



Initial Proposal for Authorization

Submitted: October 23, 2017

**Proposed Charter School:
Indianapolis (Indy) Steam Academy
Location: Indianapolis-FAR EASTSIDE**

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

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, L.L.C. regarding the submitted proposal. Submit completed proposals to Lindsay Omlor, Managing Director of Education One, to: Lindsay@education1.org

IMPORTANT NOTE: *The full application, including this form, will be posted on the Education One, L.L.C. 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:

Names	Roles	Employment
Yvonne Bullock	CEO/Founder/Head of School	Ivy Tech Community College
Jomo Mutegi	Board President	IUPUI Indianapolis
Carmen Weaver Hicks	Board Vice-President	Ivy Tech Community College
Kamia Jackson	Board Secretary	Capital Group
Keith Wilson	Board Treasurer	Eastern Star Church
Davita Johnson	Board Member at Large	Shrewsbury & Associates
Tanya Peterson Mack	Board Member at Large	Procter & Gamble Corporation
Branden Warren	Board Member at Large	Indianapolis Public Schools

Designated applicant representative: Yvonne Bullock, CEO/Founder/Head of School

Office and Cell phone numbers: 317-797-5936

Email address: ybullock@outlook.com

Proposed School Name	Opening Year	School Model	Geographic Community	School Districts 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 Surrounding Schools: Lawrence, Washington and Warren Township	K-8 600 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 if opening for each, the grade levels served, and both the planned and maximum number of enrolled students by grade level for each year.

Proposed School Name:		Indianapolis (Indy) STEAM Academy
Academic Year	Grade Levels	Student Enrollment (Planned Maximum)
Year 1 – 2018 -19	K-3	300
Year 2 – 2019-20	K-4	350
Year 3 – 2020-21	K-5	400
Year 4 – 2021-22	K-6	450
Year 5 – 2022-23	K-7	500
Year 6 – 2023-24 (P1-Capacity)	K-8	600 Maximum
Year 7 – 2024-25	K-9	650
Year 8 – 2025-26	K-10	700
Year 9 – 2026-27	K-11	750
Year 10 – 2027-28 (P2-Capacity)	K-12	800 Maximum

Note: The Indy STEAM Academy will consider options to provide instruction for students grades 9-12 to ensure that students stay on track for graduation and preparation for college and careers in the STEM fields.

Do any of the proposed schools expect to contract or partner with an Education Service Provider or other organization for school management/operation? No

Will an application for the same charter school(s) be submitted to another authorizer in the near future? No If yes, identify the authorizer(s): Planned submission dates(s):

Please list the number of previous submission for request to authorize this 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 (Applicant Withdrew by choice).

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 special education services. 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 21st 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 300 students grades K-3. The Academy will grow its enrollment each year by adding one additional grade level until it reaches eighth grade and a maximum capacity of 600 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 38th out of 71 countries in math and 24th 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 4th and 8th grade students have dropped for the first time since 2009. The proficiency rates for students scoring at or above in math is 40% at grade 4, 33% at grade 8, and 25% at grade 12. Approximately 18% of 4th grade students and 29% of 8th grade students were rated “below basic” in math. The proficiency rates for students scoring at or above in science is 38% at 4th grade, 34% at 8th grade, and 22% at 12th grade. Approximately 24% of 4th grade students and 32% of 8th grade students were rated “below basic” in science. This clearly demonstrates the need to build a strong foundation in higher level math and science concepts in the earlier grades to help students become proficient before entering high school and college.

On a **state level**, the percentage of students rated proficient or above as measured by the NAEP 2015, is 50% at 4th grade and 39% at grade 8 in math, 42% at 4th grade and 36% at 8th grade in science. These proficiency rates were higher than the national proficiency rates and Indiana ranked fourth in the nation on 4th grade math and eleventh in the nation on 8th grade math proficiency rates as many other states saw significant drops in math proficiency rates.

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.

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.

III. Targeted 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.

IV. 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 300 students in grades K-3 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.

V. 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, assistance with service learning projects, resources from the “Project Lead the Way” program, summer camp programs, and professional development for classroom teachers. The I-STEM Resource Network will provide support with the implementation of the Indiana science standards and curriculum, science kits to support the curriculum and professional development for teachers. 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 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 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 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.

VI. Network Governance and Leadership

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.

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. Our Board members are:

Jomo Mutegi: President /Chair of Policy Committee

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

Carmon Weaver Hicks: Vice President/Chair of Climate and Culture 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.

Kamia Jackson: Secretary/Co-Chair of Marketing and Recruitment Committee, Member of Academic Achievement and Accountability 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 Policy 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.

