from outside the facility into the facility is turned off. Pay particular attention to heating and cooling systems and hood ventilation systems in the cafeteria.
7. Check to see that staff members have taken proper steps to seal off windows and doors from outside airflow.
8. Monitor the situation through radio and/or television stations. Attempt to calm staff and students. Keep staff informed of developments whenever possible.
9. When informed by local public safety and emergency management personnel, notify staff when it is safe to leave facility.
10. Make preparations to implement the family reunification protocol quickly if the situation dictates. Notify staff to review their family reunification protocols. Notify the transportation department to be prepared to implement the family reunification protocol in the event the situation escalates.

## Staff Response

1. All staff who are outdoors should quickly gather all students and adults in the area and instruct them to go inside the facility immediately. Once inside, instruct everyone to move to an interior area without windows if possible.
2. Close all windows and doors.
3. If available, use tape to cover all windows and doors with precut sheets of plastic to help reduce airflow into the area. Wet towels can be used to reduce airflow under doors.
4. Close all outside air vents. Turn off all heating or ventilation systems. Use damp towels or cloth to cover any openings in walls or doors. Tape can also be used to cover any cracks, crevices, electrical outlets, cable television connections or other openings that might allow air to flow into the shelter area.
5. Listen to local radio or television news for instructions from emergency management and public safety officials.
6. Review emergency evacuation and family reunification protocols.

## Resumption of Normal Activities

### Definition

This protocol is used to return students and staff to the building after an evacuation or to resume normal activities following a lockdown or shelter in place once it is determined that potential danger has passed.

### Alert Signal

An announcement by bullhorn, runners or via the public address system of **“All teachers and staff implement the Resumption of Normal Activities Protocol now. Please (return to the building and) resume normal activities at this time.”**

### Lead Administrator Response

1. After the appropriate announcement has been made, determine when and if the school can return to normal operations or if a Preventive Lockdown Protocol is required until the situation is stabilized.
2. Provide appropriate guidance to staff via public address announcements, e-mail, runners or other means as appropriate.
3. Notify the transportation department if you resume normal activities.
4. The lead administrator may wish to inform staff members of the reason the evacuation was implemented. This can be done by having administrators go from room to room, using an announcement over the public address system or via e-mail as appropriate to the situation. Staff should be instructed on how they



should explain the situation to students. In some cases, the administrator may find it appropriate to send a brief letter home to inform parents of the actions that were taken to protect their children.

### **Staff Response**

1. Teachers and staff shall return evacuees to their assigned areas in an orderly but prompt fashion. Upon reaching their assigned area, normal activities should be resumed.

## **Reverse Evacuation**

### **Definition**

This protocol is used to return students and staff to the building after an evacuation, approaching severe weather, police action in the area or it has been determined that an evacuation has put students and staff in danger. A Reverse Evacuation can be combined with a lockdown protocol when it is determined that the danger is outside the building.

### **Alert Signal**

An announcement by bullhorn, runners, radios or via the public address system.

After an Evacuation – “All teachers and staff implement the Resumption of Normal Activities Protocol now. Please return to the building and resume normal activities at this time.”

Weather - “All teachers and staff implement the Reverse Evacuation due to severe weather.”

Police Action - “All teachers and staff implement a Reverse Evacuation and Preventative Lockdown due to a police action in the area.”

Danger Outside the Building – “All teachers and staff implement a Reverse Evacuation and Emergency Lockdown.”

### **Lead Administrator Response**

1. After the appropriate announcement has been made, determine when and if the school can return to normal operations or if a Shelter in Place, Preventive Lockdown or Emergency Lockdown is required until the situation is stabilized. If they are not already activated, activate the appropriate crisis teams.
2. Provide appropriate guidance to staff via public address announcements, radios, e-mail, runners or other means as appropriate.
3. Notify the transportation department if you resume normal activities.
4. The lead administrator may wish to inform staff members of the reason the reverse evacuation was implemented. This can be done by having administrators go from room to room, using an announcement over the public address system, radios or via e-mail as appropriate to the situation. Staff should be instructed on how they should explain the situation to students. In some cases, the

administrator may find it appropriate to send a brief letter home to inform parents of the actions that were taken to protect their children.

