Education One at Trine University

Charter School Application

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

Trine University
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Application Introduction

A charter school is a public school that operates under a contract, or charter, entered into between the school's organizer and a charter school authorizer. Charter schools are established to provide innovative and quality choice options to serve the needs of the community.

Education One has developed an Application Process Protocol for all schools seeking authorization. The application process has seven major components, however, applicants must meet certain criteria in order to qualify for advancement into the next phase of the process: The process includes: (1) Letter of Intent; (2) Initial Proposal; (3) Application Invitation; (4) Application Review; (5) Public Hearing; (6) Proposed School Board Meeting; and (7) Acceptance or Denial of Application. Education One follows an open application cycle. However, recommended timelines for submission of documents have been outlined to support quality school start up.

The application questions are organized to solicit information efficiently and to aid quality review and decision making by the Education One Application Review Team. Education One staff reserves the right to reject applications that do not adhere to the application specifications. Throughout the process, Education One staff will communicate important information to the charter school applicant's authorized representative(s).

Education One is governed by its own board of directors separate from Trine University. The Executive Director makes a recommendation to the Education One Board of Directors regarding the acceptance or rejection of an application. The Education One Board of Directors meet and vote to accept or reject the application, based on the recommendation.

Applicants who should use this application are those who are applying to open a new charter school. Existing charter schools applying to replicate their school(s) should complete the application as well as items marked for replication.

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

Applicant Submits Letter of Intent:

Recommended Timeline for Submission: 15-18 Months Prior to Start of School

Interested candidates must submit a Letter of Intent to the Executive Director of Education One describing their desire to establish a school in conjunction with Education One. This Letter of Intent must also describe basic tenets of the proposed school structure, such as location, opening date, age range of students, and curriculum and management structures.

Applicant Submits Initial Proposal:

Recommended Timeline for Submission: 15-18 Months Prior to Start of School

Following the submission of a Letter of Intent, an applicant will submit an Initial Proposal, describing the structure of the proposed school. The Initial Proposal must include a Vision and Mission statement for the school, a justification of the school's expected effectiveness at enhancing the educational achievement of its students, and an in-depth description of the curriculum and management structures of the school. Specifically, the school's educational model must be stated, its curricular framework must be established in which specific educational objectives for each subject taught at the school are stated, and assessment procedures should be explained. Additional pages may be submitted with information regarding the applicant's ideas of innovation in education, if applicable.

Review/Feedback of Initial Proposal by Executive Director (Q & A):

Members of the Education One staff will review all Initial Proposals, utilizing a rubric to score each section. Additional questions may be asked as needed. As a courtesy to the applicant, the Executive Director will provide verbal feedback to the applicant based on the review of the Initial Proposal. Selected applications will then be invited to submit an Application. Application submission is by invitation only.

Applicant Submits Full Application:

Recommended Timeline for Submission: 12-15 Months Prior to Start of School

Following an invitation to apply, applicants submit a full application to Education One. All completed applications are reviewed using a rubric by the Application Review Team consisting of Education One staff members, Education One's Finance/Facilities Consultant, and independent consultants with expertise in the proposed school's educational model. Legal counsel will also review applications, when necessary, at the request of Education One's Executive Director.

Application Specification and Submission Instructions

- The application must be typed and single-spaced utilizing the template provided by Education One. Utilize the provided text boxes to answer questions.   If a particular question does not apply, respond with a "Not Applicable." Questions without text boxes indicate that the response will be incorporated into an Application Attachment.
- The application narrative should not exceed 75 pages. For replication schools, the narrative should not exceed 100 pages. Attachments do not count toward the overall page limit.
- For Application Attachments that require a specified template, ensure all pages of the document are completed.

After an initial review of the application, the applicant will receive written feedback from the Application Review Team. The applicant will have time to review the feedback and make any changes to the application deemed necessary. Revised applications will be resubmitted for review to the Application Review Team. The same rubric will be utilized to rescore the application as needed. Applicants must meet certain criteria in order to qualify for advancement into the next phase of the process.

Participation in Capacity Interview:

Applicants who qualify will meet with the Application Review Team for an Application Capacity Interview. The interview may include members of the Applicant Team, including but not limited to the proposed school's Governing Board, school leadership

team, and proposed staff members. The interview will gauge the applicant's capacity to execute the components outlined in the submitted application, in regards to academics, organization, and finances. The Application Review Team will debrief after the interview. If further questions exist, or additional clarification is needed, an applicant may be invited to a second interview with the Application Review Team.

School Board Meeting

Recommended Timeline: 9-12 Months Prior to Start of School

For applicants who qualify, a member of the Application Review team will attend a board meeting for the proposed school, in order to monitor and measure the board's capacity to govern.

Public Hearing

Recommended Timeline: 9-12 Months Prior to Start of School

Prior to recommending approval of an application, a public hearing will be scheduled. During the Public Hearing, applicants will present their proposal to the community in a public forum. Opportunities for members of the public to speak in opposition or in favor of the proposed school will be given. If members of the public are not able to attend the Public Hearing, but would like to submit comments regarding the proposed school, they may do so via an online public form provided by Education One.

Education One Board Meeting

Recommended Timeline: At Least 9 Months Prior to Start of School

The Executive Director will make a recommendation to the Education One Board regarding the acceptance or rejection of an application. The Education One Board of Directors will meet and vote to accept or reject the application, based on the recommendation. Applicants will be notified of the Board's decision within 24 hours of the vote.

Notice of Disclosure

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

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

Application Attachments

Education One utilizes Google Drive to organize each applicant's application and the required attachments, found in the table below. Each applicant group will have access to a Google Drive Folder that will include all the necessary templates to complete their application. A folder, titled "Application Attachments," will be used to save attachments in the following manner:

- Each applicable attachment for the school should be saved as one PDF and uploaded to the Application Attachments folder.
- Each attachment should be saved as the school name + attachment number (i.e., Attachment 1, Attachment 2, etc.).
- Link each attachment to the table below, following these steps:
  - Right click on the attachment PDF saved in the Application Attachments folder.
  - Click "Share."
  - Click the drop down arrow next to "Restricted" and choose "Anyone with the link."
  - On the right, make sure "Viewer" is chosen.
  - Click the blue "Copy Link" button.
  - Paste the link into the table.
  - Add a space after the link to activate for viewers to click and be directed to the attachment.

Application Attachment Table		
Attachment	**Description**	**Link**
Attachment 1	**Planned Curriculum** *Provide a sample course scope and sequence for one subject for one grade level for each division (elementary, middle, high) the school would serve.*	ILH Attachment 1
Attachment 2	**Proposed School Calendar** *Provide the proposed school calendar for the first year of operation, including the number of days/hours of instruction.*	ILH Attachment 2
Attachment 3	**Enrollment Policy** *Provide the school's proposed enrollment policy.*	ILH Attachment 3
Attachment 4	**Discipline Policy** *Provide the school's proposed discipline policy.*	ILH Attachment 4
Attachment 5	**Non-Profit Status Proof/Board Policies** *Submit Articles of Incorporation, proof of non-profit status and tax exempt status (or copies of filings), and any governing documents already adopted.*	ILH Attachment 5
Attachment 6	**Signed Statement of Assurances** *Submit one completed and signed Statement of Assurances on behalf of the board. Use the template provided by Education One.*	ILH Attachment 6
Attachment 7	**Organizational Charts for Governing, Managing & Staffing** *Submit an organization chart that shows school governance, management, and staffing structure for Year 1 and at full build-out.*	ILH Attachment 7
Attachment 8	**School's Governing Board** *List the members of the school's proposed leadership team and governing board. Include full resumes that contain contact information for each individual listed.*	ILH Attachment 8
Attachment 9	**Board Member Notice of Disclosure** *Submit completed and signed information sheets for each board member. Use the template provided by Education One.*	ILH Attachment 9
Attachment 10	**Board Code of Ethics & Conflict of Interest** *Provide the board's proposed Code of Ethics and Conflict of Interest policy.*	ILH Attachment 10
Attachment 11	**Term Sheet for Contract** *Provide the term sheet, draft proposed management contract detailing limits and evidence that the service provider is authorized to do business in Indiana.*	N/A
Attachment 12	**Complete Staffing Chart for School**	ILH Attachment 12

	Provide a complete staffing chart with Year 1 positions, administrative, instructional, and non-instructional personnel, the number of classroom teachers, paraprofessionals, and speciality teachers, and operational/support staff.	
Attachment 13	**Principal/School Leader Information** *Provide the resume for the proposed principal/school leader.*	[ILH Attachment 13](#)
Attachment 14	**Principal/School Leader Posting Information** *Provide the job description or qualifications for this position with a discussion of the timeline, criteria, and recruiting/selection process for hiring.*	[ILH Attachment 14](#)
Attachment 15	**Personnel Policy/Employee Manual** *Provide a personnel policy or an employee manual if developed.*	[ILH Attachment 15](#)
Attachment 16	**Superintendent/Leadership Evaluation Tool** *Provide superintendent and/or leadership evaluation tools that has been developed.*	[ILH Attachment 16](#)
Attachment 17	**Teacher/Support Staff Evaluation Tool** *Provide teacher and/or support staff evaluation tools that has been developed.*	[ILH Attachment 17](#)
Attachment 18	**Evidence of Community Support** *Provide evidence of support from community partners (i.e., letters of intent/commitment, memoranda of understanding, and/or contracts).*	[ILH Attachment 18](#)
Attachment 19	**Proof of Secured Facility** *Provide proof of commitment for the facility.*	[ILH Attachment 19](#)
Attachment 20	**Facility Description** *Provide supporting documents that detail the facility (10 page limit).*	[ILH Attachment 20](#)
Attachment 21	**Start-up Plan/Timeline** *Provide a detailed start-up plan for the school, specifying tasks, timelines, and responsible individuals.*	[ILH Attachment 21](#)
Attachment 22	**Insurance/Levels of Coverage** *Provide a list of the types of insurance coverage the school will secure, including a description of the level of coverage.*	[ILH Attachment 22](#)
Attachment 23	**Completed Budget and Staffing Workbook** *Use the workbook provided by Education One.*	[ILH Attachment 23](#)
Attachment 24	**Budget Narrative** *Provide a detailed description of the assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs.*	[ILH Attachment 24](#)
Attachment 25	**Historical Performance Workbook** *Use the workbook provided by Education One.*	[ILH Attachment 25](#)
Attachment 26	**3 Years of Audited Financials for IN Schools** *Provide the last three years of audited financial statements for the school(s) and the most recent internal financial statements.*	[ILH Attachment 26](#)
Attachment 27	**3 Years of Audited Financials for Whole Organization** *Provide the last three years of audited financial statements for the organization as a whole and the most recent internal financial statements*	N/A
Attachment 28	**Litigations** *Provide a summary of the demand, any response to the demand, and the results of the arbitration or litigation.*	N/A

Application Cover Sheet

Name of Entity Applying:	Invent Learning Hub

Primary Contact Person:	Aleicha Ostler
Mailing Address:	1849 E. Pleasant Run Pkwy S. Dr. Indianapolis, IN 46203
Phone Number:	school 317-832-4900, cell 317-503-0265
Email Address:	aostler@inventlearning.org

Applicant Team

Provide the full name, current job title and employer, and the position to be held with the proposed school for all persons on the applicant team, adding lines as needed.

Full Name	Current Job Title and Employer	Position with Proposed School
Gabriel Surface	Principal, Invent Learning Hub	N/A
Megan Vite	Assistant Principal, Invent Learning Hub	N/A

	Yes	No
Has this applicant team had any charter school applications under consideration by any other authorizer(s) in the United States, within the last five years?		X

If Yes, Complete the Table Below, Adding Lines As Needed				
State	Authorizer	Proposed School Name	Application Due Date	Decision Date

Describe the applicant team's individual and collective qualifications for implementing the Academic, Operation, and Financial plans successfully.

The individuals who serve on the Invent Learning Hub leadership team have always had a wide and varied skill set. It is the belief of ILH that when you hire new leaders their strengths should vary from others on the team. When the school first opened it was all hands on deck and each leader jumping in where needed. So, there were a lot of shared responsibilities. Now that we are growing and gaining more staff and have grown the leadership team the roles of each person are better defined. The skill sets and personalities of this team compliment each other in a way that they are able to meet the needs of the school with a team approach.

Aleicha Ostler, Executive Director

Aleicha has worked in Indianapolis as an educator since 2001 and did all of her field experience and student teaching in Indianapolis Public Schools as well. Aleicha became one of 6 Lead Principals in IPS who facilitated Professional Development with principals and acted as mentors to new principals in the district. She is known for taking an IPS school that was on watch by IDOE to an "A" status. After 8 years of teaching she became an Assistant Principal for 2 years and then a Principal. After 8 years as a Principal in IPS she moved into a fellowship with The Mind Trust to open Invent Learning Hub. So, coming into the fellowship she had a lot of experience successfully running daily operations of a school and implementing academics effectively. During her fellowship she immersed herself into learning operations and finance. She networked and built relationships with other Operations Directors for other successful local charters. She also positioned herself as the Operations Director up front to ensure that she could learn all aspects of operations prior to handing that over to other staff. She also worked very closely with CEIS and was trained on all financial documentation and protocol by Kim Tarin. For the first five years of the school being open Aleicha has successfully managed all operations and finance and is now starting to hand those responsibilities over to newly hired office staff. During her

fellowship she had Executive Coaching, participated in Relay GSE for School Leaders, and visited schools across the US, in Africa, and in England to gain further insight on successful schools across the world. Most recently she has been Orton Gillingham certified by the Rooney Foundation. She participates in a program called Mastermind which meets virtually bi-weekly and is for school leaders across the US to engage in professional discussions together.

Gabriel Surface, Principal

Gabriel has worked in urban education for the entirety of his career. He started his career with Teach for America after graduating from Ball State University with a Masters in Cognitive Psychology. He taught and led in both traditional public and charter schools in Baton Rouge, Louisiana for 5 years. As an instructional coach at Children's Charter Elementary School in Louisiana, the school went from an accountability level F to a B in two years. Once back in Indiana, he assisted in launching Phalen Leadership Academies first campus and led the school to a 100% IREAD pass rate in their second year. He then helped start the Transformation Zone in Indianapolis Public Schools (IPS). He coached instructional coaches and principals in IPS, while also creating systems for assessment, data analysis, PLC's and observations. He led his schools in the implementation of these pieces. This gave him excellent experience in developing the academic systems and enabling structures needed for successful schools. He then moved back into a school based leadership role as the Assistant Principal of Ralph Waldo Emerson School 58 in IPS where he helped lead the school to rank in the top 10 schools in growth in the district. He served in that role for one year before joining the Executive Director of Invent Learning Hub in Year 0 of the school. He has since led the academic team at ILH for the last 6 years.

Megan Vite, Assistant Principal

Megan Vite has been an integral part of the southeast community in Indianapolis her entire life. From a young age, she aspired to become a teacher, and during college, she dreamt of working with the students on the southeast side of Indianapolis. With a comprehensive background in education, she holds a BS in Elementary Education and has obtained endorsements in Reading and English as a Second Language. Additionally, she possesses an MS in Language Education and a School Building Level Administrator License. Her career spans five years as an elementary classroom teacher, three years as an interventionist, and two years as an instructional coach. Furthermore, she has four years of experience as a building administrator, demonstrating her well-rounded and extensive expertise in the field of education. The majority of her career has been dedicated to working with lower grades, where she has found her niche in literacy. She excels at guiding teachers to understand and deliver strong instruction in foundational literacy skills, significantly enhancing students' reading abilities and helping to establish a solid foundation in reading proficiency.

Proposed School Information

Provide the proposed school opening information. Please indicate the city/town and, if known, the potential address or neighborhood of location (Geographic Community). Virtual operators should indicate the relevant geographies intended to serve.

Proposed School Name	Opening Year	New Start, Phase-In/Takeover, or Replication	Geographic Community	Opening Grades	Grade Levels at Full Enrollment
Invent Learning Hub	July 2019	New start in 2019	Southeast Indianapolis	K-5	K-8

Model or Focus of Proposed School:	STEM, Career Pathways

Does the school intend to contract with a third party education service provider (ESP), or charter management organization (CMO) to manage the educational program and operations of the school but not hold the charter directly?	Yes	No
		X
If Yes, Identify the ESP/CMO		
ESP/CMO Name	**For Profit Operator**	**Not For Profit Operator**

	Year 1 2025	Year 2 2026	Year 3 2027	Year 4 2028	Year 5 2029	At Capacity 2031
Grade Levels Served	K-8	K-8	K-8	K-8	K-8	K-8
Total Enrollment	270	296	326	340	365	468

Enrollment Summary

	Year 1 2025	Year 2 2026	Year 3 2027	Year 4 2028	Year 5 2029	At Capacity 2031
Grade Levels Served	K-8	K-8	K-8	K-8	K-8	K-8
Total Enrollment	270	296	326	340	365	468

Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan illustrated above.

The rationale for the number each year is based on enrollment data gained during the first five years of operation. During COVID gaining new students was a challenge. Over the past two years things have seemed back to normal for the most part and has allowed us to level out and start working to add classes. Because of COVID we postponed opening two classrooms. Last year we most likely could have opened two kindergarten classes but ultimately did not have the staffing to do so. This year we are making the leap and moving to two classes in our K-3. Each year after that we will open one more class each year until we have 2 classes at all grade levels. We are anticipating those classes will not be capped as we start. Our goal is to get the classes to around 20 students each and grow from there each year until they are full. Our enrollment goal this summer is 235-250. Each year our goal is to grow by around 25-30 students. The growth may happen quicker, but we did not want to assume higher growth and not be able to meet those goals.

Mission and Vision

State the mission and vision of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development.

Replication Schools: State the mission and vision of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development. If the school is a part of a network or has an education service provider (ESP) or charter management organization (CMO), explain how creation of the proposed school fits within the mission.

Mission
ILH exists to engage, inspire, and develop empathetic change-makers to have agency in defining their own success story in a world not designed for them to succeed.

Vision
Invent Learning Hub's vision is to break the cycle of generational poverty by ensuring all students leave eighth grade equipped for the future. ILH aspires to do this by exposing students to career options, empowering students with skills, and supporting families in becoming an active part of the student's post-secondary plan. By uniting community, industry partners, and families, ILH will prepare students to navigate an ever changing job market and technological world. ILH will empower students through our student attributes and design thinking practices. We believe that future success comes in many forms: college, internships, enlistment, or trade pathways. By eighth grade every student will have a post high school plan which details three potential pathways. This will drive their high school selection and continue them on a path to post-secondary success.

Core Values and Beliefs
1. We believe that we should be, for all who are involved, a place of realized potential.
2. We believe in rigorous academics that prepare students for the option of college while also honoring our students' skills and passions.

3. We recognize our own identities and those around us, disrupt systems of oppression, and work to uncover and challenge biases.
4. We understand that we cannot exist in isolation, but to thrive we must cultivate a reciprocal partnership with our community.
5. We believe ILH is a human-centered organization where we honor the needs of the individual while remaining unapologetic in our expectations for student learning and social emotional well being.
6. We value authenticity and empathy as the foundation for building relationships.
7. We believe in having a long-term commitment to employee development and increased leadership capacity with the opportunity for staff to fully invest in the organization.
8. We believe that teaching is both an art and a science, and we will relentlessly pursue relevant and evolving research to improve our practice.