Tanya Peterson Mack: Member at Large/Co-Chair of Marketing and Recruitment Committee, and Member of Finance 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.

Davita Johnson: Member at Large/Chair of Facilities Committee and Member of 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 Shrewsbury & 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: Member at Large/Chair of Academic Achievement and Accountability Committee and Member of Climate and Culture 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 matrix below summarizes the skill-sets of our Founding Board of Directors:

Board Members	Organizational Management	Curriculum, Instruction, Assessments	Financial and Business Management	Marketing, Recruitment, Community Engagement	Facilities Management, Operations Compliance
Carmon Hicks	X	X		X	
Kamia Jackson	X	X		X	
Davita Johnson	X		X		X
Tanya Mack	X		X	X	
Jomo Mutegi	X	X		X	
Brandon Warren	X	X		X	
Keith Wilson	X		X		X

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 review the development of the Academy plans. Board Committees meet each month as needed support the development of the Academy plans for effective implementation. By-Laws 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 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 NWEA MAP Quarterly benchmark assessments and the annual I-READ and ISTEP+ assessments or new the I-LEARN State Assessment. The Academy will 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 oversight, 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.

The **organizational structure** of the Indy STEAM Academy includes Education One as the authorizer; Board of Directors, as the oversight and governing board; Academy Head of School, who serves as the Superintendent/Principal and manages the day-to-day operations of the Academy; Business Manager, who handles the daily accounting of receipts, expenditures (including payroll) and staff benefits; Office Manager, who handles oral and written communications and serves as the receptionist for the Academy. There will be 12 FTEs classroom teachers (3 per grade levels K-3) 3 FTEs Fine Arts Teachers, 1 FTE Librarian, 1 FTE Special Needs Teacher, 1 FTE English Language Learner teacher, and 4 FTEs teacher paraprofessionals (one per grade level). Other contracted services will include 1.5 FTEs custodians, and 1 FTE cafeteria worker.

The Leadership Team includes the Head of School, STEAM and Literacy Coaches, and one Teacher Leader from each grade level. An assistant principal will be hired once the academy reaches an enrollment capacity of 400 students.

Yvonne Bullock will serve as the Head of School - Superintendent/Principal.

Yvonne Bullock holds a Ph.D. in Educational Administration and Leadership from Ohio University; Master's Degree in Curriculum & Instruction from the University of Cincinnati; and Bachelor's of Science Degree in Elementary Education with a minor in Piano. She has served as a classroom teacher, lead teacher, assistant principal, principal, assistant director, director, executive director, and superintendent. Dr. Bullock has 35 years of experience in education in public school systems, and holds superintendent and administrator's licenses in three states. Dr. Bullock is the CEO and Founder of Educating Children Matters Inc. and is committed to providing high quality educational choices for parents and children who are underserved.

The **STEAM Coach** will serve on the leadership team and provide support for classroom teachers with the implementation of the STEAM model. The STEAM Coach will have a math and science endorsement (at least 18 hours), and experience as an instructional coach or lead teacher. The STEAM Coach will be hired early March 2018.

The **Literacy Coach** will serve on the leadership team and provide support for classroom teachers with the implementation of the Balanced Literacy (reading) model. The Literacy Coach will have a Reading endorsement (at least 18 hours), and experience as an instructional coach or lead teacher. The STEAM Coach will be hired early March 2018.

The **Teacher Leaders** will include one teacher leader at each grade level. Grade level team leaders will have at least 6 years of teaching experience and will assist the grade level team of teachers with lesson planning, review of student work samples, and analysis of data to make informed instructional decisions. Grade level team leaders will also serve as mentors for beginning teachers.

VII. Facility Plan

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 and a large open space in the middle which may be re-outfitted for additional classrooms and office spaces. 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 is \$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.

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

QUALITY/NEW CONSTRUCTION

25,000 SF of office space in Lawrence Township

Property Highlights

- 25,000 SF
- 5.65 acres
- Built 2015
- Zoning: S1-2, C-4, D-7
- Raw offering
- Parking: 82 existing spaces (expandable to 402)
- Great landscape access
- On a bus line
- Excellent option for charter schools, churches or call centers
- Adjacent to busline center
- Full service kitchen in place
- Asking Price: \$2,625,000 (\$105/SF)
- Lease Rate: \$2.50/SF/1000

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

Floor Plan

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VIII. Education Plan/School Design

The Indy STEAM Academy will provide 180 days of student instruction and an extended school day of 7 hours per day in addition to the after school enrichment and extra-curricular activities. Students will have an opportunity to participate in the three weeks summer school program, and local, state, and national STEM competitions that occur throughout the school year and during the summer months. There will be a one week fall break, two weeks winter break, and one month summer vacation embedded in the academic calendar year.