### **Staff Response**

**If a reverse evacuation due to weather is indicated:** Teachers and staff shall return students to their classroom/assigned areas (or nearest assigned shelter in place area) in an orderly but prompt fashion while remaining alert.

**If a reverse evacuation and lockdown is indicated:** Teachers and staff shall return evacuees to their classrooms/assigned areas (or nearest assigned lockdown area) in an orderly but prompt fashion while remaining alert to possible threats. If a threat is identified while en route, appropriate adjustment should be made. Once they reach the assigned area, staff will implement the Preventative or Emergency Lockdown procedures.

## **Fire Protocol**

### **Alert Signal**

**Fire alarm or announcement over the public address system (PA).**

### **Lead Administrator Response**

1. Make sure that the alarm has been activated as soon as notification is received. Do not wait to verify that a fire is actually occurring before activating alarm.
2. Call 911 or emergency services. Report a fire and give the facility's address as:  
\_\_\_\_\_.
3. To the extent that it is safe for you to do so, ensure that all classrooms, rest rooms, cafeteria and other rooms have been evacuated.
4. Take the emergency evacuation kit and evacuate to designated assembly area at least 300 feet from the facility.
5. If it is safe to do so, assign someone to shut off power and gas to the building. If in doubt as to the safety of staff, wait for the arrival of fire personnel.
6. Determine if everyone is accounted for.
7. Provide fire service personnel with master keys, floor plans and emergency photograph tour of the facility.
8. Implement Injury or Illness Protocol, if needed.
9. Implement Family Reunification Protocol, if needed.
10. Implement Media Protocol, if needed.

11. Contact insurance carrier.

Document all property damage and property losses. Use properly documented photographs.

### **Staff Response**

1. Activate fire alarm.
2. If a fire is detected, report the exact location of the fire to the main office.
3. Evacuate to designated area at least 300 feet from the building, and take rosters and emergency evacuation kits with you.
4. Close room doors, but do not lock them.
5. Assist any individuals with special needs in your area in evacuating.
6. Take roll once at the evacuation site.
7. Report any missing persons from your group to the lead administrator at the evacuation site.

## **Tornado Protocol**

### **Definition**

**Tornado Watch:** Weather conditions are favorable for the development of a tornado.

**Tornado Warning:** A tornado has been sighted or detected on radar. Take shelter now.

### **Alert Signal**

Announcement over the public address (PA) of a “Tornado Watch” - **be prepared to take shelter if a tornado is reported or “Tornado Warning” - take shelter immediately.**

### **Lead Administrator Response**

1. Monitor weather radios.
2. Announce appropriate alert signal over the PA.
3. Call 911 or emergency services in the event of a tornado sighting or strike.
4. Make sure that all outdoor activities and personnel are moved indoors when a “Tornado Watch” is received.
5. When a “Tornado Warning” is received:
  - Move all personnel to tornado safe areas. Ensure that all persons in areas such as the gym and cafeteria are evacuated to the appropriate locations. Take the Emergency Evacuation Kit with you.
  - Make sure that all personnel remain in the duck and cover position until danger passes.

- Implement the Injury or Illness Protocol, if needed.
- If possible, consult with local emergency management officials regarding the structural integrity of the facility prior to remaining in or re-entering the facility after a tornado strike... If an evacuation is deemed appropriate after a tornado strike, move evacuees to an area away from gas or electrical lines.
- Implement the Family Reunification Protocol, if needed. Consult with public safety officials before transporting students and staff. Hold all students who walk or ride buses to and from school until a determination can be made as to how they should be released to parents and guardians.
- Implement the Media Protocol, if needed.
- If damage to the property occurs, request that the appropriate district officials notify insurance carrier and document damage with properly documented photographs.

### **Staff Response**

1. If a tornado watch is reported, review procedures for tornado warning and take steps to be able to implement “Tornado Warning” procedures if needed. Close windows and doors. Move all people and activities indoors.
2. If a tornado warning is announced:
  - Move into tornado safe areas.
  - Assist any individuals with special needs.
  - Take roll to determine if anyone is missing.
  - Instruct all students to remain in the duck and cover position until danger passes.