At ILH, our mission, vision, and core beliefs provide us the framework to create a supportive and inclusive academic environment that nurtures both intellectual and social growth. We engage and inspire students to define their own success, fostering agency and self-efficacy. Our vision to break the cycle of generational poverty through relevant education and career preparation ensures that learning is focused on 21st century skills and honors diverse pathways. Our core values, including rigorous academics, recognition of individual skills, challenging biases, and fostering community partnerships, create a holistic and equitable educational experience. By emphasizing authenticity, empathy, and human-centered practices, we build strong relationships and a positive school culture. Our commitment to employee development and viewing teaching as both an art and a science ensures continual improvement and innovative teaching practices. We believe that our mission and vision guides our ILH team to prepare students to be successful in an ever changing world by nurturing their potential and supporting their unique journeys to success.

Section I: Addressing Educational Needs Through Innovation

Education One is particularly interested in applicants that propose school models that address equity challenges within a community through the implementation of dramatically different school designs, instructional strategies, use of technology, staffing models, governance arrangements, family and community engagement strategies, and/or other innovative approaches.

Educational Need and Anticipated Student Population

Meets Standard Expectation
● Explanation that an educational need within the proposed community exists.
● Sound explanation of evidence from which the projection of anticipated special populations was derived.
● Provide quantitative data to support all claims, including links to all sources.

1. What needs exist in the proposed community? Provide a rationale and quantitative evidence to summarize the educational needs of students within the proposed community that addresses any equity challenges that may exist. Please link sources for all quantitative evidence provided.

In 2023, Forbes ranked Indianapolis as one of the top cities for young professionals[1]. Indianapolis has a median income of $61,500, but this isn't necessarily true for the students in our neighborhood. According to 2020 census data, the neighborhood within which Invent Learning Hub mainly serves has a median income of $26,000[2]. It is clear that our students and their families are not reaping the benefits of a strong job market and income level.

It is crucial that Indianapolis schools focus on developing a local talent pipeline, and even more important to the families in our neighborhood. According to the Indiana Department of Workforce Development, four of the highest growth industries in Indiana are in STEM fields. On average, the IT sector secures $35 per hour or $70,000 per year while manufacturing has a slightly wider range between $19 and $28 or $38,000 -$56,000 per year[3]. These sectors offer jobs with a livable wage, but students are not choosing majors that align to these sectors, as shown in the chart below. ILH recognizes the need to equip students with the skills that today's workforce requires, and the opportunity to expose students and families to their local options in order to develop a solid plan for post-secondary success. As seen in the image below, the top 10 least popular majors also offer higher wages. It is concerning that our students may not have access to or knowledge of these options. If schools are watching these trends they can better inform and prepare students[4]. The chart below shows that the median income for computer science is $75,000 while majoring in mathematics/computer science raises the median income to $98,000. It is becoming necessary by a younger age to prepare and inform our students and families.

Top 10 Most Popular Majors[1]				Top 10 Least Popular Majors[1]		
Major	Percent Total	Median income		Major	Percent Total	Median income
Business Management	8	$58,000		Actuarial Science	<.01	$68,000
General Business	5	$60,000		Electrical and mechanic repairs	<.01	$57,000
Accounting	5	$63,000		Metallurgical Engineering	<.01	$80,000
Nursing	4	$60,000		Naval Architecture/ Engineering	<.01	$82,000
Psychology	4	$45,000		Botany	<.01	$42,000
Elementary Ed	4	$40,000		Mining and Mineral Engineering	<.01	$80,000
Marketing / Research	3	$58,000		Oceanography	<.01	$70,000
Finance	3	$65,000		Physical Sciences	<.01	$69,000
Computer Science	3	$75,000		Mathematics/ Computer Science	<.01	$98,000
Communications	3	$50,000		Miscellaneous Agriculture	<.01	$47,000

Not only are students not choosing majors that necessarily lead to the best wages, but minority students and first generation graduates struggle to persist through college. The chart below shows the current disparity in college completion for minority students despite those students having similar college entrance exam scores[5]. At ILH, the focus on equipping families with a plan to support their child's education would help improve the performance of black and Hispanic students. ILH knows it is important to ensure families know how to access the supports provided to minority and first generation college students at various universities. This also helps families make informed decisions and plan ahead for their personal needs.

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[1] https://www.forbes.com/advisor/banking/best-cities-for-young-professionals/
[2] https://www.city-data.com/income/income-Indianapolis-Indiana.html
[3] Bureau of Economic Analysis U.S. Department of Commerce Bearfacts, March 2015
[4] Central Indiana Workforce Development, Labor Market Research, 2016
[5] Central Indiana Workforce Development, Labor Market Research, 2016

College completion rates by test scores[1]
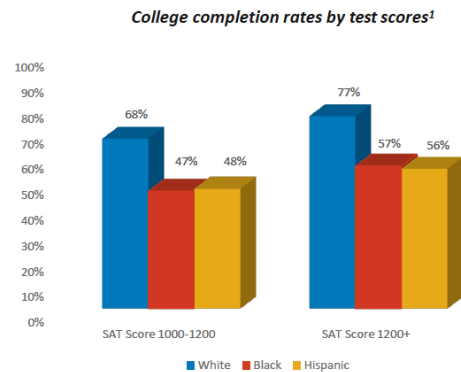
On a larger scale, Indianapolis will not create robust talent pipelines for its workforce unless our schools make sure first generation high school graduates, minority students, and female students all have equal access to post-secondary opportunities. The 2016 Gallup Poll shows that girls are less likely than boys to be aware of computer science (CS) learning outside of school, encouraged by teachers or parents, and interested in learning CS. Black and Hispanic students and their families are more interested in learning CS compared to their White counterparts, however they face discrepancies in access and exposure to CS classes and computer use at home and school[6]. Students rarely see computer scientists like themselves in the media, particularly girls and Hispanics. This is alarming, but ILH strives to change these statistics through our Design Thinking and Pathways programs.

While designing a model to address these issues, ILH talked with several community leaders. Through these community conversations, ILH leadership connected with the Southeast Services Center (SECS). The Southeast Neighborhood has an active quality of life plan managed by the Southeast Neighborhood Development organization[7]. In recent years much of the south area including Fountain Square and Fletcher Place have been revitalized. Within the Southeast Indy Quality of Life Plan, the section regarding Education and Workforce Development references the need for "broader community awareness of local career opportunities".   One of the most pertinent parts of the plan states they want to ensure neighborhood schools are acting as critical institutions for breaking the cycle of poverty.

The ILH mission and vision are in alignment with this plan and ILH, as a community hub, can be a central part of the community plan. For example, our students are exposed to various career pathways that include both college bound options and workforce options. ILH is committed to providing a focus for students and families based on great local job opportunities. Lastly, the parent engagement piece of the student pathways plan is in alignment with and fully preparing parents to support their child's goals in life. Invent Learning Hub not only provides a solution to educational needs in the area but also strengthens the community as a whole.

Invent Learning Hub provides a 21st Century learning opportunity for students in the south part of Center Township that is not available to most. The current options in this neighborhood are limited, and are primarily traditional neighborhood schools. The current state of education is also very focused on standardized testing and because of this students are not being well prepared for post-secondary options. The data clearly shows that students need to be exposed to STEM skills, experiences, and careers. Invent Learning Hub has been and will continue to do, just that.

ILH will provide families with a viable neighborhood option and a truly innovative model focused on breaking the cycle of generational poverty by better preparing students for the workforce through Design Thinking and educating students and families about post high school options. By the end of 8th grade all students will leave with a comprehensive post high school plan and know the steps they will need to take to accomplish their goals. No other surrounding school offers this type of program, and

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[6] Google Inc. & Gallup Inc. Diversity Gaps in Computer Science: Exploring the Underrepresentation of Girls, Blacks and Hispanics, 2016
[7] https://www.sendcdc.org/qol

given that the educational attainment level of our neighborhood is considerably lower than Indianapolis as a whole[8], our programming is deeply needed here.

As high school options in Indianapolis are changing to focus on specific areas of study, it is important that we help our 8th grade students and families make informed decisions about where they will go for high school. This challenges K-8 schools to better inform, prepare, and plan with their students and families. The landscape is changing quickly and dramatically in Indianapolis. We believe that the offerings at Invent Learning Hub, with our focus on Design Thinking and Pathways will give students and families what they need to be better prepared for what comes after ILH.

2. Provide a quantitative breakdown and rationale of the percentage of special populations the school anticipates serving. Identify any equity challenges that may exist. Special populations include the following:
   ○ Special Education
   ○ English Learners
   ○ Below Grade Level Performance
   ○ Gifted and Talented

   Please link sources for all quantitative evidence provided.

Since ILH has been in operation, our demographics have changed continuously. We are including our most recent data as of May 24th, 2024. This data exists in our School Information System and assessment systems.

Special Education: 19% of student population

ELL: 24% of student population

Below Grade Level Performance: 3-8 Math - 81%; 3-8 ELA - 73%; K-2 ELA - 52%[9]

Gifted and Talented: 1.6% of student population

The clearest equity challenges we currently have is the dramatic increase in English Learners and newcomers. We are working with the Wabash Valley Educational Consortium to train our staff on best practices for this growing population. We have also now hired a full-time ELL teacher who will work directly with our students in small groups. Finally, we are in the process of vetting and choosing ELL specific curriculum. With the increased population and diversity of needs, we believe a research based curriculum specific to the needs of ELL students is necessary.

Innovative Approach to Education

Meets Standard Expectation
- Evidence that the school model is innovative.
- Evidence that the school model is fundamentally different than traditional options that exist in the proposed district or community.
- Evidence that the school model meets the needs of the proposed community.
- Provide quantitative data to support all claims, including links to all sources.

1. How is the proposed school model innovative? Summarize the innovation(s) embodied in the proposed school design.

One of the most innovative approaches to our model is our Design Thinking class. Students in grades 1-8 are gaining experience with a critical thinking framework that is becoming increasingly in-demand by the most successful companies in the world. Between

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[8] https://censusreporter.org/profiles/86000US46203-46203/
[9] Data gathered from I-Ready end of year assessments and DIBELS end of year assessments

December 2000 and December 2021, the demand for employees with design thinking skills[10] increased dramatically. This innovative approach to problem solving deserves to be taught in schools so that students are prepared for 21st century jobs. Invent Learning Hub has chosen this framework to ensure our students are exposed to the mindsets and skill sets that will best prepare them for when they leave us in 8th grade.

In most schools, content is often taught in isolation, which prevents students from figuring out why all of this learning matters. If students do not find their learning relevant, research shows they are less likely to retain the information[11]. Our innovative approach of using Design Thinking, rather than a standard STEM program, provides us the ability to not only show cross curricular connections, but also marry the academic content with social emotional learning skill and design. We refer to our Design Thinking program as a STEAM program. We often call Design Thinking, "STEAM with a heart". One of the main tenets of Design Thinking is that you must develop empathy for the user of the solution you are working on. In traditional STEM and project based learning classes, the focus is on the end product or solution, not the individual who must utilize the product or solution to better their lives.

Our innovation within the Design Thinking program also includes a pairing of STEAM and "Making". There has been extensive research into how makerspaces paired with STEAM education can lead to enormous benefits for students[12]. Oftentimes, makerspaces are simply for builders and tinkerers. With our pairing of these skills with a rigorous STEAM education, we believe our students are reaping remarkable benefits.

The second innovative approach we take is our Pathways program. As the IDOE has recently started placing an emphasis on career pathways for middle schoolers and high school students, at Invent Learning Hub, we believe it should start much earlier. As we have operated our Pathways Program for the last 5 years, the IDOE finally caught up in February of 2024[13]. Our innovative approach is now being pushed to the entirety of the state.

At ILH, students begin exposure to in-demand careers in 3rd grade. As they start to learn more about themselves, they can begin to see themselves in various careers. This gives them the jumpstart needed to make the most informed decisions as they reach our more intensive pathways classes in 7th and 8th grade. By 8th grade, students leave us with a fully created Pathways Plans that details multiple possible futures, along with how their family and school community can support them.

Finally, one of our most important innovative approaches is how we teach social and emotional learning. At ILH, we have moved past simple character development lessons, and have taken an approach more closely related to applied neuroscience. We are intentional with what we teach our students about regulation, the brain, mental health, and our student attributes. One example of neuroscience in action is our Amygdala Reset Stations (ARS) in classes. After students are taught about the various parts of the brain and how they interact with our bodies, students are open to use our ARS tables that are in each classroom. Research shows that when students have the ability to regulate in classrooms, academic achievement improves[14]. Our ARS tables give students various tools and methods for regulation with a 90 second time limit, which research has shown is the optimal time for regulation. These small, intentional choices regarding our SEL program allow us to maintain a culture that is fit for learning.

Intentionality does not stop with our students, however. We believe in a robust staff SEL program as well. Our staff has bi-weekly "circles" that allow us to learn about ourselves and our coworkers on a much deeper level. Our staff circles follow a model

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[10] https://online.hbs.edu/blog/post/what-is-design-thinking

[11] https://www.edutopia.org/neuroscience-brain-based-learning-relevance-improves-engagement

[12] Vossoughi, S. & Bevan, B. (October, 2014). Making and Tinkering: A Review of the Literature. National Research Council Committee on Out of School Time STEM: 1-55.

[13] https://learnmoreindiana.org/wp-content/uploads/2024/02/DRAFT-Career-Coaching-and-Navigation-Framework_20240201.pdf

[14] Graziano PA, Reavis RD, Keane SP, Calkins SD. The Role of Emotion Regulation and Children's Early Academic Success. J Sch Psychol. 2007 Feb 1;45(1):3-19.

developed by Valor Schools in Nashville, TN[15]. These sessions allow us to show appreciation, celebrate wins, live in honest reflection, and empathize with our peers. Teaching is a difficult and demanding job. To handle the toll it takes on a person, we believe building stronger relationships so that load can be shared is what it takes to keep our teachers at their best.

2. How is the proposed school model fundamentally different? Provide an explanation of how the proposed model differs from traditional school models, specifically those found in the district or community in which the charter school will be located.

To our knowledge, only one other school is utilizing Design Thinking as an instructional practice in the entire state of Indiana. Purdue Polytechnic Schools utilize Design Thinking at the high school levels. We believe students can and should acquire these mindsets and skills at a much earlier age. Based on results from Enroll Indy, two other schools in the southeast quadrant are considered to have STEAM programs. What we are using at ILH is so much more than a STEAM program, however. No schools that we have found in our district or community marry their STEAM program with SEL skills in the way that our Design Thinking program does.

While trauma informed practices and social emotional learning is not fundamentally different on the surface, we believe our intentionality sets us apart. From our daily Emotional Freedom Technique (EFT) tapping on our morning announcements to our amygdala reset stations in each classroom, Invent Learning Hub is taking the most relevant brain research and putting them into actual practice in our buildings. With a specifically designed time in our schedule called Help Us Build (HUB), our students engage in neuroscience lessons, learn regulation techniques, and participate in SEL Circles that allow for the creation of a culture that feels more like a family than a classroom.

While many schools are starting to put a focus on Pathways, according to Indianapolis Public Schools' Rebuilding Better framework, pathways is not a focus until middle school[16]. We think this is too late and this makes a remarkable difference in our students' preparedness going into their high school selection process. We do not believe students need to have a career chosen by 8th grade, let alone earlier in their careers, but we are firm believers in our mantra "if they don't see it, they won't be it". Exposure to all 16 career clusters is at the forefront of our program, along with ensuring our students find their own passions and interests in future careers. We feel that this approach is absolutely fundamentally different from schools in our district or community.

3. How will this specific school model meet the needs of students within the proposed community? Provide any available evidentiary basis for the efficacy of the model or for the ideas underlying the model and how it meets the needs of the anticipated student population. Please link sources for all quantitative evidence provided.

We believe that to truly make an impact on the cycle of poverty and lack of educational attainment that we see in the southeast quadrant of Indianapolis, our students must be prepared for the 21st century careers that will exist when they are entering the job market. Pew Research found that STEM jobs have grown 79% since 1990, double the overall growth of all jobs in the economy[17] We believe with the programming we are providing for students and families, we are developing change makers that will help break the cycle in our community.

The National Association of College and Employers have identified several competencies that help prepare students for the successful transition into the world of work[18]. The top four of these are communication, critical thinking, leadership, and teamwork. While the research on Design Thinking programs in schools is scarce, due to its lack of schools utilizing this innovative approach,

[15] https://poweredbycompass.org/the-compass-model/
[16] https://myips.org/rebuilding-stronger/the-plan/
[17] https://www.pewresearch.org/social-trends/2018/01/09/diversity-in-the-stem-workforce-varies-widely-across-jobs/
[18] https://www.purdueglobal.edu/blog/careers/top-soft-skills-employers-want/

research has shown that utilizing design thinking as a practice does improve the four identified competencies that have shown to be needed for future success[19].

There is a plethora of research behind the underlying pillars of our Design Thinking class, however, that shows how this program builds these soft skills in our students. STEM programs are very widely researched and proven to provide improved critical thinking abilities[20] and communication[21] in students who receive quality STEM instruction. With our focus on collaborative problem solving based STEM learning, leadership and teamwork are skills developed intentionally through this program[22]. Adding in the Design Thinking phase of empathy building puts our students on a path to truly build the soft skills at a young age that they will need as they progress through high school and post secondary careers. We believe our Design Thinking program is developing students to be change makers in their community through breaking the cycle of poverty and lack of educational attainment we have seen on the southeast side.

Not only are we providing them the skills to be prepared for these careers, we are also exposing them to these careers. We believe that students should be prepared for both college related careers and trades so that they can make informed decisions regarding their best path to future success. For the majority of our students and the communities in which they live, they see and experience adults working low-wage jobs or bouncing job to job without a true career. With our Pathways class, we believe our students will be able to break this cycle.

[19] Bender-Salazar, R. Design thinking as an effective method for problem-setting and needfinding for entrepreneurial teams addressing wicked problems. *J Innov Entrep* 12, 24 (2023).

[20] Li, Y., Xiao, Y., Wang, K. *et al.* A systematic review of high impact empirical studies in STEM education. *IJ STEM Ed* 9, 72 (2022).

[21] Khalil, R.Y.; Tairab, H.; Qablan, A.; Alarabi, K.; Mansour, Y. STEM-Based Curriculum and Creative Thinking in High School Students. *Educ. Sci.* 2023, *13*, 1195.

[22] Chen, L., Yoshimatsu, N., Goda, Y. *et al.* Direction of collaborative problem solving-based STEM learning by learning analytics approach. *RPTEL* 14, 24 (2019).

Education One is responsible for ensuring applications capture the impact a proposed school will have on meeting the needs of the anticipated student population, in order to ensure the academic success of the school in serving its target populations and closing achievement gaps.

Curriculum and Instructional Design

> **Meets Standard Expectation**
> ● Framework for a rigorous, quality instructional design that reflects the needs of the school's target population and will ensure all students meet or exceed expectations of the Indiana Academic Standards (IAS).
> ● Comprehensive, quality curriculum overview that includes a sample course scope and sequence for each subject for one grade for each division (elementary, middle, high school) the school would serve, and demonstrated alignment of course outcomes with applicable standards. Sound curricular choices, by subject, including reason evidence the curriculum will be appropriate and effective for the targeted students.
> ● Sound instructional strategies and explanation of why they are well suited for the targeted student population, including effective methods and systems for providing differentiated instruction to meet the needs of all students.
> ● Evidence that the proposed educational program has a sound base in research, theory, and/or experience, and has been or is likely to be rigorous, engaging, and effective for anticipated student population.

1. Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure.

Invent Learning Hub operates on a traditional classroom-based system with grades Kindergarten through 8th grade. Classes are each capped at 26 students. In SY 2024-2025 kindergarten, first, and second grade classes are self-contained, which is a shift from our original model of departmentalization in first and second. Our third through eighth grade classes are departmentalized with math, ELA, and Science/Social Studies being taught in separate classrooms by different teachers. Each departmentalized content teacher for these grade levels has two grade levels they instruct (e.g. one teacher teaches both 7th grade math and 8th grade math).