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 the Indiana Reading, Next Generation Science, Math, Technology Literacy, and Career and College Readiness standards 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 reimaged** using instructional approaches such as Project Based Learning, 21st Century Learning Skills, Science Inquiry, and the Engineering Design Process.

Learning Environment

Classrooms are student-centered where the teacher serves as a “facilitator” of learning. During reading and math instruction, the teacher provides whole group, flexible small groups, paired, 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 300 students grades K-3 for Year 1. There will be three teachers at each grade level. 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

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.

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 a demonstration lesson; identify finalists among candidates; and conduct reference and background checks. The interview team will compile recommendations for the Board in March 2018, and will complete the approval process for any remaining staff no later than June 30, 2018.

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 10 professional development days during the school year and one week before and at the end of the school year. For successful implementation of the STEAM model Year 1, teachers will participate in two weeks of training prior to the beginning of the school year. Teachers will receive training for reading and content areas using textbook publishers, service providers, and external partners including the I-STEM Network, Project Lead the Way, Positive Behavior Intervention and Supports (PBIS), Response to Intervention (RTI), Character Counts, NWEA MAP K-3 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.

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 for whole groups, explicit instruction with small groups during guided reading time and independent 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.

Balance Mathematics. Teachers will provide 90 minutes of reading instruction each day. During this block of time, teachers will provide direct instruction for whole groups, explicit instruction with small groups during guided math time and independent 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.

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.

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-3 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 and English Language Learners to support their language acquisition using the “pull-out” and/or “push-in” model based on students’ LAS Link assessment scores.

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.

Assessments. The Academy will administer all state mandated assessments including ISTEP+ (ILEARN); IMAST; ISTAR; IREAD and LAS Links. Data from assessments will be used to make instructional decisions about teaching and student learning. In addition to state required assessments, the Academy will administer local assessments that screen, diagnose, and measure student progress over time. The following assessments will be administered to ensure annual measureable growth and proficiency in reading math and science. Teachers will administer NWEA MAP Growth K-3 benchmark assessments in the fall, winter, and spring to monitor student progress towards proficiency in reading and math. Teachers grades K-2 will administer DIBELS (Dynamic Indicators of Basic Early Literacy Skills) to monitor the reading skills of students three times during the school year. IREAD K-2 will be administered to ensure a strong literacy foundation.

Goals for Accountability

The following proficiency level goals have been established to ensure consistent student academic achievement and growth from year to year. The first year will serve as a baseline data for student learning outcomes as measured by state standardized assessments. The Academy will hold itself accountable as additional grade levels are added each year to accomplish these goals:

	2018-19	2019-20	2020-21	2021-22	2022-23
IREAD	85%	90%	90%	90%	90%
ISTEP ELA	75%	80%	85%	90%	90%
ISTEP Math	75%	80%	85%	90%	90%
ISTEP Science	75%	80%	85%	90%	90%
Attendance Rate	95%	95%	95%	95%	95%

Instructional Strategies

The student learning experience is **reimagined** using instructional approaches such as **Project Based Learning, 21st Century Learning Skills, Science Inquiry, and the Engineering Design Process**. 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.

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

IX. Financial Plan

Budget Narrative: Revenues

The projected Year One budget anticipates the enrollment of 300 students with the Basic Grant revenue of approximately \$6,934.00 per-pupil for a total of \$2,070,331.00. Student breakfast, lunch, State matching funds, Federal lunch and breakfast reimbursements revenues are based on 85% free and reduced lunch students totals \$215,542.00. Title I revenues are based on an 85% poverty index @ \$500.00 per student for a total of \$127,500.00. Title II revenues are based on an 85% poverty index @\$70.00 per student for a total of \$17,850.00. IDEA 611/619 is based on 15% of the total student population (45 students) @1,000.00 per student for a total of \$45,000.00. Textbook fees and reimbursement revenues are based on 85% free and reduced lunch students for a total of \$37,500.00. The Academy anticipates approximately \$250,000.00 in grant funds from the Walton Foundation, an undetermined amount in grant funds from the Indiana Department of Education Charter School Start-up Funds (new funding--RFP to be determined) and \$325,000.00 in start-up funds for construction costs from Charter Schools Capital. The total revenues for Year One are \$2,988,723.00 and total expenditures are \$2,578,007.00 and ending balance is \$410,715.00.