## Earthquake Protocol

### Alert Signal

Tremors or a low rumbling sound. Announce instructions via intercom, classroom telephone or personal notification.

### Lead Administrator Response

1. If indoors, seek cover under sturdy furniture or against a wall near the center of the building and away from glass.
2. If outdoors, move away from buildings, gas and electrical lines.
3. Call 911 or emergency services, if needed.
4. After tremors have stopped, evacuate all buildings. Take Emergency Evacuation Kit.
5. If it appears safe to do so, assign a staff member to shut off all gas valves.
6. Implement Injury or Illness Protocol, if needed.
7. Determine if everyone is accounted for, request public safety assistance in locating missing individuals.
8. Monitor your local broadcast station.
9. Consider early closure of the facility.
10. Consult with emergency management and public safety officials regarding the structural integrity of the facility prior to reentering it.
11. Implement the Family Reunification Protocol, if needed.
12. Request that the appropriate district officials notify the insurance carrier and properly document damage using photographs.

### Staff Response

1. If indoors, advise all people to seek cover under sturdy furniture or against a wall near the center of the building and away from glass.
2. If outdoors, advise all people to move away from buildings, gas, electrical lines or anything that might fall.
3. Do not allow the use of open flames such as matches or candles due to possible gas leaks in the area.
4. After tremors have stopped, evacuate all buildings. Do not reenter.
5. Take roll. Report any missing people in your group to the lead administrator.

6. Prepare for aftershocks.

\*\* Sign up to participate in The Great Central U.S. Shake Out drill which happens every year in October. Here is the link where you can get more information and register;  
<http://www.shakeout.org/centralus/index.html>

### **Preventive Lockdown Protocol**

**(This label should reflect the verbiage your corporation has adopted. Examples; Educational Lockdown, Lockout, Soft Lockdown) Indy STEAM Academy will use Codes to announce.**

#### **Definition**

A preventive lockdown is a means to rapidly enhance the level of security in the facility. All students and teachers outside of the building will return to the building immediately, visitors will either not be allowed in the building or must be escorted and passing periods can be delayed if needed. This protocol is used when the school has been notified that a dangerous person in the vicinity (usually a police action that is taking place in the community and the perpetrator has not been apprehended) or it can also be utilized for medical emergencies in the building. Clearing hallways and accounting for students will allow medical professionals easy access to a heart attack or seizure victim. This type of lockdown does, however, allow staff and students to continue with productive activities.

#### **Alert Signal**

Announcement over the public address system, “All staff – Preventive Lockdown Protocol in effect at this time”

#### **Lead Administrator Response**

1. Make an announcement to implement the lockdown.
2. If appropriate, notify central office and public safety officials of the situation requiring a lockdown.
3. If it is safe for you to do so, verify that all exterior doors have been secured.
4. If it is safe for you to do so, verify that all main interior doors have been secured.
5. Notify the transportation department so that they can stop any inbound buses.
6. Brief staff as quickly as it is safe to do so. You may do so in several ways depending on your situation. Staff may be notified in person, via intercom, by phone, by pager or by e-mail. You may need to remain in this lockdown condition for several hours. If so, you may wish to modify the lockdown conditions as appropriate.
7. Once the situation is resolved, implement the Return to Normal Protocol. The lead administrator may wish to inform staff members of the reason the lockdown was issued. This can be done by having administrators go from room to room,

using an announcement over the public address system or via e-mail as appropriate to the situation. Staff should be instructed on how they should explain the situation to students. In some cases, the administrator may find it appropriate to send a brief letter home to inform parents of the actions that were taken to protect their children (see appendix of master protocol for sample letters).

### **Staff Response**

1. Make sure the designated entrance points to the building near your location are locked immediately.
2. If you are located in an area with a lockable door, gather all students in the vicinity into the room and lock the door.
3. If you are not in a location with a lockable door, move students to an area where they can be separated from other parts of the facility by a locked door.
4. If possible, report missing students to the lead administrator or designee.
5. Continue with normal activities as much as the situation allows.
6. If students or staff have a need to move about in the building, obtain permission first from the lead administrator or designee.
7. Be prepared to rapidly implement an emergency evacuation or Emergency Lockdown Protocol if directed to do so.