Each student receives 2 hours of instruction daily in their core ELA block. In grades Kindergarten through second grade, students receive CKLA Skills, a foundational reading curriculum based in the science of reading, and CKLE Knowledge, which fits the language comprehension side of Scarborough's Rope. They each receive small groups daily that are specific to their needs. CKLA Skills is the first block of each day, and all grade levels K-2 are teaching this at the same time. This allows us to group students based on pre-assessments that give us exactly where in the curriculum students should begin. We can utilize homogeneous groups and accelerated learning to ensure students who are several grade levels behind can receive the precise level and pace of instruction to ensure they accelerate to grade level.

In our 3rd - 8th grade classes, teachers utilize Wit and Wisdom. This curriculum masterfully combines close reading of rich texts and writing. The lessons take the full 2 hour block. Students also have their "What I Need" (WIN) time aligned across grade levels. This again allows us to provide interventions and acceleration to all students no matter their proficiency level or grade level.

Students receive an hour of core math block along with 30 minutes of personalized learning. Teachers lead small groups each day based on a calendar and scope and sequence developed during data analysis. The students not directly working with their teacher in a small group will be utilizing I-Ready's personalized learning platform to receive targeted instruction.

Kindergarten through third grade each receive 30 minutes per day of instruction in Design Thinking (DT), with grades 4-8 receiving a full hour of our STEAM program. These modules are a mix of Project Lead the Way and community based problems posed to our students to utilize the DT framework to solve. Before we received our grant for Project Lead the Way, all modules were designed in house (example [module]). These classes are hands on, makerspace aligned, and exploratory.

Students receive their Pathways instruction during their HUB block throughout the year. In our 3rd - 5th grade classes, the goal is exposure. Students take multiple field trips to give them a first hand view of careers they would have never experienced in their everyday lives. These Pathways experiences are intertwined within our SEL Program, Kimochis, that is taught during HUB. A full HUB scope and sequence can be found [here].

In 6th - 8th, the Pathways program is much more intense, with our teachers utilizing Find Your Grind ([example pacing]) and lessons developed by our Director of Culture. This curriculum is paced to fit into our Pathways scope and sequence so that students end each year with a Pathways Plan created from their future career interests.

Special populations receive additional small group instruction based on their need and IEP and/or ILP requirements. We believe that students should be in their General Education classrooms as much as possible, and we utilize our resource room only for students we truly believe need it. For our Multi-Language Learners (MLL), only students scoring 2 or below on WIDA receive pull out services. With two special education teachers, an MLL teacher, and several interventionists, we are able to meet the needs of all of our diverse learners.

2. Summarize curricular choices by grade and subject, and the rationale for each, to ensure the curriculum is rigorous, engaging, and effective.

K-8 Math Curriculum: Eureka Math Squared

We began our school utilizing Eureka Math, which was the most used math curriculum across the country. It met or exceeded all categorical ratings on Edreports.org. In Fall of 2022, we transitioned to Eureka Math Squared. The small changes made to the curriculum were intentional with more of a focus on teachability, accessibility for students, and engagement. The curriculum continues to hold some of the highest marks on Edreports.org. There is clear alignment with Indiana Academic standards[23].
With a focus on Universal Design for Learning, we feel the curriculum assists our teachers with meeting the needs of our diverse students needs, as well. Finally, the curriculum is intentionally designed to contain educative elements throughout. These elements are designed to provide support for teachers as they improve their own practice through the internalization of the curriculum.

K-2 ELA Curriculum: CKLA Skills

We began our journey with CKLA curriculum for the school year 2023-2024. This program was chosen because both components are closely aligned to the Science of Reading. This daily instruction builds word recognition skills necessary to become a confident, fluent reader. CKLA Skills lessons are designed for 60 minutes of whole-group instruction--including significant time dedicated to student practice in decodable readers. However, there are opportunities, particularly during student practice, to pull small groups of students based on data and to increase the ratio of individualized instruction and practice opportunities. For paired and small-group activities recommended in the curriculum, students can be grouped based on their individual mastery level. Each group receives instruction targeting their current level of performance with print concepts, phonological awareness, phonics, word recognition, and fluency.

K-2 ELA Curriculum: CKLA Knowledge

The Amplify CKLA literacy curriculum equips students with rich knowledge that intentionally builds to inspire curiosity and drive

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[23] https://greatminds.org/state-alignment-studies/eureka-math-squared-indiana-alignment-studies

results. Following the Core Knowledge approach, the Amplify CKLA curriculum combines rich, diverse content knowledge in history, science, literature, and the arts. Following the Core Knowledge Sequence–a content-specific, cumulative, and coherent approach to building knowledge–students dig deeper and make connections across content areas to build a robust knowledge base for comprehending complex texts.

3-8 ELA Curriculum: Wit and Wisdom

Wit and Wisdom was chosen because of strong reviews on Ed Reports, research with the support of LIT, and it is on the approved list given by the IDOE. Through a meticulous and comprehensive module design, students acquire both content knowledge and the ability to read, write, speak, and listen effectively. Each grade consists of four modules, each with a specific topical focus. Students engage with authentic texts related to the topic, employing frameworks of questioning such as Content Stages and Content Framing Questions to critically analyze and understand complex texts. Craft Questions guide students in developing strong craft skills in writing, speaking, and listening, enabling them to create thoughtful responses to the texts. The integration of standards across reading, writing, speaking, listening, and language throughout each module ensures a holistic approach, allowing students to apply skills in the context of the module content. This integrated approach fosters critical thinking skills that students can transfer to various settings, ultimately contributing to the development of higher-level literacy skills.

1-8 Design Thinking Curriculum: Project Lead the Way and Teacher Created Challenges

Our Design Thinking program combines a rigorous, high quality STEM curriculum with community based Design Thinking challenges curated by our staff. Project Lead the Way (PLTW) is the leading applied learning STEM curriculum in the country with proven results. Research has shown that PLTW not only increases science proficiency rates, independent research also showed that students grew in both math and ELA when participating in PLTW[24]. Our students participate in modules developed by PLTW that include their Activity, Project, Problem-Based (APB) approach. Our teachers then work with our administration to develop Design Thinking challenges that are community based and utilize the skills learned in their PLTW Module. Students walk through the Design Thinking framework of Empathize, Define, Ideate, Prototype, Test, and Launch. Through this process, they solve big problems, building a sense of self-efficacy and agency.

Personalized Learning Curriculum Math and ELA: I-Ready

I-Ready Personalized Instruction uses data from the I-Ready Diagnostics to create a personalized path of engaging online lessons. In this way, students receive instruction and practice in areas where they need the most support. This data-driven personalized learning software makes sure students are working on exactly what they need and accelerating their learning to reach their stretch goals on I-Ready.   The program also allows for adaptability based on teachers discretion. Teachers can add lessons, adjust the lesson sequence for their students, and know that their students are receiving explicit and systematic instruction. I-Ready personalized learning has also shown to be extremely effective with English Learners. They leverage research-based best practice guidance from researchers and frameworks from organizations such as the Council of the Great City Schools, the English Learners Success Forum, and others to identify non-negotiable criteria in their curriculum for English Language students.

Pathways: Find your Grind

Find your Grind (FYG) is a modern, student-centered curriculum designed to help young people discover their unique strengths, interests, and potential career paths. It encourages students to explore their interests, values, and personalities through various assessments and reflective activities, providing insights into a wide range of career options beyond traditional roles. FYG emphasizes the development of essential life skills such as critical thinking, problem-solving, communication, and collaboration, integrating these skills into learning activities to prepare students for real-world challenges. The curriculum guides students in setting personal and professional goals, creating actionable plans, and tracking their progress, whether through college, vocational training, or direct entry into the workforce. Incorporating project-based learning activities, FYG allows students to apply their knowledge in practical scenarios, enhancing engagement and relevance. With a variety of digital tools and interactive resources, the curriculum

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[24] https://one8appliedlearninghub.org/our-programs/project-lead-the-way/the-impact-of-applied-learning/#1683/1/

offers a dynamic and accessible learning experience. Additionally, FYG connects students with mentors and professionals in their fields of interest, providing guidance, support, and real-world perspectives.

K-5 SEL Curriculum: Kimochis

The Kimochis Keys to Communication teach children how to use their tone of voice, body language and appropriate words when they are in "emotional moments." The Keys teach children to be respectful in their social interactions; take responsibility for their actions; be resilient and "bounce" back after social challenges; and consider their own emotional needs and those of others. By learning how to use the Keys, children can communicate in ways that support positive behavior and build confidence, self-esteem and strong relationships. Although the Kimochis Keys to Communication seem simple, these powerful, positive strategies help children to problem-solve and make good choices when emotions are high. The Kimochis Feeling Lessons provide children, educators and parents a common vocabulary that allows everyone to "speak the same language" about feelings and emotions. When everyone understands and uses the same feeling vocabulary, social-emotional learning is consistent and happens more quickly for children. Adults can give prompts using the vocabulary to guide children to do and say the right thing in challenging emotional situations. (For example, "Use your talking voice and face when you ask to play.") Peers can learn to cue each other using gentle prompts, which builds kindness and compassion.

3. Summarize curricular choices for special populations, by subject, and the rationale for each, to ensure the curriculum is rigorous, engaging, and effective. Special populations include the following:
   - o   Special Education
   - o   English Learners
   - o   Below Grade Level Performance
   - o   Gifted and Talented

Special Education

ELA: Step Up to Writing

Step Up to Writing is a comprehensive program of multisensory writing strategies that develop students' ability to create thoughtful, well-written compositions. The solution's explicit and systematic approach to teaching writing is designed to provide clear strategies, methods, and supports for increased writing success in all content areas. Created for all students, the strategies can be integrated into any curriculum. We have several students with writing goals at ILH. Our Special Education teachers can pull specific lessons pertaining to their goals and work on these with the writing prompts from their own general education classrooms. We believe this method provides the most success for our students.

ELA: Sonday System 2

Sonday System 2 offers structured, systematic, multisensory reading intervention for intermediate readers in reading levels from third through eighth grade. Each lesson plan uses proven Orton-Gillingham methods to provide effective intervention in small-group settings. The National Reading Panel found that the methods used in Sonday System 2 are proven to lead to success for struggling readers[25]. Our Special Education Teachers will utilize Sonday 2 for 3rd - 8th graders that have goals concerning multisyllabic words, comprehension, and vocabulary.

ELA: UFLI
UFLI is an explicit and systematic program aligned with the Science of Reading that teaches students the foundational skills necessary for proficient reading. It follows a carefully developed scope and sequence designed to ensure that students

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[25] https://www.winsorlearning.com/files/pdf/NRP-Reports-of-the-Subgroups.pdf

systematically acquire each skill needed and learn to apply each skill with automaticity and confidence[26]. UFLI will be utilized for students that have goals concerning foundational reading skills.

Math: I-Ready Toolkit and Eureka Math Squared

The curriculum used for students who qualify for special education in math is determined by the goals they have in their IEP. For students with more complex goals, teachers use previous Eureka Math Squared curriculum and intervention resources to ensure students are receiving rigorous, standards based instruction, but simply at the level and skill necessary for their development. They will use previous grade level materials, lessons and assessments through the digital suite. For students focusing on more procedural fluency, teachers will use lessons from the I-Ready toolkit. These skills based lessons provide the teachers with researched backed strategies for teaching procedural fluency.

English Language Learners:

Amira

Amira is a one of a kind software that uses AI technology to deliver micro-interventions as students are reading aloud. The program from HMH listens to students read, then provides in the moment feedback on specific phonemes the students misread. Amira uses an evidence-based approach to reading success and demonstrates strong levels of evidence under the ESSA criteria. The program boasts its biggest results with ELL students who utilize the program regularly at early stages of acquisition.

Vista - Get Ready Sail and Soar

With our growing numbers of newcomers, we are adopting a curriculum that can be utilized at all grade levels for students with no English background. The curriculum is a comprehensive elementary program for newcomer and beginning-level proficiency students. Published in two volumes, the curriculum is built on specialized knowledge necessary for working with culturally and linguistically diverse learners, the assets they bring into the classroom, and the academic challenges they face.

Below Grade Level Performance

ELA: UFLI

UFLI is an explicit and systematic program aligned with the Science of Reading that teaches students the foundational skills necessary for proficient reading. It follows a carefully developed scope and sequence designed to ensure that students systematically acquire each skill needed and learn to apply each skill with automaticity and confidence.

ELA: Amira

Amira is a one of a kind software that uses AI technology to deliver micro-interventions as students are reading aloud. The program from HMH listens to students read, then provides in the moment feedback on specific phonemes the students misread. Amira uses an evidence-based approach to reading success and demonstrates strong levels of evidence under the ESSA criteria.

Math: I-Ready and Eureka Math Squared.

Our teachers utilize a variety of resources to meet the needs of below grade level performers in math. First, teachers engage in a lengthy data analysis process utilizing I-Ready diagnostic data to determine needs and pace our skills each small group needs.. Once skills are identified, teachers assign specific lesson paths on I-Ready's personalized learning platform. This provides students with the appropriate skills needed to fill gaps and accelerate learning. Teachers also meet in small groups, utilizing the suggested

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[26] https://ufli.education.ufl.edu/foundations/

lessons from I-Ready's teacher toolkit and Eureka Math Squared's Equip lessons. These lessons from Eureka Math Squared are designed to provide high quality, rigorous intervention lessons that fill very specific gaps students have BEFORE they will need to access that prior knowledge for grade level lessons.

Gifted and Talented

With only a small number of students qualifying for Gifted and Talented at ILH, we have not adhered to one set curriculum. Each year, we meet with parents and students to determine their interests and passions. We purchase and develop curriculum based on those interviews. In previous years, we have purchased a robotics curriculum, a cartography curriculum, and a biology curriculum that our students have used. Our high ability teacher provides the students each week with the lessons and feedback they need to have success in the field in which they would like to study.

4. Provide an overview of the planned curriculum, including, as **Attachment 1**, a sample course scope and sequence for each subject for one grade for each division (elementary, middle, high school) the school would serve.

5. If the curriculum has not already been selected, provide a description of how it will be chosen and/or developed between approval of the application and the opening of the school, including who will be responsible and when key stages will be completed.

N/A

6. Describe the primary instructional strategies that the school will expect teachers to use and why, including the methods and systems teachers will have for providing differentiated instruction to meet the needs of all students.

At Invent Learning Hub, we believe in and expect explicit and systematic direct instruction. We have chosen curricula that ask our teachers to instruct in this way. According to John Hattie's research, direct instruction has an effect size of 0.60 with regards to improved outcomes for students[27]. Direct instruction involves a number of different practices, such as deliberate practice and feedback that have even higher effect sizes in isolation. Direct Instruction should be a part of all content and classrooms except for our Design Thinking (DT) classes. There will be direct instruction lessons which will take place, but DT will utilize project based learning practices most often.

In our K-2 reading classes, the explicit and systematic direct instruction on phonics and phonemic awareness is critical[28]. This should be occurring in every classroom at ILH during the skills portion of the curriculum. We adhere to practices outlined in the current reading research, and have updated our curriculum and strategies to meet this need.

In our 3-8 ELA classes, our curriculum requires teachers to use close reading to assist our students with making sense of complex tasks. In Hattie's research, close reading has an effect size of 0.75. We know that the majority of our students are coming to us below grade level, utilizing close reading with repeated reads allows us to make the high quality texts our curriculum puts in front of students accessible no matter their level.

All classrooms at all levels utilize formative assessments and data based instruction. With our use of formative assessments, teachers are setting goals for students, tracking progress towards goals, and adjusting instruction to fill gaps found in the formative assessments. These instructional strategies are intentional and allow us to be relentless in our pursuit of success. We understand

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[27] "Visible Learning", John Hattie, 2008
[28] https://www.winsorlearning.com/files/pdf/NRP-Reports-of-the-Subgroups.pdf

that assessments are not the only way to measure success, but we strongly believe that with the right assessments, appropriate analysis, and adjustments that meet the needs of students, our students will be able to compete with their peers in the current accountability system we have. Our teachers meet once a week to discuss data and make any necessary adjustments to plans to differentiate based on student need. We meet as a whole school each quarter to analyze larger assessments to make adjustments to small groups and core curriculum pacing.

With our growing ELL population, we expect all teachers to be utilizing explicit vocabulary instruction. As one of the many SIOP strategies, we know that explicit vocabulary instruction helps bridge the language barrier and create pathways for our ELL to be successful in classes. Hattie's research also shows that explicit vocabulary instruction has a 0.62 effect size on student success.

While our teachers show a number of different engagement strategies, we fully expect that in every class, they are utilizing Every Student Responds (ESRs) strategies regularly. There is a plethora of research on the role engagement plays in student success, and ESRs are a high quality way to ensure engagement from all students. We recognize the difference between on-task and engaged. We expect teachers to use ESRs to maintain a level of academic engagement that goes beyond students just being on-task.

In the 2024-2025 school year, we will be placing an emphasis on aggressive monitoring. Aggressive monitoring is a specific procedure that fits into the research on formative assessment and feedback. This strategy requires teachers to be overly intentional about the practice they are providing, the answers they are expecting, and the feedback they are giving. Utilizing aggressive monitoring allows teachers to know where their students are in the moment, address misconceptions immediately, and differentiate support based on needs. This strategy also requires the teacher to design an exemplar before the lesson. By working from the exemplar the teacher has thought through the level of rigor it takes to match the standard and what type of student response displays that expected rigor.

7. **Replication Schools:** Explain the organization's approach to replicating and implementing the school model, including program and instructional design among multiple schools.

N/A

Pupil Performance Standards

Meets Standard Expectation
- Thoughtful identification of and plan for development and adoption of any additional academic standards beyond state and authorizer requirements that the school would adopt or develop, including an explanation and evidence of how those standards would exceed the state standards and are relevant to the school's model.
- Clear, rigorous plan for student promotion and communication with families.
- Clear, rigorous plan for student retention and communication with families.

1. If you plan to adopt or develop additional academic standards beyond the state and/or authorizer standards, explain these additional standards, including the content areas and grade levels in which they will be implemented. Describe the adoption or development process that has taken place or will take place. Select one grade level and subject area as an example, and explain how these additional standards exceed the state and authorizer standards.

N/A

2. How will the school know a student is successful? Explain the standards for promoting students from one grade to the next.

Discuss how and when promotion will be communicated to parents and students.

Student success is very important to us at ILH. We are committed to choosing strong, research-based curriculums and assessments to provide a rigorous and equitable education for all our students. The three core ways we measure student success at ILH include DIBELS (K-2), I-Ready (3-8), and curriculum-embedded assessments. We know that a student has successfully comprehended and mastered grade-level material if they end the year at a "Proficient" or "Above Proficient" level on DIBELS, grade-level or higher on I-Ready, and 80% or higher on curriculum-embedded assessments. We also understand that all students learn and grow at different rates, especially our special population students. Therefore, we also measure student success by meeting IEP goals and/or ILP standards, growth targets in DIBELS and I-Ready (established by the programs after the beginning of the year assessment), or consistent growth in progress monitoring of our established intervention programs.

Students who meet the three success measures listed above will be promoted to the next grade level. Additionally, students who are not considered to be "good candidates" for retention by the admin team will be promoted to the next grade. The admin team will discuss various factors to determine retention candidacy, including age, previous retention history, family circumstances, class peers, academic history, and Light's Retention Scale score.

Having strong communication with ILH families is non-negotiable. Families are regularly updated about their student's academic progress throughout each quarter. Specifically, during our 3rd quarter parent-teacher conferences, parents are notified if there are any concerns about academic success that might hinder students from being promoted to the next grade level. Promotion is officially communicated to families after the 4th quarter report card.