Budget Narrative: Expenditures

Staffing expenditures will include the salaries for the following staff: administrator \$95,000.00, business manager \$75,000.00, office manager \$30,000.00, (2) instructional coaches @ \$55,000.00 (13) classroom teachers @ \$42,000.00; (3) fine arts teachers @ \$42,000.00, school nurse \$40,000.00, special education resource teacher \$42,000.00 (4) paraprofessionals @ \$22,000.00, (1.5) custodians \$20,000.00/\$10,000.00, cafeteria worker \$20,000.00. Note: The cost of the school nurse and special needs resource teacher may be provided through partnership with IPS as a Network Charter expense. The total costs for staff salaries for Year One is \$471,000.00. Benefits for health insurance and retirement Year One will be an additional 32% of annual salaries which is \$150,720.00. The total cost for salaries and benefits for SY 2018-19 is \$1,556,280.00

Technology expenditures will include: One-to-one laptops for 300 students and 25 staff \$75,000.00, interactive printers \$2,000, whiteboards and student response systems \$19,000.00, software licenses \$15,000.00, 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 \$3,246.00. The approximate cost for facilities SY 2018-29 is \$353,246.00.

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:

Cash Balances	SY 2018-19	SY 2019-20	SY 2020-21	SY 2021-22	SY 2022-23
Beginning	385,020.00	221,735.84	309,449.94	405,481.62	521,239.30
Ending	221,735.84	309,449.94	405,481.62	521,239.30	668,594.16

Contingency Plan:

In the case of State and Federal funding delays, budget shortfalls, unexpected facility and operational problems, or low student enrollment, the budget has a contingency fund of approximately 6 months operating revenues to cover these costs. The annual budget will have a net income carry-over balance of

approximately 15% of the total annual budget. The five year budget plan is modest in all aspects to ensure financial stability over the first five years.

Sufficient Funding:

Enrollment projections have been conducted by IFF using a target enrollment of 300 and 200 students to determine if the budget will remain in balance based on these enrollment scenarios. The Academy will be able to operate with a minimum of 200 students; however, the Academy planning team understands the sense of urgency to ensure that the Academy is able to operate well above this minimum target. The Academy plans to conduct three major fundraisers each year, find additional grant funding sources for new start-up charters, and seek donations and in-kind resources from external partners to help offset the costs for technology, supplies and materials. Becoming an Innovative Charter through the Indianapolis Public Schools Innovation Network will provide substantial funding for transportation, special education needs, food services and other support staff.

Start-up Costs:

It is anticipated that the initial start-up cost for Indy STEAM Academy will include six months preparation prior to the start of school (January 01-June 30, 2018) for teacher recruitment and student enrollment efforts; supplies, materials, and equipment; building reconfiguration and construction; and utilities cost are factored into the budget. The Head of School, Office Manager, Business Manager, and Custodian will work part-time to ensure an efficient and effective opening of school. The approximate start-up costs budgeted is \$500,000 in revenues and 114,980 in expenses. Charter School Capital has provided a letter of Prequalification for Funding for \$325,000 to cover preopening construction costs. 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 \$250,000 to help fund additional start-up costs. The Academy will also apply for funds through the Indiana Department of Education New Charter School start up grant.

Special Education Costs:

Indy STEAM Academy would like to partner with Indianapolis Public Schools (IPS) as an Innovation Network Charter School to utilize the Special Education resources for students with Individualized Education Plans (IEPs) who will attend the Academy that live in the IPS attendance area. Students will receive services based on their IEPs. Resources such as School Psychologist, Speech Therapist, Occupational Therapist, and Resource teachers will be provided by IPS. This will help to reduce some instructional costs for the Academy.

Transportation Costs

Indy STEAM Academy would like to partner with Indianapolis Public Schools (IPS) as an Innovation Network Charter School to utilize the transportation resources for students who will attend the Academy that live in the IPS attendance area. This will ensure that the school is accessible for all students and parents who may not have the means of transport their children will have this service provided. This will also have a positive impact on the enrollment as parents will not be dissuaded to select the Academy as a viable high quality school choice due to transportation issues.

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.

APPRECIATION

The Indy STEAM Academy Board of Directors and Founder thank Education One for your time and consideration of this initial proposal. We hope to be able to move forward in the authorization process and partner with you. A charter would open doors to allow the Academy to also partner with Indianapolis Public Schools as an Innovation Network Charter, and would allow us to seek additional funding sources through Charter Schools Capital, Walton Foundation and other funding sources to provide a high quality education for students from low-income families, underrepresented minorities, and underserved students on the Far Eastside of Indianapolis, Indiana.