### **Emergency Lockdown Protocol**

**(This label should reflect the verbiage your corporation has adopted. Examples; External Lockdown, Hard Lockdown, Lockdown) Indy Steam STEAM will use Codes to announce.**

#### **Definition**

An Emergency Lockdown Protocol is a response to an actual emergency situation. This type of lockdown is used to dramatically and rapidly enhance the level of security in the facility. This type of lockdown further requires that all staff and students discontinue all productive activities, seek as much physical safety from physical assault as possible by using barriers and remain quiet. Staff, students and visitors will not be allowed to enter or leave the building.

#### **Alert Signal**

Announcement over the public address system, “All staff Emergency lockdown in effect at this time.”

#### **Lead Administrator Response**

1. Make an announcement to implement the lockdown.

2. If appropriate, notify central office and public safety officials of the situation requiring a lockdown.
3. As soon as it is safe to do so, verify that all exterior doors have been secured.
4. As soon as it is safe to do so, verify that all main interior doors have been secured.
5. Notify the transportation department so that they can stop any inbound buses and/or make preparations to support you in the event you need to implement the family reunification protocol due to a change in the situation.
6. Brief staff as quickly as it is safe to do so. You may do so in several ways depending on your situation. Staff may be notified in person, via intercom, by phone, by pager or by e-mail. You may need to remain in this lockdown condition for several hours. If so, you may wish to modify the lockdown conditions as appropriate.
7. Once the situation is resolved, implement the Preventive Lockdown Protocol or Resumption of Normal Activities Protocol as appropriate for the situation. The lead administrator may wish to inform staff members of the reason the lockdown was issued. This can be done by having administrators go from room to room, using an announcement over the public address system or via e-mail as appropriate to the situation. Staff should be instructed on how they should explain the situation to students. In some cases, the administrator may find it appropriate to send a brief letter home to inform parents of the actions that were taken to protect their children (see appendix of master protocol for sample letters).

### **Staff Response**

1. Make sure entrance points to the building near your location are locked immediately.

If you are located in an area with a lockable door, gather all students in the vicinity into the room and lock the door.

2. If you are not in a location with a lockable door, move students to an area where they can be separated from other parts of the facility by a locked door.
3. If possible, report your status to the lead administrator or designee by telephone or intercom.
4. If possible, turn out lights and gather students and visitors into an area of the room where they are not visible to someone looking into windows.



5. Do not open the door for people claiming to be public safety personnel unless you have an opportunity to view photo identification or are instructed to do so by a staff member whom you recognize.
6. Remain in place if the fire alarm system rings. Fire evacuation will be signaled by intercom announcement.

### **Door Buzzer/Camera Protocols**

9. Please make sure you look at the camera/monitor each time someone is requesting to enter.
10. Assess who is at the door.
11. Ask for name and purpose of the visit (or who they are here to see)
12. 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.
13. If you do not know the person, please ask them to show some type of picture ID.
14. If they seem like their body language seems to be in confrontational manner, do not allow them in.
15. If you refuse entry, and they become upset, the Superintendent of schools will handle those concerns.
16. 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."

### **Bomb Threats/Suspicious Packages**

#### **Definition**

A bomb threat/suspicious package situation is one that involves the threat of an explosive device that has been placed in, around, or near a facility, or the detection of a suspicious package that could contain an explosive device.

#### **Alert Signal**

Announcement over the public address system "All staff initiate an emergency evacuation in effect at this time, evacuate to site \_\_\_\_\_ located at \_\_\_\_\_. Please sweep all routes and the site."