3. If a student does not meet the promotion criteria stated above, how will the school address this? Discuss how and when retention will be communicated to parents and students.

When a student is not meeting the promotion criteria listed above, we ask each homeroom teacher to create a list of students they believe are possible candidates for retention. Teachers are asked to complete a Light's Retention Scale for each student listed. This scale can be used as guidance about whether grade retention might be helpful or harmful to the student. The admin team will review the list and consider all the data points—interim assessment scores, curriculum-embedded assessment scores, Light's score, and each student's personal background and academic history—to make an informed decision about pursuing a retention plan. Families of students approved for retention will be notified during our mid-February parent-teacher conferences. During that conference, teachers will share an intensive intervention plan that includes additional small group instruction and after-school tutoring to fill the gaps and will inform parents about how they can provide more academic support at home. This plan will be in effect from mid-February to mid-May. Admin will review the various data points, including end-of-year interim scores, and will make a final decision during the review. Once a decision is made, a member of the admin team will reach out to each family to share our decision and supporting data. We ask for their opinion, and a final decision is made with the support of the parent. If parents disagree with the decision, we will promote the student but will develop a plan to address the student's specific needs and accommodate the gap.

For students who are not meeting promotion criteria but are not good candidates for retention, we will add them to our M-Team discussions. We will consider pursuing additional testing for their needs, strongly encourage summer school, and/or provide more language support as needed. We will continue to track and monitor their data throughout the next school year to ensure that growth is happening.

High School Graduation Requirements (High Schools Only)

Meets Standard Expectation
- Sound plan for meeting state and authorizer graduation requirements (including credits, GPA calculation, transcripts, electives) and compelling explanation of any additional requirements beyond the state's and authorizer's requirements.
- Clear, persuasive explanation of how the school's graduation requirements will ensure student readiness for college and other post-secondary opportunities (trade school, military service, or entering the workforce).

● Effective systems and structures for students at risk of dropping out or not meeting graduation requirements.

High schools will be expected to meet the state and authorizer graduation standards.

1. Describe how the school will meet state and/or authorizer 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 state and authorizer standards, explain the additional requirements.

N/A

2. Explain how the graduation requirements will ensure student readiness for college and/or careers.

N/A

3. Explain what systems and structures the school will implement for students at risk of dropping out and/or not meeting the proposed graduation requirements.

N/A

Performance Management

Meets Standard Expectation
● Quality interim assessments that are aligned with the school's curriculum, performance goals, and state standards.
● Effective plan and system for measuring and evaluating academic progress – of individual students, student cohorts, and the school as a whole – throughout the school year.
● Comprehensive, effective plan and system for collecting and analyzing student academic achievement data, using the data to refine and improve instruction, providing training and support for school personnel, and reporting the data to the school community. This should include qualified personnel who will be responsible for managing and interpreting the data for teachers and leading or coordinating data-driven professional development.
● Thoughtful, appropriate corrective actions the school and network will take if either falls short of goals at any level.

1. In addition to all mandatory state assessments, identify the primary interim assessments the school will use to assess student learning needs and progress throughout the year. Explain how these interim assessments align with the school's curriculum, performance goals, and state standards.

ILH has benefited from partnering with LIT, a program that has coached the admin team to design and transform every element of our reading ecosystem. They have worked with us to improve and strengthen our program design, enabling structures, instructional leadership, research-aligned instruction, and data-responsive teaching. By working with them, we have scaled back our interim assessments to ensure alignment with our school's curriculum, performance goals, and state standards. The primary interim assessments that we use throughout the year include DIBELS (K-3), I-Ready (3-8), and curriculum-embedded assessments (K-8). DIBELS and I-Ready are administered at the beginning of the year (BOY), middle of the year (MOY), and end of the year (EOY), with DIBELS being progress monitored at least twice in between for students below proficient. Curriculum-embedded assessments include a placement assessment at BOY, an MOY assessment, an EOY assessment, as well as assessments at the end of each unit/module. Below is information showing how each assessment aligns with our curriculum, performance goals, and Indiana standards.   **DIBELS (K-3)**   **School's Curriculum**: We utilize CKLA skills in grades K-2. This curriculum is closely aligned with Scarborough's Rope—Word Recognition (lower strands)—which encompasses phonemic awareness, decoding, and sight recognition. DIBELS has subtests in

every grade that align with each strand from the rope: Phoneme Segmentation Fluency, Nonsense Word Fluency (decoding), Word Reading Fluency, and Oral Reading Fluency. DIBELS assessments confirm that instruction is happening with the fidelity needed for mastery.

Performance Goals: Our performance goal is based on DIBELS. By the end of the year, we aim for 80% of our students to meet or exceed proficiency or their growth goal target. We know that DIBELS is research-based and indicative of reading success when students score in the proficient and above levels. The scores from DIBELS inform us whether a student would benefit from intensive instruction, strategic instruction, or core instruction alone.

State Standards: DIBELS closely aligns with the Reading Foundations domain in the Indiana State Standards, which include print concepts, phonological awareness, decoding, and phonemic awareness. We understand that when students master reading foundations, they are set up for future reading encounters and challenges.

I-Ready (3-8)

School's Curriculum: Students taking the I-Ready interim assessment will receive personalized reports indicating whether they are meeting grade-level standards or identifying specific learning gaps. To address these gaps, we utilize our intervention curriculum, including UFLI, I-Ready Personalized Instruction, or Amira. By providing targeted, explicit instruction focused on the root causes of deficiencies, we can more effectively reduce and potentially eliminate these gaps by the time of the next interim assessment. Students meeting grade-level standards will continue to receive core instruction and work on fluency and comprehension strategies during WIN (What I Need) time.

Performance Goals: Our performance goal is based on I-Ready for upper grades. We know that if students meet grade-level expectations on I-Ready, they are more prepared and likely to pass state assessments. The quality of data reports helps ensure that every student has a plan to reach their academic goals.

State Standards: I-Ready is a set of diagnostic and instructional tools for math and reading that are aligned with Indiana State Standards. The I-Ready Diagnostic is a criterion-referenced test that provides information about how a student is performing relative to expectations set by these standards. The placement level, driven by the student's scale score, is the key criterion-referenced score. I-Ready also offers Standards Mastery reports that provide insight into student performance on specific standards within a classroom or school. These reports help teachers identify prerequisite skills, possible misunderstandings, and opportunities for extended learning and reteaching.

Curriculum-Embedded Assessments (K-8)

School's Curriculum: With the support of LIT, we have chosen robust, research-based reading curricula. We know that if students score 80% or higher on the assessments, they are learning and working at grade level, setting themselves on a trajectory for success. Our math curriculum provides high quality, rigorous assessments that align well with mastery levels on both I-Ready and ILEARN

Performance Goals: Since our performance goals are based on two of our interim assessments, we can be confident that when students achieve and master curriculum-based content, they will score at proficient/grade level or higher on DIBELS and I-Ready.

State Standards: Our reading curricula, CKLA andWit & Wisdom, are listed on the approved High-Quality Curricular Materials Advisory Lists provided by IDOE. Our math curriculum is one of the highest rated by EdReports. These materials have been vetted to ensure alignment with our state standards and state assessments.

2. Explain how the school will measure and evaluate academic progress – of individual students, student cohorts, special populations, and the school as a whole – throughout the school year.

At Invent Learning Hub, we believe that data driven instruction is at the core of our programming and support. We understand that to build a high quality system of support for students, there is a strong need for high quality, valid screeners and diagnostics. At ILH, assessments are used to measure student growth, identify learning gaps, make informed instructional decisions, and measure teacher efficacy.

The assessments we use will provide us a true picture of current levels, gaps and specifically what next steps our students need to progress through the reading continuum. This holistic view of student mastery gives us the decision making capacity to crush this whole reading thing.

Literacy K-3 Universal Screener/Benchmarking Assessment: Amplify mClass DIBELS 8th Edition

Frequency & Purpose	*The universal screener DIBELS 8th Edition will be administered three times per year (BOY, MOY, EOY) to assess student progress towards overall grade level targets. We monitor progress twice between each benchmark testing window on specific sub-test based on the gaps students show in benchmark testing. As they meet proficiency in sub-tests, we monitor progress using the next appropriate sub-test.* *We administer DIBELS because it is a nationally-normed, externally vetted assessment that allows us to benchmark our achievement and growth against schools across the country, it has high reliability and validity. DIBELS results have shown to be highly predictive of future student reading success.*
How the Data will be Used	*DIBELS is used to determine if the overall Tier 1 instructional approach is effective and to externally measure student growth in our interventions for struggling readers throughout the year (providing information about our students in relation to national norms).* *For our 3rd graders specifically we will use the ORF data as a screener to determine who might need diagnostic assessments to determine foundational skill gaps. If students score significantly below grade level, we will utilize a diagnostic assessment to determine phonics and phonemic awareness skills (Quick Phonics Screener).*
Impact on Students	*Screeners like DIBELS allow us to monitor progress towards annual and long-term goals and provide accountability for increasing student learning over time. They also provide useful data for determining which students need additional support.*

Literacy K-2 Curriculum-Embedded Assessments: CKLA Skills and Knowledge Mid-and End-of-Unit/Domain Module Assessments and CKLA Assessments

Frequency & Purpose	*Spelling Assessments are every 5 lessons.* *Every 2-3 weeks - based on the length of each Unit/Domain* *The purpose of these assessments will be to monitor students' understanding of core skills/knowledge that was explicitly taught over the course of the unit/domain.*
How the Data will be Used	*This assessment will also help evaluate our Tier 1 instruction and if there is a need to reteach any skills to whole and small groups of students.* *Teachers will also use data from unit/domain assessments to plan "pause point" lessons and target remediation to specific student skill gaps.*
Impact on Students	*Constant understanding of where the students are in their understanding and provide*

	support and enrichment as needed.

Literacy K-2 Summative/Outcome Assessment: *Placement Assessments and End-of-Year Assessments*

Frequency & Purpose	*2x a year*
	To help us understand what skills students are coming into each grade with as well as the skills that students have retained over the course of the year.
How the Data will be Used	*Students will be placed into small groups based on the data. CKLA Skills does a great job in sharing what type of remediation students need based on the score they receive.*
Impact on Students	*Students will receive instruction to close the gaps instead of gaps continuing to grow.*

Literacy Curriculum-Embedded Assessments (Reading Comprehension): *Wit and Wisdom Curriculum Embedded Assessments*

Frequency & Purpose	*Daily CFUs, Focus Question Tasks at the end of each Focus Question Arc, and End of Module Tasks. These curriculum-embedded assessments provide evidence of how deeply students understand what they have read (knowledge) and done (skills) in the course of a module. There are 4 end of module tasks across the year for each grade level. They are "baked into" the curriculum and are intended to give teachers authentic data to adjust and accelerate instruction. The focus question tasks (embedded every 1-2 weeks) build students' knowledge and skill to be successful on the EOM task.*
How the Data will be Used	*Daily CFUs will be used to address gaps in knowledge building in the moment and for the next lesson. Focus Question Tasks will be used to make adjustments mid unit that will better provide students with opportunities to build the vocabulary and knowledge they will need for the End of Module Tasks. End of Module Tasks will be utilized to determine instructional efficacy and determine focus areas for the next module.*
Impact on Students	*This approach of multiple data points will allow teachers to be nimble and quick in their small changes to address immediate concerns and needs, which will help students feel known and supported in their progress.* *These assessments are built into the curriculum, so they do not require other instruction to pause to administer. The self-assessment component also empowers students to understand and improve their learning. These are the assessments that ultimately drive teaching and learning.* *Whether in college or career, students will frequently be held accountable for what they know and what they can do. Forms of assessment that are typically limited to the classroom, like multiple choice, can be helpful in giving teachers quick feedback on student learning. But the best assessments mirror the work students will do in college and their careers, allowing them to perform their learning in authentic contexts. EOM Tasks are designed to elicit that kind of performance, giving students an opportunity to show what they can do by applying their learning to solving academic, intellectual, and real-world problems.*

Summative/Outcome Assessment: *IREAD and ILEARN*

Frequency & Purpose	*Each assessment will be taken 1 time per year. The purpose is to measure proficiency in*

	reading.
How the Data will be Used	*Data will be utilized to determine overall school level trends and domain specific gaps at the organizational level. We will use these assessments to determine the efficacy of instruction and curriculum.*
Impact on Students	*This data will allow us to make high level changes and evaluate the efficacy of the curriculum and the instructor using it.*

Mathematics and Literacy 3-8 Universal Screener/Benchmarking Assessment: I-Ready

Frequency & Purpose	*Benchmark assessments 4 times per year. The purpose of this assessment is to determine at which current norm referenced levels our students are currently reading and have mastered in mathematics.*
How the Data will be Used	*This data will allow us to determine high level needs in specific domains (Number Sense, Computation, Geometry, Algebraic Thinking)* *This data will allow us to determine high level needs in specific domains (Phonics, Phonemic Awareness, Vocabulary, Literature Comprehension, Informational Comprehension).*
Impact on Students	*We believe that with the data we will receive from both this assessment along with utilizing a diagnostic to determine specific needs, we will be able to address long running gaps that will assist with giving our students access to high quality reading material and master mathematics grade-level skills and standards.*

Math K-8 Curriculum-Embedded Assessments: Exit Tickets, Topic Quizzes and Module Assessments

Frequency & Purpose	*Teachers give exit tickets daily to students. Topic quizzes occur within the curriculum every 4-6 lessons. There are typically 4-5 topic quizzes in each module. Each grade level has 6 module assessments taken at various points throughout the year, as well.*
How the Data will be Used	*Daily exit tickets will be used to address gaps in knowledge building in the moment and for the next lesson. Topic quizzes will be used to make adjustments each week that will better provide students with opportunities to build the skills and knowledge they will need for the next topic and module assessment. Module assessments will be utilized to determine instructional efficacy and determine focus areas for the next module.*
Impact on Students	*This approach of multiple data points will allow teachers to be nimble and quick in their small changes to address immediate concerns and needs, which will help students feel known and supported in their progress. These are the assessments that ultimately drive teaching and learning in the classroom.* *Teachers meet weekly to analyze data and make instructional choices based on the data. Small group instruction will be adjusted based on the mastery and gaps found in the topic quizzes and exit tickets. This will allow for data based differentiation for students so that they receive exactly what they need.*

Reading Intervention Assessments: UFLI and DIBELS

Frequency & Purpose	**UFLI (K-8) & DIBELS ORF (3-8 - students using I-Ready ELA Intervention)**

	Frequency: 1x/week *Purpose: The purpose of this assessment is to ensure that the skills that were taught during intervention have been retained and mastered.*
How the Data will be Used	*The data will be used to see who has mastered the material that was presented that week during intervention. It will either indicate to us if the intervention is working, they need to be retaught the skills, or in some cases to try to find another intervention or testing may be needed.*
Impact on Students	*This is where students are getting their specific needs met. Making sure that we are tailoring intervention to their needs and help close their educational gap is vital to individual and school growth.*

3. Outside of the classroom teacher, identify who will be responsible for collecting and analyzing student academic achievement data, using the data to drive school wide expectations/next steps, and reporting the data to the school community.

Gabriel Surface, Principal

Megan Vite, Assistant Principal

Maddie Paraskos, Reading Coach

Aleicha Ostler, Executive Director

Tyler Schwartz, Lead Math Teacher

The principal, assistant principal, and reading coach will have weekly data meetings with teachers to look for trends and determine classroom-level and student-level needs. The content teams will lead meetings with teachers to analyze data, determine small groups, identify achievement gaps, and practice skills necessary to close those gaps.

Each week, the Executive Director and building leader will meet to review recent data and identify trends (Meeting Agenda). The building leader will meet with the coaches weekly to review data, as well (Meeting Agenda). The trends and gaps found will help drive professional development, observations, and action steps for teachers.

The principal and team host a family data meeting at the beginning of the year to share beginning of year data with families. This is an opportunity to set goals and expectations with students and their families. Teachers provide each family with a folder containing their student's beginning-of-the-year assessment data. Teachers also provide 1-2 educational activities that explain how to help their students at home to increase or maintain their scores.

Interim Assessment data is sent home quarterly, as well. IREADY provides reports that show growth from BOY and their progress towards their EOY Goal, which is tracked by teachers and admin. The quarterly growth and proficiency data is used in our whole school data analysis days to determine small groups, pacing changes, and evaluate our programmatic decisions.

4. Describe the corrective actions the school will take if student academic achievement falls short of expectations and goals at the school-wide, classroom, or individual student level.

School-wide Level

If student academic achievement is falling short of expectations school-wide, our approach would involve a thorough analysis of performance data to pinpoint areas needing improvement. Engaging teachers through collaborative discussions would allow us to understand instructional challenges and gather insights on effective strategies. Similarly, involving parents and listening to students would provide perspectives crucial for tailored interventions.

Setting clear and achievable goals is fundamental; these would guide the development of action plans that could include targeted professional development for teachers, adjustments in curriculum delivery, and the implementation of support programs like tutoring and counseling. Regular assessments allow us to track progress and inform necessary adjustments, ensuring that interventions are effective and responsive to student needs.

In addition to internal efforts, ILH leverages community partnerships and resources to enrich educational opportunities and support services. Fostering a positive school culture, where achievements are celebrated and a growth mindset is encouraged, motivates both students and educators toward sustained improvement in academic outcomes. This holistic approach aims not only to address immediate challenges but also to build a resilient framework for the continuous enhancement of student achievement.

Finally, ILH develops a school improvement plan (SIP) each year based on the previous year's data and analysis. We make necessary changes to systems and processes that we believe will provide the enabling structures necessary to implement our SIP. We make intentional professional development decisions to build the capacity of our teachers to implement the components of the SIP that apply to them. We track our implementation throughout the year and the admin team regularly evaluates and updates our progress towards the goals.

Classroom Level

If the admin team were to notice that student academic achievement was falling short of expectations and goals at the classroom level, we would narrow our scope and focus, working with that teacher specifically. Teachers will meet weekly with coaches and admin to analyze classroom and student-level data. ELA teachers will bring focus question task compositions, exit tickets, unit tests, or checks for understanding to analyze and determine needs. Math teachers will bring Topic Quiz data for analysis. A review of the agendas and analysis can be seen here: Math (K-8) and ELA (K-2) or ELA (3-8). Teachers will determine if the gaps in mastery are classroom-level or student-level gaps. They will make adjustments to pacing as necessary for classroom-level needs, utilizing Pause Points that are calendared throughout the module to allow for reteaching and pacing adjustments. Our curriculum provides guidance on reteaching activities that work to close any gaps found during the module assessment. Administration will utilize their weekly meetings to review pacing adjustments and classroom-level needs to determine if there are system-level changes or interventions that need to take place. This could come in the form of further professional development for specific teachers or improvement plans being put in place with more intense support from administration.

Individual Level

For individual-level needs, teachers will make small group plans that address the gaps found in the Weekly Data Meetings. Teachers will have a small group scope and sequence for their WIN (What I Need) time. We will add skills to our scope and sequence each week during the Weekly Data Meetings. During these meetings, they'll also have opportunities to plan and practice for these small group interventions.

As we track student progress in our data meetings, any students who are not responding to the Tier 2 WIN time will be recommended for Tier 3 within our MTSS program. These students will receive additional, targeted instruction. Data will be tracked weekly for six weeks, and student progress will be discussed in our M-Team meetings. Based on their growth, students will either continue with the interventions, be removed from MTSS, or be recommended for testing.

School Calendar and Schedule

Meets Standard Expectation
● Provide the school's proposed calendar that includes number of days of instruction, following the minimum state requirements.
● Provide an explanation of the proposed calendar, including operational start/end date/times, first student day, instructional time by grade band, and information on how the proposed schedule is optimal for student success.

1. As **Attachment 2**, provide the school's proposed calendar for the first year of operation, including total number of days of

instruction. Instructional calendar guidance from the Indiana Department of Education can be found [here](#).

2. Provide a narrative based on Attachment 2, explaining:

   o   The date when the school is expected to begin school operations;

   o   The date when students will attend the school;

   o   How the calendar reflects the needs of the educational program and/or anticipated student population;

   o   The number of hours/minutes per day and week that the school will devote to academic instruction for grades K-6 and grades 7-12, if applicable;

   o   School start and dismissal times; and

   o   How the school's daily and weekly schedule will be optimal for student learning.

New teachers will begin with ILH on July 17th, 2024. Returning teachers will begin July 22nd. We will have two weeks of professional development for teachers, with the first student day being July 31st.

Our goal in our calendar each year is to fit as much instruction into our year before testing takes place. We realize that our students are often coming to us multiple grade levels behind. To close these gaps as much as possible, we have had a July start date each year. In our current calendar, we have only 3 weeks of school after ILEARN is completed. This intentionality allows us to teach each and every state standard before students are tested on them in the spring.

We have also strategically planned our calendar to allow for teacher professional development throughout the year. We have four planned professional development days coinciding with our testing schedule. Each quarter, our teachers will report without students. During these days, we will be analyzing data, preparing small group plans, adjusting pacing, and tracking student, class, and school progress. This analysis and planning takes time. Including these days into our calendar is a first for us, but will give us the critically important time we need for the analysis and planning.

Our middle school students receive 6 hrs and 5 mins of instructional time each day. Our elementary school students receive 5 hrs and 35 minutes of instructional time each day. Students enter at 7:55 am and are in rooms by 8:10 am. We dismiss at 2:45 pm each day.

Our daily schedule shows our intentionality, as well ([Schedule](#)). All kindergarten, first, and second graders receive their CKLA skills block first thing in the morning. This is when attention and engagement is at its peak, so students receive their most pivotal instruction here. To maintain fidelity with the CKLA curriculum, having the skills blocks aligned allows us to provide the level of instruction each and every child needs during this block. Based on placement tests, each student has a specified starting point in the curriculum. For example, a student in second grade may be placed in Unit 5 of the first grade curriculum. With our strategic scheduling, this student can now receive the level of instruction he/she needs with other students who were placed at the same starting point. Students who are in the groups receiving below grade level instruction for CKLA Skills will also be grouped together during the WIN time to receive a second CKLA Skills lesson. This strategic planning allows us to accelerate the curriculum and their learning to catch them up to their peers receiving on grade level instruction.

Our third through eighth grade students have strategic scheduling, as well. The WIN time for these grade levels are all aligned so that students in different grade levels, who have similar intervention needs can be grouped together for personalized instruction addressing their specific gaps. Utilizing both classroom teachers, EL teachers, SPED Teachers, and teaching assistants, we will be able to reach the needs of all upper elementary students through this plan.

School Culture

Meets Standard Expectation

1. Explain how the school will create an inclusive culture for the anticipated student population, taking into account student subgroups such as socioeconomic status, gender, race, ethnicity, English Learners, Gifted and Talented, Special Education, etc. Describe the plan for enculturating students and families who enter the school mid-year.

Creating an inclusive school culture is a multifaceted endeavor. It demands intentionality, attentiveness, astute planning, cohesion, and care. ILH's plan for establishing and maintaining an inclusive school culture has been developed with passion and tenacity over the past five years. Below, you will find a detailed outline of the pivotal steps that our ILH family takes before our school year begins, during the first six weeks of school, and at the midyear point as we strive to ensure that all of our students feel seen, heard, known, and loved.

Before School Begins

ILH believes that a foundation of inclusivity must be established before students ever enter our doors. For us, this means 1. setting the tone with staff members before our school year begins, and 2. being immensely intentional with our school-wide language and classroom practices.

Each summer, ILH spends two weeks with staff members delivering beginning-of-year professional development. The culture sessions of our BOY PD are tailored to the unique needs of both our staff and our student populations, and our goal is always to provide teachers with the knowledge and practices that they will need to create culturally responsive classroom families. In the past, our BOY culture PD has included sessions on applied educational neuroscience, restorative practices, implicit bias training, gender identity training, staff identity exploration exercises, special education training, brain-aligned relationship building practices, and food equity (all ILH students receive free breakfast and lunch). Additionally, as a part of these culture sessions, ILH makes sure to establish school-wide, relationally-based language among our staff that taps into our human need for belonging. Language is powerful, and establishing an inclusive culture means being united in our use of inclusive language. At ILH, classes are called families, grade levels are called teams, the ILH community as a whole is called the ILH family, and parents are called grownups, guardians, or persons (all families are different, and we never want to make assumptions about the home lives of our students). Furthermore, we supply our staff with a bank of gender-neutral terms to use when speaking to their classes as a whole. These terms include makers, mathematicians, readers, writers, scientists, inventors, artists, dreamers, thinkers, and innovators. In this way, rather than projecting any of our own assumptions onto our students, we inspire them to see themselves as the remarkable learners they already are.

In addition to delivering intentional PD, our two weeks in the summer allow us to build a culture of inclusivity among our staff. As educators, this work begins with us, and part of that work means creating a safe space for us as adults to build authentic connections and develop our own identity and social-emotional learning skills. In order to do this, our school maintains a bi-weekly practice called Circle (and it is tradition to hold our first Circle in the summer). Our staff Circles are founded in attachment theory and narrative theory, and they are ritualistic in nature. Each Circle involves a mindfulness practice called True North, a mental health check-in called Intros, a chance for the Circle Facilitator (either a counselor or administrator) to check in on individual staff members (called Check-Backs), a time for individual staff members to present about themselves in Circle (called Badge Work), and finally, a chance for staff members to appreciate one another and celebrate any positive things that are occuring in their personal or professional life (called Appreciations and Celebrations). As our teachers grow in their capacity to experience vulnerability and authenticity in our Circles, they simultaneously experience what it means to feel seen, heard, and known. Thus, when our students enter our doors on day one, our staff are equipped with the first-hand experience and knowledge that they need to begin building culturally inclusive classrooms.

The First Six Weeks of School

The first six weeks of our school year are immensely important as we work to create a culture of inclusivity among our classroom families. At ILH, we have a designated SEL time known as Hub during the first thirty minutes of our school day and again for thirty

minutes in the afternoon. Our Hub classes follow a carefully-designed scope and sequence (which can be found in the Hub section of ILH's SEL Playbook), and the first six weeks are dedicated to establishing inclusive classroom cultures.

During weeks one and two, students spend Morning Hub establishing their morning journaling practices, as well as their morning meeting practices. Morning journals are a brain-aligned, reflective practice that invites students to respond to either a guided writing prompt or to write about whatever is on their minds that day. This practice is meant to be accessible for students of all ability levels; it allows our teachers a unique way to engage and connect with their students, and it provides students with a way to decompress if they come to school with something weighing heavy on their minds. Morning meeting, a restorative practice common in many schools, is a reguregulating, ritualistic way for classroom families to begin their mornings with connection, predictability, and a sense of belonging. Morning meetings not only build emotional safety within classroom families, but also bring students together in a manner that is both equitable and therapeutic in nature. During Afternoon Hub, students work alongside teachers to create Classroom Family Agreements. Classroom Family Agreements are, in essence, a social contract that allows students the opportunity to voice how they as a community would like their classroom to operate. The phases of creating Classroom Family Agreements include exploring our students' individual and collective hopes and dreams, defining what family means to each of us, brainstorming, revising, and finalizing a list of agreements. As students move through these phases, they are supported with mini-lessons that include topics such as 1. how to effectively agree and disagree with others, 2. how words – such as respect and responsibility– mean different things to different people, 3. how important it is for each member of a collective to be included and represented when establishing how a community functions together. Once the Classroom Family Agreements are created, all students and teachers sign the document, and hang it somewhere visible and accessible.

During weeks three and four, all of the procedural elements of Morning Hub are firmly established. These elements include student entry (each child is greeted at the threshold with some form of preferred contact), morning journals, school announcements, EFT tapping (Emotional Freedom Technique tapping, a brain-aligned practice that dampens the body's stress response), and morning meeting. During Afternoon Hub, teachers are provided with ready-made lessons that focus on applied educational neuroscience. In this unit, students learn about their prefrontal cortex, amygdala, and brainstem, and they practice various self-regulation and co-regulation techniques. After becoming "mini-neuroscientists," our students learn how to use the Amygdala Reset Stations found in each classroom (as well as other locations around the building). Amygdala Reset Stations, another brain-aligned practice, allow students to practice self-regulation and discover which tools are most effective for their own brains. Through these lessons, our students learn that all brains are different and worthy of celebration; they begin to normalize talking about the brain, they explore the connection that exists between how we think and how we feel, and they develop a sense for how numerous factors (such as food, sleep, and illness) can impact our ever-changing brain states.

During weeks five and six, Morning Hubs across the building should be firmly-established in their routines and expectations. In our Afternoon Hubs, the final weeks are spent on lessons that are culturally responsive and mental health oriented. Lesson topics during these weeks include concepts such as:

- Developing a growing vocabulary of feeling and sensation words
- Learning how different environments (such as "home world" and "school world") require different sets of rules
- Defining equity versus equality (and how we create equitable classrooms)
- Utilizing deep breathing and pulse points in the body to slow one's heart rate and self-regulate
- Practicing how to utilize I-Feel statements when navigating conflicts with peers

The Midyear Point

After completing the first six weeks of school, it takes regular maintenance to ensure that an inclusive culture continues to flourish over the course of the school year. Midyear is a crucial time to evaluate the state of our school culture. Through direct observations, SEL surveys, MOY academic data, MOY discipline data, and one-on-one conversations with staff members, our administration assesses any weak points that need to be tightened or fine-tuned. As a means to address any potential findings, ILH strategically analyzes (and adjusts, if needed) the use of our midyear professional development, student services, and family orientations.

Our midyear professional development occurs in January before students return from Winter Break. It is important to note that we are intentional about calling it Winter Break as opposed to Christmas Break to remain inclusive of all religions. The cultural sessions of this PD are often geared towards supporting teachers with any unique needs or trends that have surfaced in the first semester. For example, after analyzing school-wide data, ILH may provide specialized training on the use of Class Dojo or evidence-based strategies that support the needs of neurodivergent learners. As another example, if we find that staff members are feeling increasing levels of stress or burnout, ILH may engage teachers in activities that promote self-care, reflection, and connectedness. This flexibility allows us to target the diverse and evolving needs of our student and teacher populations and be responsive and proactive in meeting them.

In addition to tailoring our professional development to maintaining cultural inclusivity, our whole-group, small group, and individualized student services are constantly tracked and evaluated for effectiveness. In our Hub scope and sequence, our midyear calendar provides teachers with a space to revisit and reteach the following concepts:

1. ILH Way expectations. ILH Way captures the essence of how our classrooms function. Examples include aspects such as student uniforms, hallway transitions, where classroom supplies are located, etc.
2. Neuroscience refresher. These lessons review the function and language of the prefrontal cortex, amygdala, and brainstem.
3. Amygdala Reset Station refresher. This lesson reviews the expectations for using tools at the ARS, as well as the reasoning behind them.
4. Classroom Family Agreements review. This is a time for classes to come together to revise and reflect on their chosen agreements. Additionally, this also allows all new students to be included in these discussions and sign their names on the document (which is a process that is then repeated throughout the second semester).

In moving through these lessons as a whole class, we are able to ensure that all students –whether they have been with us since the first day or joined our family during the first semester– are on the same page and feel a sense of belonging.

By midyear, our small group and individual group services have been up and running. From an inclusivity standpoint, these include our special education services, school counseling sessions (which include individual counseling for Gifted students, bilingual counseling for English learners, and responsive small group counseling on topics such as grief and anger management), and Adult & Child services (our therapy service providers). During the midyear point (and throughout the remaining school year), we assess the progress and developing needs of all students receiving these services, and consider any new students who may require an increase or change in their services. For example, at this time, we may ascertain that a student who has been receiving individual school counseling sessions may need to be referred to Adult & Child for school therapy services. Or, we may deliberate that a student's special education services need to be adjusted. These decisions have an ongoing impact on aspects such as caseloads and schedules, but they allow us to make sure that we are doing what is best for our students. Furthermore, during our midyear point, we complete our annual McKinney-Vento report, which provides us the opportunity to comb through our student body to confirm that no child is falling through the cracks, and that all of our students have equitable access to what they need. In this way, the midyear serves as an accountability checkpoint for our entire school, thus allowing us to enter the second semester with renewed purpose and enthusiasm.

The midyear also provides us a chance to evaluate how we as an ILH family are welcoming and orienting any new families or staff members who join us during the school year. Staff onboarding is an important aspect of sustaining our ILH Way and culture, and while new staff members may not have physically joined us for summer PD, they are entitled to the same learning and experiences. Thus, all new staff members engage in a week-long onboarding process that includes 1. condensed professional development that captures critical academic and cultural aspects of our school (which is done through the use of Trainual), 2. time in their new classrooms to acclimate, and 3. their first Circle with our ILH staff. This process, along with their coaching sessions and grade level teams, help our new staff members build their own understanding and sense of belonging (which is ultimately necessary for maintaining our inclusive school culture). For our families and new students, we also strive to ensure that they feel welcomed and informed when they join our school. Our Director of Recruitment and Engagement works hand-in-hand with families as they tour our building, meet their child's teachers, and connect with any staff who may be a part of delivering specialized services. Part of this role also includes new student orientation and overseeing Family Nights, which take place over the course of the school and cover a variety of topics and needs (with provided childcare to help eliminate any barriers in attendance). Ultimately, it is our goal for all new

staff, families, and students to feel like they are valued, loved, and indispensable members of the ILH family. The level of connection that our school community feels is an essential part of who we are, and it is an integral part of maintaining a culture of inclusivity at ILH.

Closing Our School Year

As each school year comes to a close, we feel a responsibility to do our due diligence and reflect on our own school practices. We ask staff members for feedback (through both formal surveys and individual conversations), we analyze both academic and SEL end-of-year data, and look inward at our own personal growth and identity development. In past years, we have considered our culture at the end of year and taken it upon ourselves to form new committees (such as the ILH Way committee, which sought increase our level of cohesion in our departmentalized classrooms), launch new book clubs (which has included books such as How To Be an Antiracist by Ibram X. Kendi and Good to Great by Jim Collins), and adjust the times of our school schedule (with the aim of providing a better work life balance for staff members). Inclusivity requires an ever-growing appreciation for and knowledge of what our staff and students experience, and we must remain diligent in our commitment to evolve alongside them. As a school, ILH is earnest in our dedication to creating an inclusive culture, and each year, we are steadfast in our desire to build a culture that is more inclusive than it was the year before.

Supplemental Programming

> **Meets Standard Expectation**
> - Well-designed plans and funding for extracurricular and co-curricular activities, programs, and services that will meet anticipated student needs and provide enrichment experiences.
> - Thoughtful, well-supported description of programs or strategies to address student mental, emotional, and social development and health, and any other student-focused activities and programs that are integral to the schools educational and student-development plans.
> - Sound plan for implementation of remote learning, such as eLearning and/or extended learning.

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

At Invent Learning Hub we believe that extra-curricular programming is necessary for a whole child approach to learning[29]. Extracurricular activities are essential to the development of the whole child in a school setting, as they provide invaluable opportunities for students to explore their interests, develop new skills, and build a sense of community and belonging. Participation in extracurriculars such as sports, music, arts, clubs, and volunteer activities enhances students' social, emotional, and physical well-being, and support success with the academic curriculum. These activities foster teamwork, leadership, time management, and resilience, contributing to a well-rounded education. Furthermore, extracurricular involvement helps students discover their passions, boosts self-esteem, and can significantly improve academic performance and overall engagement with the school experience. By nurturing diverse talents and interests, extracurriculars play a crucial role in preparing students for future success and holistic personal growth. It can also support better school attendance and positive behavior. ILH offers clubs, tutoring, and athletics. We have an athletic director who spearheads our athletic program. Our program currently includes basketball, track, wrestling, All In Sports kickball, and flag football. The ILH [Athletic Handbook](#) outlines our expectations and policy around athletics. Some other specific extracurriculars we have offered are a yearly school play or musical, robotics, grow club, and Spanish club. We offer clubs in the fall and spring. ILH also partners with Southeast Community Services, the local community center, to have an aftercare program for working families. ILH provides staff and plans the aftercare program and the community center funds the program. This typically supports around 30 students daily. We also provide bussing to the Boys and Girls Club locally and Wee Care so that families have other convenient options for before and aftercare. Extracurricular activities are funded through our High Ability Grant

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[29] Isabelle-Rachel, Casta. (2023). The Role of Extracurricular Activities in Primary Education. East African scholars journal of education, humanities and literature, 6(05):215-218.

as well as fundraising. Given it is a part of our belief to provide a well rounded educational experience we also set funding aside from our general budget yearly as well.

2. Describe the programs and/or strategies to address student mental, emotional, and social health and development.

At ILH, our students' mental, emotional, and social health and development is as important to us as academic growth. In terms of programs that address these significant aspects of child development, the following ILH programs come to mind: our comprehensive school counseling program, Power & Promise, Act Out, Adult & Child, our Hub and curriculums.

ILH's comprehensive school counseling program is a point of pride and has been lovingly developed since year one. In fact, ILH is currently working with Carrying the Torch to achieve a Gold Star ranking in the state of Indiana (our official implementation year with Carrying the Torch will be the 2024-2025 school year). Although we are a young school, we have already hosted school counseling practicum students from Butler University, and we will be welcoming our first school counseling intern from Butler this fall. The roles and responsibilities of an ILH school counselor can be found in the SEL Playbook, and they were written in complete alignment with the ASCA national standards. The mission and vision statements of our school counseling program are as follows:

- **Mission Statement:** The mission of Invent Learning Hub's School Counseling Program is to support academic success, develop post-secondary/career pathways, and build the skill set of our diverse student population by using best practice school counseling strategies and a tiered approach to engage, inspire, and develop empathetic change-makers. Together with our stakeholders, our tiered approach incorporates direct and indirect services that ensure equity and access for every student to have agency in defining and achieving their own success story.
- **Vision Statement**: The vision of Invent Learning Hub's Comprehensive School Counseling Program is to ensure that all students are equipped with attributes and design thinking practices that allow them to utilize social-emotional skills, identify supports within their community, and maintain relationships as they develop pathways of success through high school and into the ever-changing job market and technological world.

In addition to fostering a comprehensive school counseling program, ILH counselors and administrators partner with Adult & Child, which provides in-school therapy services to students. Our Adult & Child providers, school counselors, and administrators meet weekly to maintain open communication and collaboration, and our Adult & Child providers deliver training to our staff members to help them understand the pivotal role that they play at our school.

During the 2022-2023 school year, ILH received a $90,000 SEL grant that allowed us to bring in the following programs: Power & Promise, Act Out, and Play Works. Power & Promise, a mental health program created by the organization Voices, works with ILH seventh and eighth graders and delves into topics such as self identity, community resources, and the impact of trauma on the brain and body. Students receive permission to work with Power & Promise facilitators (a school counselor or administrator is always present as well), and upon completion of the program, students receive compensation and a certificate of achievement. Act Out is a community organization that visits ILH bi-annually and works with our upper elementary and middle school students. Act Out brings trained actors into our classrooms, and they perform skits for students that showcase relevant, developmentally-appropriate conflicts that can happen at school (which then allows students to engage with the actors to "solve" the peer conflicts in real time). Play Works, a renowned organization in Indianapolis, partners with schools with the goal of making recess more inclusive, accessible, and fun for students. Play Works provides training, equipment, and game programming for all grade levels, and their support allows ILH to maximize the crucial social development that our students experience at recess. Finally, over the past five years, ILH has proudly established a partnership with Kids Dance Outreach (KDO). KDO, another acclaimed Indy-based organization, works with our second and third grade students throughout the school year. KDO provides invaluable arts integration and education for ILH students; through the art of dance, students explore self-expression and improve their own self-confidence. Additionally, KDO guides students as they perform in a showcase for families, and they give scholarships to students who show a passion for dance and wish to continue their learning (thus providing ILH students with equitable access to dance training).