Or; "All staff initiate a sweep in place, please report your status upon completion of the sweep"

#### **Lead Administrator Response**

Upon receipt of a bomb threat, the lead administrator should call 911 and request that fire, law enforcement and emergency management personnel respond. If a threat has been received by phone, provide the completed bomb threat checklist to the first law enforcement officer to arrive on the scene. Make sure that call tracing procedures have been implemented (keep the phone that the call was received on off the hook so that the call can be traced – if another call comes in afterward this is no longer possible). Consult with responding public safety officials and quickly determine whether it is best under the circumstances to sweep, evacuate and search or to sweep in place. Available information should be evaluated to weigh the potential risks of explosive devices inside the building, explosives devices outside the building (including the possibility of a vehicle bomb), explosives devices placed in or near evacuation routes or sites or other hazards such as persons with firearms who plan to shoot at evacuees. If multiple bomb threats are received over time, be sure to rotate evacuation routes and sites to make it more difficult for someone to pattern your evacuation responses and target evacuees with explosives, firearms or chemical agents.

If the sweep and evacuate option is selected:

1. Notify staff to sweep and evacuate make public address announcement: “All staff initiate an emergency evacuation in effect at this time, evacuate to site \_\_\_\_\_ located at \_\_\_\_\_. Please sweep all routes and the site.” If multiple threats are received over a relatively short time period, be sure to rotate evacuation routes and sites.
2. Have the evacuation route and site swept for suspicious persons, objects (which could contain an explosive device) or other safety hazards prior to the evacuation if appropriate.
3. Have designated staff or public safety officials direct students safely across any streets that must be crossed by evacuees.
4. Remind staff members and students not to utilize cellular or digital phones or portable radios unless a life-threatening emergency exists.
5. Request that uniformed personnel escort staff and students to the evacuation site and remain with them until and unless they are instructed to return to the building.
6. Leave the facility and take the emergency evacuation kit and make responding public safety officials aware of the contents of the kit.
7. Check with staff to see that all evacuees are accounted for. Immediately notify responding public safety officials if any persons are not accounted for.
8. Assist responding public safety officials with the second sweep of the facility.
9. Consult with public safety officials before authorizing evacuees to return to the facility.
10. You may determine that it is appropriate to close the facility for the remainder of the day. If so, begin notification of parents and guardians and implement your emergency release procedures.

If the sweep and remain in place option is selected:

1. Make intercom announcement: "All staff initiate a sweep in place, please report your status upon completion of the sweep."
2. Escort public safety officials through the building to verify that all areas have been swept by staff. Make sure that all areas inside and around the facility have been swept.
3. Assist public safety officials in conducting the second sweep of the facility.
4. If any suspicious packages are noted by staff or public safety officials, make sure that all staff and students are moved away from the item and that it is not disturbed in any way.
5. Consult with public safety officials to see if the facility should be evacuated, if the decision is made to do so, implement the Non-Fire evacuation plan.

### **Staff Response**

#### Sweep and evacuate procedures:

1. If the sweep and evacuate option is announced, staff should quickly scan their area of responsibility for any packages or items that could contain an explosive device (objects that they do not recognize as normally being present).
2. If no such items are noted, staff should use masking or duct tape to make a slash across the entrance door to the area (/) to indicate to public safety officials they have swept the area and no suspicious items were noticed.
3. If any suspicious items are noted, they should not be disturbed and the staff member should notify the lead administrator or designee upon evacuation from the area.
4. The staff member should then follow the non-fire evacuation protocol. Have students bring their book bags and other hand carried articles with them.
5. Refrain from using cellular or digital telephones or portable radios during these situations unless a life-threatening emergency exists. In some extremely rare instances, radio frequency energy can trigger an explosive device to detonate. Explain to students that any electronic communication devices that are observed in use will be seized. Explain to the students that the use of such devices can pose a safety hazard.

#### Sweep and remain in place procedures:

1. Staff members should scan their area of responsibility for any packages or items that could contain an explosive device (objects that they do not recognize as normally being present).
2. If no such items are noted, staff should make a slash with masking or duct tape across the entrance door to the area (/) to indicate to public safety officials that they have swept the area and no suspicious items were noted. Take a roll to account for all persons in your area of responsibility in case evacuation is ordered at a later time.
3. If any suspicious items are noted, they should not be disturbed. The staff member should then direct all people in the area to follow them to the lead administrator's office and inform the lead administrator or designee of his or her observations.
4. Follow the lead administrator's instructions.

## Anonymous Threat Considerations;

Please note, all threats are unique and should be handled specific to the threat received and the needs of the facility.