In regards to SEL programming, we would be remiss if we did not mention our Hub scope and sequence and SEL curriculums. ILH's Hub scope and sequence was designed by a licensed teacher, school counselor, and mental health counselor, and therapeutic practices are embedded within the Hub structure and lessons. When teachers are not providing ILH-specific instruction with lessons created by this same staff member, we utilize the following SEL curriculums:

- **Grades K-5: Kimochis.** Kimochis, which was originally developed in Indiana, is a universal SEL curriculum that helps students develop emotional recognition, expression, and regulation, as well as build interpersonal skills and executive functioning skills.
- **Grades 6-8: Find Your Grind.** Find Your Grind is a research-based curriculum that helps students 1. develop a deeper sense of self-identity, 2. engage in career exploration, and 3. build necessary 21st century skills.

Each year, Hub teachers receive professional development and on-going coaching on the implementation and delivery of these curriculums. In utilizing these programs, ILH has the following goal in mind: if a child comes to us in kindergarten, and leaves us in eighth grade, they will have received a well-rounded, evidence-based, comprehensive SEL education that fully aligns with the IDOE's SEL Competencies and CASEL.

Remote Learning (Not Applicable for Virtual Model Schools)

Meets Standard Expectation
- Sound plan of how the school will incorporate remote learning days in their school calendar or use for inclement weather, including the resources and programs needed for implementation.
- Provide expectations for teachers and students on remote learning days.
- Description of how the school will provide continued services, track compensatory hours, and create IEP/ILPs with specific language regarding remote learning days.

1. Describe how the school will incorporate remote learning into the regular school calendar or in place of inclement weather days that would cause a school cancellation. Include the types of resources and/or programs the school will utilize to ensure continuity of instruction. Further guidance can be found here.

At ILH, we operate in a more traditional manner regarding inclement weather. Our students do not currently take devices home, so we do not utilize E-Learning days as many schools do throughout the state. We have built in "make-up" days in our calendar to ensure we meet state requirements. We also will exercise our ability to add a school day to the end of our calendar as needed. Therefore, this section does not pertain to our policies for inclement weather or school closures.

2. Outline the expectations for teachers on a remote learning day, including planning of activities, lesson delivery, communication with students and families, office hours, etc.

N/A

3. Outline the expectations for students on a remote learning day, including possible daily schedules, time spent on tasks based on grade level, etc.

N/A

4. Describe how the school will provide continued services, track compensatory hours should they be needed, and create IEPs and ILPs with specific language surrounding remote learning days.

N/A

Special Populations

<table>
<tr><td colspan="1" align="center">**Meets Standard Expectation**</td></tr>
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Meets Standard Expectation
●   Demonstrated understanding of – and capacity to fulfill – state and federal obligations and requirements pertaining to students with disabilities, students identified as intellectually gifted, students who are performing below grade level or at risk of academic failure or dropping out and a detailed plan for providing services to such students, and English Learners (ELs), including appropriate discipline procedures for students with disabilities.
●   Plans describe qualified staffing special populations

1. Explain the methods used to identify the following special populations of students:
   - Special Education
   - English Learners
   - Below Grade Level Performance
   - Gifted and Talented

Special Education

Invent Learning Hub has a Multi-Tiered System of Supports (MTSS) Team that provides the structure to support teachers in developing, implementing and evaluating instructional and behavioral interventions for students who are experiencing problems in school. This team is composed of building leadership staff and teacher staff.

Student services staff may be members of the team because student services, such as counseling and social work, can be very important components of the general education intervention. Specific technical assistance or expertise, including that of special education professionals (ex., school psychologists and special education teachers), may be engaged as needed for specific concerns. This is primarily a general education process.

The MTSS team is the school's problem-solving team pertaining to students who are experiencing learning difficulties, behaviors of concern, or problems related to educational progress. Invent Learning Hub considers MTSS a building based approach and is not overseen by the Principal, but a unified interdisciplinary team of staff members.

Ideally, the referral of a student for special education services should occur after the MTSS team has exhausted all available school and partner resources in an active effort to meet the needs of the individual student. This means that attempts have been made to provide interventions in the general education setting to address the academic or behavioral needs of the student that is the source of concern. MTSS plans and the student's progress as a result of the plan must be documented. This process occurs at the school level under the supervision of school leadership.

General education interventions shall not be a prerequisite to an educational evaluation for special education eligibility. MTSS may, however, provide the help a student needs to be successful without unnecessary labeling. In determining whether to proceed with a referral for evaluation for special education eligibility, Invent Learning Hub staff must always keep in mind the nature and severity of a student's learning concerns. We honor a parent request for an evaluation for special education eligibility unless there is clear evidence that an evaluation is unnecessary, in which case Invent Learning Hub may refuse evaluation.

Referrals

A referral is a written or verbal request made to licensed personnel for an educational evaluation to determine special education eligibility. Immediately upon request to evaluate, a student and their parent/guardian are entitled to specific rights that are honored by Invent Learning Hub. These rights drive our procedures related to the referral, evaluations and eligibility determination of a

student for special education services:

- If the parent initiates the request for an evaluation, the MTSS Team and Principal proceeds with the evaluation process unless there is clear evidence to generate a refusal. The MTSS Team is required to respond to the parent within 10 instructional days in writing.
- If the school initiates the request for an evaluation, the MTSS team and Principal makes the decision whether to evaluate or recommend additional general education interventions. Once the decision is made to evaluate a student, the process to obtain consent for evaluation begins. The Principal and school psychologist will complete the evaluation request in the Indiana IEP system.
- If the category of Autism Spectrum Disorder is being considered, an Autism Specialist from Kids Count Therapy, LLC. must be included on the MTSS team informed consent meeting and attend all initial or reevaluation case conferences to provide expertise in order for team members to make informed decisions.

Parent Consent and Revocation of Consent for Special Education and Related Services

A parent/guardian has the right to refer his/her child for special education services. The parent/guardian must give informed, written consent before his/her child's first special education assessment can proceed.

- If parent/guardian refuses to consent to the initiation of services, Invent Learning Hub may not utilize the due process procedures to obtain agreement or a ruling that services may be provided to the student and Invent Learning Hub will not be considered to be in violation of the requirement to make FAPE available to the student.
- If the parent/guardian does not provide consent for an initial assessment or fails to respond to a request to provide the consent, Invent Learning Hub may pursue the initial assessment by utilizing mediation or due process procedures.

In the case of reevaluations, Invent Learning Hub must document reasonable measures, documented within Indiana IEP, to obtain consent. If the parent/guardian fail to respond, Invent Learning Hub may proceed with the reevaluation without parent consent and with approval from the Principal and School Leadership Team.

Revocation of Consent for Special Education and Related Services

At any time after the parent gives consent for the initiation of special education and related services, the parent may revoke that consent by doing the following:

- Putting the revocation of consent in writing and submitting to a licensed school personnel
- Signing the revocation document within ten (10) instructional days of the date licensed personnel receive the parent's written revocation, Invent Learning Hub must provide the parent with a copy of the written notice that meets the requirements of 511 IAC 7-42-7(b). When a parent revokes services, they are revoking ALL special education and related services.

Invent Learning Hub may not terminate special education and related services until ten (10) instructional days after the parent receives the written notice unless the parent provides written consent for services to be terminated prior to the expiration of ten (10) instructional days after receipt of the written notice. Invent Learning Hub is not required to convene a CCC or develop an IEP when Invent Learning Hub receives the parent's written revocation. Invent Learning Hub will not be considered to be in violation of the requirement to make a free appropriate public education (FAPE) available to the child because of the failure to provide the child with further special education and related services.

If the parents revoke consent in writing for their child's receipt of special education services after the child is initially provided special education and related services, Invent Learning Hub is not required to amend the student's education records to remove any references to the student's receipt of special education and related services because of the revocation of consent.

If, after revoking consent, a parent wants the student to receive special education and related services, the parent must request an initial evaluation and the CCC must determine if the student is eligible for special education and related services as a student with a disability.

Multidisciplinary Team (M-Team)

In order to comply with state and federal special education laws, Invent Learning Hub will utilize the Multidisciplinary (M-Team) to oversee the pre-evaluation process. The M-Team will also oversee the evaluation process, if testing is initiated. The Executive Director will determine the weekly M-Team meeting day and time. The Executive Director has the authority to cancel or reschedule M-TEAM meetings based on the needs of the building. For example, if no students have been referred to the M-TEAM from the MTSS Team, having an M-TEAM meeting weekly may not be warranted.

<u>**English Language Learners**</u>

The Elementary and Secondary Education Act, as amended by the ESSA, requires state education agencies to establish and implement standardized, statewide entrance and exit procedures for English learners (Section 3113). Indiana has established standardized statewide entrance procedures to identify and screen potential English learners based upon the accurate and timely administration of the Home Language Survey and the English language proficiency placement exam (WIDA Screener and the Kindergarten W-APT). The standardized entrance and exit procedures are used to determine whether a student is considered an English learner and therefore entitled to an English language development program required by Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act (EEOA).

All students enrolling in an Indiana school for the first time, including foreign exchange and preschool students, should be given the Home Language Survey. Any student enrolling in grades K-12 with a language other than English included on the Home Language Survey is screened for English proficiency with the WIDA Screener or the Kindergarten W-APT, unless transferring from another WIDA state. A student who scores below a 5.0 overall composite score on the WIDA Screener or the Kindergarten W-APT is formally identified as an English Learner. Although the HLS is administered for preschool students, they are not given the Kindergarten W-APT until they enroll in Kindergarten.

<u>**Below Grade Level Performance**</u>

Students in all grade levels take baseline assessments at the beginning of each year. Initial identification happens in the analysis of our beginning of year assessments. During our weekly data meetings, we will be tracking student progress and identifying students who are consistently scoring below mastery, but did not show that level of performance on beginning of year assessments.

Admin and staff meet quarterly to analyze formative assessment data. In these meetings, we will also be identifying any new students or students who are not maintaining mastery throughout the year. Once identified, they are added to our MTSS list of students to discuss at MTSS and M-Team meetings.

<u>**High Ability / Gifted and Talented**</u>

There are three pathways in which students may qualify for the high ability program: aptitude, achievement, and qualitative.

Aptitude Pathway
Second graders, fifth graders, and new elementary Invent Learning Hub students that were eligible for the CogAT Form 7 Battery Test and scored at or above the 95th percentile for the quantitative reasoning portion will be eligible for high ability placement in math. Students that were eligible for the CogAT Form 7 Battery Test and scored at or above the 95th percentile for both the verbal and nonverbal portions will be eligible for high ability placement in language arts.

Achievement Pathway
Second graders and new elementary Invent Learning Hub students that scored above the 79th percentile on the CogAT verbal portion and scored Highly Proficient on the I-Ready Assessment in both reading and language usage will be eligible for high ability placement in language arts. Students that scored above the 79th percentile on the CogAT quantitative portion and scored Highly Proficient on the I-Ready Assessment in math will be eligible for high ability placement in math.

Qualitative Pathway

If a student receives a score in the 90th-94th percentile on a norm-referenced measure of aptitude/cognitive ability or a nationally norm-referenced measure of achievement, the student will be considered for high ability based on the qualitative (descriptive) indicators in the domain being considered.
1. Portfolios, work samples, projects
2. Problem-solving activities that show superior reasoning ability
3. Recommendations from teachers and parents
4. Rating scale or checklist that rates learning characteristics and motivation of nominated students.

Parent/Teacher Nomination

A parent and/or teacher with knowledge of a student's ability and aptitude is able to nominate that student for consideration into the Invent Learning Hub High Ability Program. The nomination must include current quantitative data from the student, including statewide standardized test scores (ex: ILEARN) and normative test scores (ex: IREADY, DIBELS). Qualitative evidence will also be required. (At least three reasons a student should be considered based on performance or aptitude.) Parents, teachers, or another adult who has considerable interaction with the student may fill out the "High Ability Nomination Form." All nominations must be completed prior to the end of 1st semester. Due to this form being built around observation, it is important the form is filled out by someone extensively familiar with the student's behaviors and learning characteristics.

2. Summarize the plans to have adequate, qualified staffing for the anticipated special populations listed above.

While the demographics of our building have changed over the last few years, we are able to make basic predictions regarding the need for Special Education and ESL teachers and assistants. We have hired a full time EL teacher for the school year 2024-2025. With our growing population, this was a priority. The following summarizes our approach to meeting the needs of our special populations:

1. **Special Education**: We hire certified special education teachers who have experience and training in working with students with diverse learning needs. These teachers will collaborate with general education teachers to create individualized education programs (IEPs) and provide tailored support. Additionally, we employ paraprofessionals to assist in classrooms and provide one-on-one support where necessary.
2. **English as a Second Language (ESL)**: Our staffing plan includes hiring ESL certified teachers who are skilled in language acquisition techniques and cultural competency. These educators will deliver targeted instruction to help students develop their English language skills while integrating into the mainstream classroom. We also provide professional development for all staff on best practices for supporting ESL students. This includes them assisting administration in training all teachers on SIOP strategies.
3. **High Ability Students**: To cater to the needs of high ability students, we will recruit teachers with experience in gifted education. These educators will design and implement challenging and enriching curriculum options, including advanced coursework and independent study projects. We will also provide ongoing training for staff to identify and nurture gifted students effectively.

Overall, our recruitment strategy focuses on attracting educators with the appropriate certifications, experience, and passion for working with special populations. We will also offer continuous professional development to ensure our staff remain current with best practices and innovative teaching strategies.

In past years, we have worked with outside partners to ensure we have the required staff for all special populations. As our populations have grown, we've been able to hire our own teachers for these positions. We continue to contract with Kids Count Therapy for our school psychologist, speech pathology, and occupational therapy services.

Student Recruitment and Enrollment

1. **New Schools:** Explain the plan for diverse student recruitment and marketing that will provide equal access to interested students and families. Specifically describe the plan for outreach to families in poverty; families with language barriers; students with disabilities; and other youth at risk of academic failure.

   Takeover Schools: Explain the plan for student and parent investment in the school turnaround, especially how the school plans to ensure parents and students do not opt out of the new school. Describe how this plan will successfully transition and retain students who currently attend or are zoned to attend the school being replaced. Provide a detailed description of the plan to gain parent and community support.

Invent Learning Hub has an MOU with Enroll Indy and participates in the Indianapolis Universal Enrollment Lottery. Our current charter has classroom caps of no more than 26 students per classroom and there are no requirements other than expected public school enrollment guidelines for a student to enroll. Preference is given for board member children, staff members' children, and siblings of current students. There are no boundaries set for our school given that we are a charter. We do provide bussing within the Southeast quadrant of the city. If students live outside of that boundary they can attend as long as the parent provides transportation or drives them to the nearest bus stop available. We are completely tuition free and open to all K-8 grade students. We offer all traditional programs expected of a public school including special education and ESL services. All recruitment events have an interpreter and communication with the community is always in both English and Spanish. We have worked diligently and intentionally to recruit from diverse communities and neighborhoods.

Recruitment and enrollment for Invent Learning Hub has been a grassroots effort from the beginning. In the first few years recruitment consisted of the administrative team canvassing the surrounding neighborhoods, planning events, attending community events, and working in local community business and talking to families while they were there. For the last school year we have had a student recruiter on staff and this has really helped with our recruitment efforts. In fact, this year we put together the following Recruitment Plan with support from staff at The Mind Trust. This year we have also started involving our parents in helping with recruitment and paying them to attend events in the community. This has not stopped our canvassing efforts, however. We still feel that knocking on doors in our community is the best way to recruit students.

Recently, we sent out mailers to the community and we have signed on to start a marketing funnel campaign with a company called School Radius. We also utilize Facebook ads for recruitment. As we canvas daily during the summer we also invite families to our summer block parties. This is a strategy that has worked well for us. We provide a block party that is free to anyone who attends with a bounce house, games, and food. Families really seem to enjoy this and it gives us a chance to discuss enrollment with them. During summer we also offer a summer learning lab which is open to the community. This provides families another way to "try out" our school and see if it may be a good fit for them. Our recruitment efforts mostly target low income housing given that the community we serve within the 46203 area code is a lower income area. This has been evident in our complexity index. In our first year of operation our complexity index was higher than the IPS complexity index and it has continued to be over the first five years. This shows that recruitment efforts have been and will continue to be geared toward underserved families.

2. Provide, as **Attachment 3**, the school's Enrollment Policy, which should include the following:
   - Tentative dates for application period; and enrollment deadlines and procedures, including explanation of how the school will receive and process Intent to Enroll forms;

- A timeline and plan for student recruitment/engagement and enrollment;
- Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers;
- Explanation of the purpose of any pre-admission activities for students or parents; and
- Evidence of compliance with any applicable desegregation order.

Student Discipline

Meets Standard Expectation
● A detailed narrative of the school's approach to student discipline.
● Student discipline policy that provides for appropriate and effective strategies to support a safe, orderly school climate and fulfillment of educational goals, promoting a strong school culture while respecting student rights. Legally sound policies for student discipline, suspension and expulsion, as well as appeals, including proper processes for students with disabilities.

1. Describe, in detail, the school's approach to student discipline.

ILH's Approach to Student Discipline
The culture of Invent Learning Hub is founded on the principles of trauma-informed care, applied educational neuroscience, and restorative practices. Building authentic relationships with students is a central, unifying element of these three pillars, and these relationships ultimately drive the climate of our school. At ILH, discipline provides a chance for us to connect with the child, address any unmet needs, identify skill gaps, teach critical social-emotional learning skills, and ultimately strengthen the bonds that exist within our classrooms. In order to cultivate a loving, safe, and positive school environment for all students, the following practices are utilized as proactive measures in our overall approach to discipline.

Trauma-Informed Care
Relationships and regulation build healthy brain architecture in all humans. Establishing meaningful relationships with our students creates the space for them to grow, heal, and ultimately learn how to maintain healthy relationships in their own lives. At ILH, we intentionally use language that is inclusive and strengths-based, and we strive to protect student dignity when moving through disciplinary actions. We do not believe in shaming, blaming, or excluding students; rather, discipline is viewed as something that is done <u>with</u> the student instead of <u>to</u> the student.

Restorative Practices
Being restorative is all about repairing the harm that is done to a relationship. Restorative practices at ILH include the following five components:
1. Address and discuss the needs of the school community.
2. Build healthy relationships between educators and students.
3. Reduce, prevent, and improve harmful behavior.
4. Repair harm and restore positive relationships.
5. Resolve conflict, then hold individuals and groups accountable.

During the school day, Hub is a portion of the day that is set aside for reflecting on personal feelings and actions, resolving conflicts, setting goals, and having "family circles" as a class. Additionally, Hub is where social-emotional learning lessons are delivered to students, such as how to identify and manage emotions, how to choose appropriate coping strategies, and how to be a good friend to others.

As ILH administration makes tougher decisions regarding student behavior and discipline they will use the Carolyn Stone Steps of Ethical Decision-Making[30] as a tool for working through the situation. This will also be applied in all situations where expulsion is a consideration.

Applied Educational Neuroscience

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[30] https://nhsca.wildapricot.org/resources/Documents/Steps%20rev.pdf

Brain-aligned discipline follows the belief that all behavior is a form of communication. At the beginning of the school year, we teach our students about the different parts of the brain, and we continue to use this brain-based language throughout the school year. Each classroom contains an Amygdala Reset Station, a preventative practice in brain-aligned discipline that essentially acts as a *first-aid station for the brain.. The Amygdala Reset Stations house various sensory tools, and students are directly taught how to use the tools to self-regulate.*

ILH Discipline Plan

The ILH discipline plan is designed with a proactive approach to student needs. We believe that with intense support up front to build upon student skills and focus on student and staff well- being the less likely we are to have discipline issues. We dedicate 30 minutes per day for Hub Time which is mentoring, SEL curriculum, and circle time. When disciplinary measures are necessary there will be a strong focus on skill building and restoration so that students spend as little time out of class as necessary. With that said, school culture is key to student learning. Therefore, students exhibiting disruptive behaviors that prevent learning from taking place will be removed from the classroom and will move through this designated process. Documentation regarding discipline will never be posted in the room but will be documented privately via Class Dojo.

Step 1 - In Classroom When a student exhibits disruptive or inappropriate behaviors they will move through the following in class process. This process will start new daily and has best results when it is implemented with fidelity, in a quiet and private manner, and honors student dignity and needs.

*Every effort should be made to work through all classroom steps, however, if the student exhibits behaviors that are disruptive to a point they cannot be ignored it may be necessary to move to removal sooner.

- **First offense:** the teacher will give a private warning while determining student need and meet those needs if necessary, document in Dojo
- **Second offense:** the teacher will give a second private warning, counsel and determine needs again if necessary, and give a consequence reminder, document in Dojo
- **Third offense:** student will be directed through non-verbal cues that they will complete a written reflection, document in Dojo
- **Fourth offense:** student will be directed through non-verbal cues and the student reflection will be sent via Dojo to the parent immediately, document in dojo
- **Fifth offense:** student will be taken out of class for formal reflection time by administration, teacher will document via [Google Form](#).

Step 2 - Removal from Class When a student is removed from class all efforts will be made to build skills with the student, apply restorative justice practices, and move them back to class. The expectation is always that any missed work must be completed as well. This may require time outside of instruction where the student gives back time. This may happen before or after school, during lunch, or during recess. Out of respect for all subject areas and our proactive approach to discipline students will not be removed from special area classes or mentoring groups.

*If the student does not respond to restorative efforts it may be necessary to ask a parent to pick up the student, assign in school suspension, or assign out of school suspension. *Parent contact will always be made by the end of day when behavioral staff becomes involved.

Standard Steps:
- **First effort:** the student will be given cool down time as deemed necessary by behavioral staff.
- **Second effort:** the student will verbally work through the incident with behavioral staff.
- **Third effort:** the student and staff will determine the natural consequences and how they might restore what happened. This may lead to following up with a group mentor and working through an issue in a circle. This may involve writing a letter of apology that could be shared privately or in a circle. This may also mean the

student restores through an act of service.

- **Fourth effort:** At this point if the student appears ready to return to learning the adult will complete a simple action plan for return and walk the student back to class.
- **Next Level Steps:** If steps 1-4 do not work, we will move to the following course of action
- **Fifth effort:** Extended removal from class is assigned. During this time the student chooses commitments for reflection. They will present reflection however is deemed appropriate for that student. This could be through picture, video, written, etc. At the end of the assigned time an assessment of the child's readiness to return to class will take place. The action plan will be completed and shared with the student's mentor for follow-up.
- **Sixth effort:** If the student is still not ready for class after the above efforts the parent will be called immediately to counsel their child.
- **Seventh effort:** Students will be given 5-15 minutes of cool down time. At this point we will attempt effort 4 again.
- **Eighth effort:** At this point the student would stay in ISS for the remainder of the day and be assigned reflection homework.

Step 3 - Removal from School This step is only used as a final resort, response to major disciplinary infractions, or lack of response to other efforts.

- **First Removal:** 1 day suspension, homework assigned, parent returns for a conference, post suspension contract completed
- **Second Removal:** 2-day suspension, homework assigned, parent returns for a conference, post suspension contract completed, determine additional supports needed and start implementation
- **Third Removal:** 3-day suspension, homework assigned, parent returns for a conference, post suspension contract completed, formal behavior plan must be started if not already in place
- **Fourth Removal:** 3-day suspension, homework assigned, parent returns for a conference, post suspension contract completed, reevaluate behavior plan for needed changes (potential expulsion at this point)

Definitions of key terms:

- **Private Warning:** Student is talked to in a quiet manner that allows only that student to hear the conversation. Best done when other students are on task or by pulling a student to a private area.
- **Consequence Reminder:** Remind the student in a non-confrontational manner of future steps if they continue the behavior. For example, "I am really cheering for you to make good choices because I love when you are a part of our class. If you continue to yell across the room I would have to cue you to take a time-out." Avoid threats like, "if you don't get it together right now you will go to time-out."
- **Non-verbal cues:** hand signal that alerts a student to move to time-out in a non-confrontational way.
- **Action Plan:** A form that is filled in by the staff member and student before returning to class. It defines the infraction and a restorative response agreed upon by the adult and student.
- **Reflection Homework:** Homework that has to be completed that night in order for the student to return to school. It must be turned into the behavioral staff member and requires parent signature.

Beyond the above discipline plan we have developed a Code of Conduct to guide decision making around consequences. This document outline what is considered a classroom level situation and what is considered an office level situation. This helps us ensure consequences are not too severe and that consequences that are severe are handled by the appropriate people and through the appropriate documentation. This also helps us ensure we are working to do as few suspensions as possible. We have even tested the idea of placing students in ISS in a virtual format where they receive instruction via video. Our goal is to ensure classes are safe and orderly but that students struggling behaviorally are not missing out on key instruction.

2. Provide as **Attachment 4** the school's proposed discipline policy. The proposed policy must comply with any applicable state laws and authorizer policies. The description of the school's approach and the proposed policy should address each of the following:
   - Practices the school will use to promote good discipline, including both penalties for infractions and incentives for positive behavior;
   - A list and definitions of the offenses for which students in the school must (where non-discretionary) and may (where discretionary) be suspended or expelled, respectively;
   - An explanation of how the school will take into account the rights of students with disabilities in disciplinary actions and proceedings; and
   - Procedures for due process when a student is suspended or expelled as a result of a code of conduct violation, including a description of the appeal process that the school will employ for students facing expulsion and a plan for providing services to students who are expelled or out of school for more than ten days.

GOVERNANCE

Legal Status and Governing Documents

Meets Standard Expectation
● Proposed school's legal status and structure are in compliance with state law.
● Governing bylaws, policies, and procedures are comprehensive and sound.

1. Describe the proposed school's legal status, including non-profit status and federal tax-exempt status.

Invent Learning Hub operates as a legally recognized non-profit organization in full compliance with state law. We have taken all necessary steps to establish the school's legal status, ensuring that it adheres to the regulations and requirements set forth by the state. ILH is structured as a non-profit entity, governed by a robust set of bylaws, policies, and procedures that are both comprehensive and sound. ILH was also authorized by the Indianapolis Office of Education Innovation in July of 2019 and currently operates in good standing with this charter authorizer.

To further solidify our commitment to serving the community and maintaining transparency, we have secured federal tax-exempt status under Section 501(c)(3) of the Internal Revenue Code. This designation not only shows our dedication to educational and charitable purposes but also enables us to receive tax-deductible donations, thereby enhancing our funding opportunities to better serve our students.

Our governing bylaws have been crafted to provide a clear framework for our operations, ensuring accountability and adherence to our mission. These bylaws, along with our policies and procedures, will guide the governance of the school, ensuring that all decisions are made in the best interest of our students and the community we serve. The policies and procedures cover essential aspects such as financial management, ethical conduct, conflict of interest, and operational transparency, ensuring that we meet all legal and ethical standards required by law.

In summary, our proposed school is legally structured as a non-profit organization in compliance with state laws and holds a federal tax-exempt status, with well-defined bylaws, policies, and procedures that ensure sound governance and operational integrity.

2. Submit Articles of Incorporation, proof of non-profit status and tax exempt status (or copies of your filings for the preceding items), and any governing documents already adopted, such as board policies, as **Attachment 5**.

3. Submit, as **Attachment 6**, the completed and signed Statement of Assurances.

Organization Charts

Meets Standard Expectation
● The organization charts should clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board, staff, any related bodies (such as advisory boards or parent/teacher councils), and any external organizations that will play a role in managing the school.
● The organization charts should also document clear lines of authority and reporting within the school(s).

1. Submit, as **Attachment 7**, organization charts that show the school governance, network management, leadership, and staffing structure in: a) Year 1; and b) at full build-out.

Governing Board

<table>
<tr><td align="center">**Meets Standard Expectation**</td></tr>
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- Effective governance structure for network and school governance, whether each school will have an independent board or there will be one or more boards overseeing multiple schools. Well-planned board(s) size, powers, duties, and current and desired composition that will foster school/network success.
- Clear division of duties if there will be multiple boards serving multiple schools.
- Clear, appropriate plans for the board(s) to evaluate the success of the school.
- Proposed board members who demonstrate: (a) will, capacity, and commitment to govern the school(/network effectively; and (b) shared vision, purposes, and expectations for the school/network
- Evidence that the proposed governing board members will contribute the wide range of knowledge, skills, and commitment needed to oversee a successful charter school including educational, financial, legal, business, and community engagement expertise.
- Sound, timely plan for creating or transitioning to the school governing board *(if applicable)*.
- Sound plan for transforming existing board to assume its new duties or forming a new board *(if applicant is an existing not-for-profit organization other than a charter school governing board)*.
- Other effective governance procedures, including planned frequency of meetings and standing committees.
- Appropriate proposed Code of Ethics and Conflict of Interest policy/procedures that will minimize real or perceived conflicts.
- Sound plan and timeline for board recruitment, expansion, orientation of new members, and ongoing training for members. Plan should include a thoughtful identification of desired experience and capacities.
- If there will be a network-level board, plan for clear identification and plan for addressing board development needs relative to growth.

1. As **Attachment 8**, list the members of the school's proposed governing board, network and/or independent, with the following information:
   - Summary of members' interests in and qualifications for serving on the school's board; and
   - Full resumes (including contact information).

2. Describe the governance structure and size, including any proposed committees, and the plan for satisfying all applicable statutory and authorizer requirements.

The Invent Learning Hub board has consistently had 10 to 11 board members over the course of the first 6 years. Almost all board members have served longer terms and been very devoted to the school and its mission. The goal has always been to keep an odd number to help with voting and fill the board based on mission fit, skill need, and to closely match the diversity of the student body. ILH currently has 10 board members. Two current board members were a part of the founding board. Currently the board is 40% male and 60% female. 66% of the female board members are minority women making our board 40% minority representation and 60% white. The ILH school board currently operates with 5 committees. Those committees are finance, governance, academic excellence, facility, and development. Below is an explanation of the purpose of each committee:

Finance: The finance committee plays a critical role in ensuring the financial health and sustainability of the organization. This committee is responsible for overseeing the preparation and integrity of financial statements, developing and monitoring the annual budget, and ensuring proper internal controls are in place to safeguard assets. Additionally, the finance committee conducts regular financial analysis and reviews to provide accurate and timely financial reports to the board. It also ensures compliance with legal and regulatory requirements, advises on financial strategy and planning, and makes recommendations for financial policies. By doing so, the finance committee helps to maintain transparency, accountability, and fiscal responsibility, supporting the overall mission and goals of the organization. This committee meets monthly and is made up of the Board Treasurer, Board President, Executive Director, and a representative from Brian Anderson Consulting which is the group which provides budgeting and financial oversight to ILH.

Governance: The governance committee is tasked with ensuring the board operates effectively and in alignment with the organization's mission and goals. This committee is responsible for developing and recommending governance policies and practices, overseeing the board's composition, and ensuring board members have the skills and expertise necessary for effective governance. Key duties include recruiting and nominating new board members, organizing orientation and ongoing training, and conducting regular evaluations of board performance. The process for new board members is to meet with the Executive Director and tour the school. The Executive Director then passes the nomination of the potential board member over to the governance committee and the chair meets with the individual to determine if they want to recommend them to the board for approval. The governance committee also ensures compliance with legal and ethical standards and monitors adherence to the organization's bylaws. By maintaining a focus on strong governance practices, the committee helps to promote transparency, accountability, and strategic leadership within the board. The governance committee also completes the yearly evaluation of the Executive Director.

Academic Excellence: The academic excellence committee is dedicated to overseeing and enhancing the educational quality and academic performance of the school. The academic excellence committee is tasked with monitoring academic data at a high level and reviewing trends that may be present or may help the school strategically plan for instruction. They share those trends with the entire board for continued oversight and evaluation of the progress or challenges the school is facing. They act as an advisory panel and sounding board to help school leadership make sound decisions on how to proceed with the information gained from the data points. The committee also compares outcomes to yearly goals that are set to determine the quality to which the school is delivering a high quality education to students.

Facility: The facility committee is responsible for overseeing the maintenance, safety, and development of the school's physical infrastructure. This committee assesses the current condition of school buildings and grounds, prioritizes maintenance and renovation projects, and ensures that all facilities comply with safety regulations and standards. Additionally, the committee plans for future facility needs, including new construction and upgrades, to support the school's growth and evolving educational programs. By managing these aspects, the facilities committee helps to create a safe, functional, and conducive learning environment for students and staff. This committee meets as needed and was very active during the acquisition of the current building and renovation.

Development: The development committee is responsible for fundraising and development efforts to ensure long-term financial sustainability and growth. This committee identifies and cultivates relationships with potential donors and develops strategies for securing financial support through grants, donations, and fundraising events. Additionally, the development committee oversees the creation and execution of comprehensive development plans, monitors fundraising progress, and ensures that all fundraising activities align with the school's mission and values. This committee works to direct potential grant opportunities to the school and plans a giving campaign each year. They also encourage giving from all board members as well.

As a whole the ILH board offers oversight to the school. The ILH board holds regular public meetings in compliance with Indiana's Open Door Law, ensuring transparency and public participation in decision-making processes. The board meetings take place every other month and committee meetings happen during non-board meeting months. They are responsible for developing and implementing policies related to school administration, budgeting, and curriculum, aligning with state educational standards and regulations. They also ensure compliance with state and federal laws concerning student rights, safety, and welfare, including special education. By fulfilling these statutory requirements, they uphold their duty to provide high-quality education and maintain accountability to the Indianapolis Southeast Community. All board minutes are also posted on the school website, meeting dates are posted online and in the building as well.

3. Explain how the governance structure and composition will help ensure that the school will be an educational and operational success, including how often the board will meet.

The Invent Learning Hub Board ensures the school will be an educational and operational success in various ways. The first is through their diverse skill set. Our board is made up of members with diverse backgrounds and expertise, including education,

finance, law, community relations, and facilities management. The board has two lawyers, two individuals working in higher education, a development expert, a non-profit manager, and a licensed CPA. This diversity ensures comprehensive oversight and informed decision-making, addressing all aspects of school operations. They serve often as an advisory and sounding board for the Executive Director. Prior to making major decisions or dealing with issues that are sometimes outside of the educational lens this group can provide oversight in many areas the school may need.

They also serve on standing and ad hoc committees as needed. For example, one board member is a head of human resources and she was able to lead a committee which worked to develop a new salary structure for teachers that better matched surrounding schools and an entire compensation model that looked at benefits, perks, bonuses, and overall pay. ILH has also had board members serve on committees for recruitment, marketing, and policy development. The board also engages with the charter authorizer around the oversight they are providing the school. The board chair attends regular meetings with the current authorizer and any professional development that is offered.

The board fields any complaints from parents if they get to that point. We have an open process for parents to send concerns to the board through email. In the first five years of operation this has only happened one time and the board representative was able to speak to the parent and then have a school admin follow up and the situation was resolved. ILH also has had a board member present at all expulsion hearings. In the first five years of operation we have held 3 expulsion hearings. This is not always common practice, but our board is committed to ensuring that expulsions are the last resort and this is in full alignment with the school's philosophy.

The board meets every other month and during off months the committees meet. The board also evaluates the Executive Director each June. This process involves reviewing school data, reviewing a written self-evaluation from the Executive Director as well as phone calls with 2 staff, 1 vendor, and a parent for reference about their interactions and experiences with the Executive Director. In the evaluation the school board looks at both academic and operational aspects of the school and the work of the Executive Director. In August each year the board approves goals established by the Executive Director and their committee leads establish goals for the year as well.

In the last year the school established a data dashboard for the school that is managed by Simplicity Education. This dashboard also includes a [data dashboard](#) for the school board where they can monitor progress each month. This allows the board to evaluate the success of the school throughout the year, as opposed to a one time evaluation after the year ends.

The board and the Executive Director have a clear understanding of providing oversight and advice as opposed to daily operations. The board is very good about knowing this boundary. One goal of the Executive Director and the Governance Committee is to ensure that a board member is fully aware of this boundary of what an employee versus a board member is responsible for doing.

Moving forward the board will continue to work to diversify to the point of matching our school population as closely as possible. The board is also starting to recruit former parents to ensure that there is parent representation without conflict of interest. Each year we anticipate recruiting an average of two board members. The governance committee is actively recruiting each year toward defined areas where we may see a need for a specific skill set. These needs are defined each fall when we set our board goals for the year. At that point in the year the governance committee will ask board members to consider if they are transitioning out during that year or plan to continue on. This allows us to make predictions around what skills may be needed on the board. The year is then spent working to replace those needed skills.

4. Identify how the board will define and evaluate the academic and operational success of the school.

Over time in operation the ILH School Board has identified areas to focus on to evaluate success of the school. The following indicators have been identified as important when it comes to overall success of the school:

1. **Financial Health**: The ILH Board knows that a top priority is maintaining a balanced budget and ensuring financial transparency and accountability. The Executive Director shares enrollment and attendance reports at every board meeting

as a regular part of the executive report. The finance committee also reviews all finance transactions, audits, and all finance reports. The Treasurer also reports out each meeting to the board regarding their review of the financial transactions.

2. **Academic Health:** School administration provides the board with an overview of academic data at the beginning, middle, and end of year. During the beginning of year presentation, goals are laid out and approved by the board to ensure buy-in and accountability. The Board Dashboard allows the board to track progress during the year so as to maintain accountability without a formal presentation from the admin team. The end of year academic presentation from the Principal includes ILEARN, IREAD-3, I-Ready, and DIBELS data for the current year and a historical perspective. Data is broken down by subgroups to allow the board to see how the school is serving all special populations and demographics. Finally, the board is informed on the progress towards the goals set out at the beginning of the year. The board is given an opportunity to inquire about all facets of the data presented. The Principal then shares next steps and action items based on the data.

3. **Staffing and Professional Development**: The ILH Board recognizes that staffing is key to running a successful school. This involves being able to recruit and retain high-quality staff as well as being able to build capacity among those staff members through ongoing quality professional development. There have been multiple years that the school participated in the Insight Survey to evaluate how staff felt about the various aspects of the school. This was shared out with the board each year. Results of this survey showed that staff felt the coaching, support, and professional development provided were quality and helped them grow as professionals.

4. **Facility Management**: The ILH Board knows that management of the facility is highly important for safety, productivity, and longevity of the program. So, they monitor that the building is kept safe, well-maintained, and conducive to learning. The Executive Director regularly shares out regarding facility issues and needs with the board. The board has also been active in supporting the school in determining next steps for renovation and various needs with the school. This has involved supporting the process of gaining a facility assessment, supporting the acquisition and renovation of the school upon purchase, as well as the initial process of finding a school location and viable facility.

5. **Enrollment and Attendance**: The ILH Board closely monitors enrollment and attendance. This is an area that is discussed at all board meetings. They monitor if enrollment targets are being met and contingency plans if necessary. They also review and monitor attendance of students monthly as well. This is viewed as so important that there have been established ad hoc committees to support these needs.