### Pre-Event

- Familiarize staff with threat protocols (phoned, verbal, written, email, suspicious items). Bomb threat checklist should be near primary receiving telephone
- Enforce access control policies, and empower front office staff to deny entry when necessary. Be aware of “piggybacking” through security doors.
- Emphasize student reporting of threats, remind students not to prop doors, do not open doors for visitors. Staff and students should report suspicious behavior.
- Review protocols with law enforcement assistance. Invite law enforcement into the building to familiarize themselves with layout and enhance visibility. Invite law enforcement to come for lunch or to use parking areas to write reports (enhancing visibility).
- Create threat assessment team, including school administrators, law enforcement, outside law enforcement.

### During Event

- Upon receipt of a threat, the lead administrator should call 911 and request that fire, law enforcement and emergency management personnel respond.
- Document how threat was received and collect evidence per protocol.

Phone -ask questions using bomb threat checklist  
-leave phone of hook and note number using caller ID  
-use recording equipment or tracing capability (depending on technology of phone)

Written -photograph item/location  
-secure item, while minimizing handling  
-document who all was present, and who is aware of the threat

Cyber -leave item on computer screen; take screen shot or photograph  
-if not received directly, document who notified staff of the threat

Verbal -note description of person making threat (name, race, clothing, hair, features  
-document exact wording of threat, physical behavior, and time of the threat

Suspicious Item -note visual description of item, take note of visible wires, stains, strange packaging, -take photograph if able, -note any strange odors coming from the item

- Consult with responding public safety officials and quickly determine whether it is best under the circumstances to **sweep in place** (keeping students in school), **evacuate**, or **lockdown** the school. Available information should be evaluated to weigh the potential risks of explosive devices inside the building, or risk of active shooter event inside or outside of the building. If evacuation is the chosen response with multiple threats, be sure to rotate evacuation routes and sites to make it more difficult for someone to pattern your evacuation responses and target evacuees with explosives, firearms.
- Communicate information to nearby school corporations and law enforcement jurisdictions to determine if threat is generalized area wide or school specific.
- Sweep and remain in place procedures:
  - 1) Staff members should scan their area of responsibility for any packages or items that could contain an explosive device (objects that they do not recognize as normally being present).
  - 2) If no such items are noted, staff should make a slash with masking or duct tape across the entrance door to the area (/) to indicate to public safety officials that they have swept the area and no suspicious items were noted. Take a roll to account for all persons in your area of responsibility in case evacuation is ordered at a later time.
  - 3) If any suspicious items are noted, they should not be disturbed. The staff member should then direct all people in the area to follow them to the lead administrator's office and inform the lead administrator or designee of his or her observations.
  - 4) Follow the lead administrator's instructions.
- Staff Sweep and evacuate procedures:
  - 1) If the sweep and evacuate option is announced, staff should quickly scan their area of responsibility for any packages or items that could contain an explosive device (objects that they do not recognize as normally being present).
  - 2) If no such items are noted, staff should use masking or duct tape to make a slash across the entrance door to the area (/) to indicate to public safety officials they have swept the area and no suspicious items were noticed.
  - 3) If any suspicious items are noted, they should not be disturbed and the staff member should notify the lead administrator or designee upon evacuation from the area.
  - 4) The staff member should then follow the non-fire evacuation protocol. Have students bring their book bags and other hand carried articles with them.
  - 5) Refrain from using cellular or digital telephones or portable radios during these situations unless a life-threatening emergency exists. In some extremely rare instances, radio frequency energy can trigger an explosive device to detonate. Explain to students that any electronic communication devices that are observed in use will be seized. Explain to the students that the use of such devices can pose a safety hazard.

- Lockdown procedures
  - 1) Make sure entrance points to the building near your location are locked immediately. If you are located in an area with a lockable door, gather all students in the vicinity into the room and lock the door.
  - 2) If you are not in a location with a lockable door, move students to an area where they can be separated from other parts of the facility by a locked door.
  - 3) If possible, report your status to the lead administrator or designee by telephone or intercom.
  - 4) If possible, turn out lights and gather students and visitors into an area of the room where they are not visible to someone looking into windows.
  - 5) Do not open the door for people claiming to be public safety personnel unless you have an opportunity to view photo identification or are instructed to do so by a staff member whom you recognize.
  - 6) Remain in place if the fire alarm system rings. Fire evacuation will be signaled by intercom announcement.
  - 7) Implement run/hide/fight response if necessary.

### **Post Event**

- Communications to parents, staff/students should be made in collaboration with law enforcement to ensure transparency, but limiting information that would endanger investigation.
- Publicize prosecution of the offender, noting cost to the community. This could include cost of law enforcement efforts, overtime, lost instructional time.
- Review and update protocols

## **Chemical/Hazardous Materials Release Incidents**

### **Definition**

During use, processing or transporting of chemical and other hazardous materials, accidents may occur that will expose people to the dangers of contaminants. In this situation, the chances of injury and death are decreased when people know what to do and how to protect themselves. In other instances, individuals or groups may cause the intentional release of chemicals or other hazardous materials.

### **Alert Signal**

Warning of hazardous materials is usually received from response agencies or noted on the scene by indicators. These agencies include the fire department, law enforcement agencies, and/or the local Emergency Management Agency. In a rare situation, the incident may occur close to or on facility property, and the facility must relay the warning to appropriate agencies).

1. Facility Signal / Indoor Warning: Intercom, loudspeaker, bullhorn, or “runners.”
2. Athletic Fields and Play Areas / Outdoor Warning: Same as above.

### **Lead Administrator Response:**

1. Emergency response personnel will normally instruct the lead administrator or the person in charge to take the action deemed most appropriate.
2. In case of imminent danger, in which emergency response personnel have not yet arrived, the lead administrator or his/her designee must decide the most appropriate action.
  - Evacuate.
  - Assemble all personnel indoors and conduct shelter-in-place activities.
3. Follow-up action will be determined by emergency response personnel in coordination with facility officials and may include, but it is not limited to:
  - Activating the Emergency Management Team to facilitate evacuation to a safe family relocation site.
  - Determining the relocation site.
  - Dispatching buses or other vehicles to move members and staff to the relocation site.
  - Releasing information to parents/public.
4. If evacuating, do not return members and staff to the facility after evacuation until the fire department, local emergency management agency or other official agency declares the area safe.
5. Initiate early/late opening and/or closing of the facility, as necessary.
6. If students and/or staff members have been exposed to dangerous liquids, gases or other substances, public safety officials may institute mass decontamination measures. These measures may include dry decontamination which involves all affected individuals removing their clothing and personal items (privacy kits may be on hand from emergency responders) or wet decontamination which involves portable showering or hosing systems. Work with public safety officials to assist them in rapidly decontaminating affected individuals.

References: American Red Cross (ARC), and the Georgia Emergency Management Agency (GEMA), *Jane's Chemical – Biological Defense Guidebook*, *Jane's Chem-Bio Handbook*.

### **Staff Response**

1. Call or take directions from your local emergency management officials immediately. Listen to emergency alert broadcasts on all available media, and follow the instructions given.
2. If instructed to do so, evacuate students and staff to a safe location at right angles to and upwind of the agent.
3. In the event that it is dangerous to evacuate the facility and the facility property, including athletic areas outside, conduct shelter-in-place protocol.
  - a. Secure the buildings, including closing all windows and doors.
  - b. Shut off all heating, cooling, and / or ventilation systems.
  - c. Cut "OFF" all motors, fans, and appliances.
  - d. Place wet towels in door cracks or tape around the doors and windows to block air from the outside.

- e. Please refer to the “Shelter-In-Place Protocol” for further information.
4. Be prepared to render first aid, if necessary, and to notify parents of students and inform them of their child’s safety in a timely manner. Consider using the media for this if necessary.

## Remote Evacuation and Family Reunification Protocol

### Definition

This type of evacuation is used for any situation in which students and staff need to be moved to a remote site for reunification with family members and loved ones.

### Alert Signal

Announce over the public address system “All staff initiate an emergency evacuation in effect at this time, evacuate to site \_\_\_\_\_ located at \_\_\_\_\_. Please sweep all routes and the site. We will be implementing the Remote Evacuation and Family Reunification Protocol from that location”

### Lead Administrator Response

1. Notify the central office of your decision to implement the family reunification protocol. Provide a brief description of the incident and specify the staging area so that buses can be dispatched to the appropriate location.
2. Request that law enforcement officials dispatch uniformed personnel to the staging area.
3. Activate appropriate crisis teams.
4. Make the announcement by public address system, runners, e-mail or whichever means is most practical “All staff initiate a Blue Protocol– emergency evacuation in effect at this time, evacuate to site \_\_\_\_\_ located at \_\_\_\_\_. Please sweep all routes and the site. We will be implementing the Remote Evacuation and Family Reunification Protocol from that location”
5. In certain situations, it may not be practical or safe to order a general evacuation (such as during a hostage situation or if an armed intruder may still be in the area). In such instances, coordinate with public safety officials for law enforcement personnel to conduct the evacuation room by room.
6. Designate a staff member to serve as your representative at the family reunification center. Instruct him or her to take along student information from one of the Emergency Evacuation Kits.
7. Notify the appropriate crisis team member to serve as your representative at the staging area.
8. Notify your supervisor if you have not already had an opportunity to do so,



## Recovery Plan

Recovery activities are initiated by a situation or crisis alert procedure, such as a call down. After discovery of an incident, the designated Crisis Team leader should perform an assessment of the situation and determine if there is a need to activate the other teams and/or the Recovery Plan.

### Activate

When the plan is activated, assigned personnel should be alerted and directed to activate their procedures based on a 3-phase process. The team leader should make a quick assessment to determine under which phase they will operate. Once the phase determination is ascertained, the activities outlined in each phase can be accomplished.

### Phase I (Initial Phase)

1. Conduct a needs assessment to determine who was impacted and who needs help immediately.
2. Deploy Crisis Team members to their respective assignments with necessary supplies.
3. Brief staff regarding the scope of the disaster, existing community resources, communications, travel, contact persons with other organizations, process to receive pay (if applicable), record-keeping procedures, schedule of work times, other policies and procedures.

Recovery/Mental Health Crisis teams should:

1. Obtain a briefing on the scope of the disaster, existing community resources, communications, travel, pay process (if applicable) record-keeping procedures, schedule of work times, location.
2. Gain access to work sites and contact persons with whom disaster mental health services are being coordinated.
3. Assess and triage those in need of crisis intervention.

### Phase II (Middle Phase)

1. Reassess mental health needs of disaster victims, relatives and others and evaluate services to date.
2. Maintain contact with the Command Team/Incident Commander to acquire information about disaster response operations and to determine potential problems.
3. Coordinate response efforts with other responding organizations.

4. Debrief members of the other deployed crisis teams and other emergency responders on a routine basis.
5. Provide fact sheets and handouts to staff and parents.

Recovery/Mental Health Crisis teams should:

1. Provide crisis counseling services through outreach to victims, their families, and other community members, as appropriate.
2. Link disaster victims with human service agencies that provide support services.
3. Provide referrals to local mental health providers.
4. Provide consultation to other community agencies.
5. Maintain records of services provided.

### **Phase III (Final Phase)**

1. Reassess needs, evaluate services to date, and plan for transition to recovery phase.

Recovery/Mental Health Crisis teams should:

1. Provide debriefing by a trained facilitator for members of the program staff and other emergency responders.
2. Refer disaster victims that have been identified as needing long-term care to local mental health providers and other human service providers.
3. Critique the disaster recovery efforts and activities using feedback from members of the disaster response and recovery organizations, victims, and members of the responding crisis teams.
4. Generate recommendations to improve disaster mental health planning response and recovery activities by local mental health providers and other disaster response organizations.
5. Update disaster mental health plan based on lessons learned.

## FINAL APPLICATION SUBMISSION REQUIREMENT

As **Attachment 23**, attach one PDF file that contains all application components, including the Proposal Overview and Enrollment Projections Template, the Proposal Narrative, and all required Attachments. This PDF file will be posted on the Indiana Department of Education website as required under Indiana law. Therefore, please be certain that this attachment contains no confidential personal information.