6. **Community Engagement**: The ILH Board knows that it is highly important to build strong relationships with parents, local businesses, and community organizations. In fact, the first and current president of the board has a strong presence in the southeast community given he was the President for Southeast Neighborhood Development. The board members use their connections to help encourage community involvement in the school and they jump in to support with school events as they are able. The board and faculty know that a large part of the ILH philosophy is that "it takes a village." The support and involvement of parents and the community is a necessity in order for the school to truly be a success.

5. Explain the procedure by which board members have been and will be selected. Describe strategies to ensure there will be active and effective representation of key stakeholders within the proposed community being served, including parents.

During the two planning years for the school the Founding Leader spent a lot of time meeting with key stakeholders in the Southeast community and experts within the design thinking and career pathway space. The founding board came from those meetings. As relationships were developed and community members had passion for the philosophy of the school the board was formed. There was also attention given to the key skills that would be needed for a successful board. That initial board had expertise in both design thinking and pathways. Board skills also included law, finance, real estate, non-profit management, human resources, communications, marketing, and development.

During the first five years of operation Invent Learning Hub has had great luck attending board recruitment opportunities. We have attended the "Get on Board" event that is held annually and recruitment events sponsored by our current authorizer and The Mind Trust. We have also utilized our current board members as a way to recruit more board members through their network as well. The first five years presented many challenges with working through the pandemic and all of the challenges it created. There were two

years where visitors were very limited within the school and most board meetings were held virtually. For this reason we have not had parents on the school board. We have had discussion about this as something we do in the future. In fact, we have a parent that has been with us for many years and their children have now moved into high school. We did recently approach them about the potential of joining our board and this will be an item voted on at the August meeting.

When we find a potential board member the process starts by the Executive Director meeting with this person to discuss the school and its philosophies. There is a back and forth interview process to see if the school and the board member are a fit. We consider things such as understanding of the community, alignment with the mission, and understanding of the role a school board plays within a school. If one of these areas of focus is not aligned we do not move forward with that board member. There have been potential board members that have not been a match. Part of the time they determined it was not a match and part was the school feeling though it was not a match. After the Executive Director determines that this candidate would be a good match they are then introduced to our chair for the Governance Committee. This board member meets with the candidate and determines if they feel it would be a good fit. The candidate's resume is then sent to the remaining board members and the board votes to accept or decline the candidate. If they are approved by the board they then complete a background check, receive onboarding documents, and start attending board meetings.

6. **Replication Schools:** If there will be both a network-level board and boards at each school, describe the organizational relationship between the boards, the legal status of each board, and the scope of authority of each. If each school will have an independent governing board but no network-level board, explain how the network will be governed and how decisions that affect the network as a whole will be made.

N/A

7. **Replication Schools:** Explain how the interests of individual schools will be balanced with network interests and how key stakeholders will be represented.

N/A

8. As **Attachment 9,** provide a completed and signed Board Member Notice of Disclosure for each proposed board member.

9. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.

The Invent Learning Hub school board is committed to upholding the highest ethical standards to ensure transparency, integrity, and trust in its governance. The board members are expected to adhere to the following core ethical principles:

1. **Integrity**: Board members must conduct themselves with honesty and integrity in all dealings.
2. **Transparency**: Decisions and actions should be conducted openly to promote accountability.
3. **Fairness**: All actions and decisions must be fair and impartial, avoiding favoritism or discrimination.
4. **Responsibility**: Board members are responsible for their actions and must act in the best interests of the school community.
5. **Respect**: Respect for all stakeholders, including students, parents, staff, and community members.

Procedures for Identifying and Addressing Conflicts of Interest

1. **Annual Disclosure Statement**: All board members are required to complete an annual disclosure statement detailing any potential conflicts of interest, including financial interests, family relationships, and affiliations with other organizations.
2. **Conflict of Interest Policy**: The board has a detailed conflict of interest policy outlining the types of relationships and situations that could create conflicts. This policy mandates immediate disclosure of any potential conflicts as they arise.

3. **Recusal Procedures**: Board members must recuse themselves from discussions and decisions where there is a potential conflict of interest. This recusal is documented in meeting minutes.

There is only one current board member that could potentially have a conflict of interest. We have a board member who works for the Nina Mason Pulliam Foundation. If the school was to ever apply for a grant through the foundation this could present a conflict of interest, but at this point ILH has not applied for grants there. If this were to happen this board member would not be a part of discussions regarding this grant and they would have to disclose to the foundation that they have a seat on our board.

10. Provide, as **Attachment 10**, the board's proposed Code of Ethics and Conflict of Interest policy.

11. If the current applicant team does not include an initial governing board, explain how and when the transition to the formal governing board will take place.

N/A

12. If this application is being submitted by an existing non-profit organization respond to the following:
    ● Will the existing non-profit board govern the new school, or has the school formed a new non-profit corporation governed by a separate board?

We are a non-profit with an existing board and nothing will change or transition.

    ● If the non-profit's current board will govern the school, what steps have been taken to transform its board membership, mission, and bylaws to assume its new duties? Describe the plan and timeline for completing the transition and orienting the board to its new duties.

Nothing would change about our board responsibilities given we are an existing school.

    ● If a new board has been formed, describe what, if anything, its ongoing relationship to the existing non-profit board will be.

N/A

13. Describe plans for increasing the capacity of the governing board. The plan for training and development should include:
    ● Timetable;
    ● Specific topics to be addressed; and
    ● Requirements for participation.
    If there will be a network-level board, identify any board development requirements relative to the organization's proposed growth and governance needs.

When Invent Learning Hub was initially established we had a board retreat that took place over 2 full days. This time allowed the founding board to get to know each other better as well as learn about what is expected of a school board. There have also been a few follow-up trainings offered by The Mind Trust and our charter authorizer that have allowed a few board members at a time to get training and network with other charter school board members. Now that we are through the first five years and we are starting to see changes among our school board it is a good time to start planning for future training. Given the board is so busy, it would be best to build these trainings into or attached to board meetings. They could be offered 30 minutes before or after meetings to make them more convenient for board members. Another strategy could be offering them virtually so that they can participate from wherever they may be working. These opportunities could be offered in the following time table:

<u>**Year 1:**</u>
- Quarter 1: Orientation and onboarding for new members
- Quarter 2: Governance basics roles and responsibilities
- Quarter 3: Financial oversight and budget management
- Quarter 4: Strategic planning
- Summer: Goal setting for the upcoming year

<u>**Year 2:**</u>
- Quarter 1: Orientation and onboarding for new members
- Quarter 2: Legal compliance and risk management
- Quarter 3: Evaluation and improvement of academic programs
- Quarter 4: Community engagement and stakeholder communication
- Summer: Goal setting for the upcoming year

<u>**Year 3:**</u>
- Quarter 1: Orientation and onboarding for new members
- Quarter 2: Advanced governance practices and board performance review
- Quarter 3: Review of any identified topics needed by the board at that time
- Quarter 4: Review of any identified topics needed by the board at that time
- Summer: Goal setting for the upcoming year

For the short training sessions we would either pull in a local expert, utilize a board member with expertise, or work from a video training platform. The following provides a breakdown of the topics that will most likely be the focus for board training and what they would include:

- **Orientation and onboarding of new members:** This would involve understanding the roles and responsibilities of a board member and betting understanding of the school's vision, mission, and values. This would also involve helping board members have their own pitch when talking about ILH.
- **Governance basics roles and responsibilities:** This is also a session on roles and responsibilities but it would be a more advanced session that gets into more specifics for that school year and the roles each person has, committees, and planning for the year.
- **Financial oversight and budget management:** This session would involve budget and finance management, how to read financial statements, and fundraising and resource development.
- **Strategic planning:** This would involve setting long-term goals and objectives, monitoring and evaluating progress toward goals, and adapting strategy based on performance data.
- **Goal setting:** This session would involve training around setting effective smart goals and establishing a tracking plan.
- **Legal compliance and risk management:** This would involve education laws and regulations, risk management and liability issues, and conflict of interest policies.
- **Evaluation and improvement of academic programs:** This would involve curriculum standards and assessment methods, strategies for improving student outcomes, and evaluation of school leadership and teaching effectiveness.
- **Community engagement and stakeholder communication:** This would involve building effective relationships with parents, students, and the community, effective communication strategies, and handling public relations and media.
- **Advanced governance practices and board performance review:** This would involve training over what effective boards do and how they evaluate their performance.

For participation in training we would expect that all board members attend the initial orientation and quarterly training sessions. Absence from more than two sessions per year without valid reason may result in a review of board membership. We believe that these are the topics that would help our school board be its most effective.

Advisory Bodies

Meets Standard Expectation
● Clear roles, duties, and composition of any advisory bodies/councils, and effective relationship to the school governing board and leadership.

1. Describe any advisory bodies or councils to be formed, including the roles and duties of that body.

Invent Learning Hub is a community school. There are strong ties to the community and it is a goal for the school to serve and become an integral part of the community. We believe that strong schools are supported by the community and actively engaged in the community. So, ILH serves actively as a part of the Southeast Community Council and the Fountain Square Alliance Neighborhood Association. The Southeast Community Council meets quarterly and often meetings are hosted at ILH. The Fountain Square Alliance, the neighborhood group that supports the neighborhood where the school resides, meets at ILH monthly and they often participate in ILH events and have co-sponsored events such as National Neighborhood Night Out with ILH. These community partnerships are key to being a community school. ILH has also formed some in-house advisory bodies as well.

One very important advisory group is our Parent Hub. We have three parents who have started leading this group and are working to build momentum around parent involvement, advocacy, and engagement. This group also meets monthly. This group serves to provide feedback to the school, volunteer, support or plan events, and help with student recruitment. Last year we had parent hubs where families came to learn about state testing and standards and develop a parent planned school initiative. From this we are now creating a school library for students to check out books and providing parent training sessions to support students academically at home. This all came from parent input and will be rolled out in the coming school year. This group has also volunteered for many school based events and projects. The group has dramatically increased our volunteers in classrooms and many parents even take things home to work on to support teachers.

There are many topics that schools are required to seek feedback on from families. This involves school safety, Title I, High Ability, ESL, and School Nutrition. We have noticed that families do not want to be invited multiple times for feedback on single topics. At Invent Learning Hub we have moved to having a Bi-annual Parent Feedback Meeting. At this meeting we provide food and offer childcare. This allows us to meet with parents and have them work through discussion and feedback around the many items we may need feedback on. This allows us to have a larger audience and make feedback on various aspects of the school more convenient for families. We then send out notes or video from the meeting and allow any parent who could not attend to fill out a google form with their specific feedback as well. We have found this to be more efficient and helpful for gaining and implementing feedback from our community.

ILH has a student council, as well. We feel that allowing student voice within the school is very important. When students feel a sense of ownership and pride within the school they are more willing to work hard and academics and become invested. We find it is through honoring the whole child and allowing for student voice that we gain investment and see students excel. Our student council serves as school ambassadors when we have new students or visitors in the building. They share feedback about changes they want to see and they plan student events and fundraisers.

We believe that it is very important to involve teachers in decision making. For this reason we have intentionally sought teacher feedback on most major classroom and academic based decisions. One way we have done this is by selecting lead teachers to serve on the leadership team each year. These teachers represent the staff and work to seek out feedback from staff in order to bring that information to leadership team meetings. The team will strategically involve these staff members to either seek feedback or the team sends out surveys for more specific feedback. These teachers receive a stipend for being lead teachers and are often also involved in helping the leadership team provide professional development to staff as well. When there are more major decisions that will affect the classroom such as a change in curriculum we form a working committee that then presents information back to the leadership team. This happened in the last few years to choose curriculum, work on our safety plan, work on the SEL

framework, and revamp some of our design thinking program. When these committees are formed they are made up of one administrator, a few key teachers, a parent, and anyone else that would be deemed necessary. The committees are sometimes given parameters based on philosophy. For example when choosing a new K-2 reading curriculum we knew it had to be based on the science of reading. There were also other factors such as what we had in place in the intermediate grades, budget, and what we had as current resources.

Moving into the future our next step is to form a more formalized advisory group for our design thinking and pathways programs. This would act as a means for us to better involve some of our key community stakeholders and continue to grow and enhance these programs. Given these are the innovative parts to what really makes ILH a unique and specialized program we could benefit greatly from more provided expertise from the outside.

2. Describe the planned composition of the advisory body; the strategy for achieving that composition; the role of parents, students, and teachers (if applicable); and the reporting structure as it relates to the school's governing body and leadership.

School level committees are made up of one administrator, key teachers, a parent, and anyone else that would be deemed necessary. The committees are sometimes given parameters based on philosophy. For example when choosing a new K-2 reading curriculum we knew it had to be based on the science of reading. There were also other factors such as what we had in place in the intermediate grades, budget, and what we had as current resources. Findings from these committees are then shared with the administration and board depending on the type of approval needed for action.

The Parent Hub is composed of three lead parents, any attending parents and stakeholders, a few staff members/teachers, and at least one administrator. The lead parents meet with administration to set the meeting agenda and share feedback. The Parent Hub does not "report" to administration or the board, but does meet with administration monthly. One goal we continue to have is to ensure that all student groups are represented by our parent hub. We are working to ensure that all ethnicity groups are represented as well as parents of special education, ESL, and high ability students.

The Design Thinking and Pathways advisory group will involve community members with expertise in these areas, community partners that support on some of our projects, teachers, parents, and an administrator. Once again we are always looking for a diverse group of parents to ensure that all parts of our students body are represented.

Grievance Process

Meets Standard Expectation
● Fair, accessible grievance process for parents and students.

1. Explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school.

The process for voicing a formal complaint is on our website and outlined below. Our site states, "Please reach out to the school staff to discuss any concerns you have. You can email or call Executive Director, Aleicha Ostler, at aostler@inventlearning.org and 317-503-0265.

If you have spoken with Ms. Ostler and you feel the concern has not been handled, you can contact a board member here (this is a link to a google form that is provided below). Please note, that if you have not spoken with Ms. Ostler first, the board member will direct you to that step in the process."

After the parent fills out the google form (shown below) a board member will respond back to the parent and work with Ms. Ostler to support in finding a solution to the issue presented. Parents also have the right to complain to the school's authorizer as well. That information is accessible on the authorizer's website.

We value feedback. If the concern raised was considered something we should investigate, change, or determine how other families feel we would take time to gather more feedback prior to making a determination or trying to resolve the issue. The first priority would be to ensure we are in compliance with all legal obligations. We would also evaluate how the policy aligns with our philosophy and if we are able to make a compromise. So, the path we would take in determining a solution would be dependent on several factors.

Concerns should start with the source and move up if you feel they are not addressed appropriately. Please start with the staff member, move to school leader, and then to the Board of Directors and Authorizer if necessary. Please check those who you have addressed this issue with prior to contacting the board. *

- [ ] Staff Member
- [ ] School Leader
- [ ] Other: _____

If you have addressed this issue with a staff member, who did you address the issue with?

Your answer

Your Name

Your answer

Your Phone Number

Your answer

Your Email

Your answer

Your Student's Name

Your answer

Your Student's Grade Level

Choose ▼

Your relationship to the student

Choose ▼

What is your concern?

Your answer

What steps have you taken to resolve the problem?

Your answer

What solution are you seeking?

Your answer

School Management Contracts

If the applicant does not intend to contract with an ESP or CMO, mark "Not Applicable" and move to the next section.

1. Describe the ESP/CMO founding year and current geographic footprint.

N/A

2. Explain how and why the ESP/CMO was selected and the due diligence conducted (including a list of other entities assessed during the diligence process, if any). Provide evidence of the ESP/CMO's success in serving student populations similar to the targeted populations, including demonstrated academic achievement as well as successful management of nonacademic school functions, if applicable.

N/A

3. Provide, as **Attachment 11**, the following:
   ● 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 timelines; 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; assurance that the school and the authorizer are entitled to any data directly related to the operation or management of the school, such as financial data, enrollment data, demographic data, performance data, and student data, in the possession of the education service provider, but may not include any proprietary, intellectual property, or similarly protected data of the education service provider; and conditions for renewal and termination of the contract;
   ● Draft of the proposed management contract detailing all the above limits; and
   ● Evidence that the service provider is authorized to do business in Indiana.

4. Summarize the relationship between the school governing board and the ESP/CMO, specifying how the governing board will monitor and evaluate the performance of the provider, the internal controls that will guide the relationship, and how the governing board will ensure fulfillment of performance expectations. Provide assurance that the organizer will be structurally independent of the education service provider and shall set and approve school policies. The assurance must also provide that the terms of the service contract must be reached by the organizer and the education service provider through arms length negotiations in which the organizer must be represented by legal counsel. The legal counsel may not also represent the education service provider.

N/A

5. Disclose and explain any existing or potential conflicts of interest between the school governing board and proposed provider or any affiliated business entities.

N/A

STAFFING

Staff Structure

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Meets Standard Expectation

● Sensible five-year network staffing that will support high-quality replication at the scale proposed, while continuing success at existing schools *(if applicable)*.

● Sensible staffing rollout plan for the school model(s) aligned with the educational program and conducive to school success.

● Effective structure and strategies for managing the administration-staff relationship.

● Evidence that school leadership and management teams have the collective qualifications to implement the school design successfully, including capacities in areas such as school leadership, administration, and governance; curriculum, instruction, and assessment; performance management; and parent and community engagement.

● Evidence of the leader's experience to design, launch, and lead a school that effectively serves the target population, as well as evidence that the proposed leader is well qualified to implement the specific educational program being proposed.

● Appropriate responsibilities and qualifications of the school's leadership/management team (beyond the school leader).

● Sound timeline, criteria, and process for recruiting and hiring leadership team members *(if applicable)*.

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1. Provide, as **Attachment 12**, a complete staffing chart for the school. The attachment should include the following:
   ● Year 1 positions, as well as at full build out;
   ● Administrative, instructional, and non-instructional personnel;
   ● The number of classroom teachers, paraprofessionals, and specialty teachers;
   ● Teacher-student ratio, as well as the ratio of total adults to students for the school; and
   ● Operational and support staff.

2. Explain how the relationship between the school's network leadership (if applicable), senior administrative team, and the rest of the staff will be managed.

N/A

3. Provide, as **Attachment 13**, the resume for the proposed school leader. If no candidate has been identified, provide as **Attachment 14** the job description or qualifications, and discuss the timeline, criteria, and recruiting and selection process for hiring the school leader.

4. Provide and discuss specific evidence that the proposed school leader demonstrates the capacity to design, launch, and manage a high-performing charter school with the anticipated student population.

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Gabriel Surface, Principal

The school principal, Gabriel Surface, has been serving in an academic leader role at ILH since 2018. He started as the Director of Academics and has transitioned into the role of Principal as the school grew. Gabriel was a 2008 Teach For America corps member in South Louisiana. He transitioned from teaching to instructional coaching while in Louisiana at Children's Charter Elementary School. While in his role as an instructional coach there, the school moved from an F rated school on the state accountability system to a B rated school. After leaving Louisiana, he was a founding team member and leader at Phalen Leadership Academy's

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first school. He led the implementation of the academic programming as the school's Teaching and Learning Coach and then Interim Principal. He gained a plethora of experiences in launching new curriculum and the training needs required for a successful school launch.

Gabriel then gained district level experience as part of the Transformation Zone team in Indianapolis Public Schools. He was part of a team of instructional coaches and leaders that were tasked with supporting and turning around multiple struggling IPS buildings. He gained invaluable experience with developing district systems and structures for raising achievement on a school and district scale. He coached principals and building level coaches on being effective instructional leaders and utilizing data to make gains in achievement.

Gabriel attended the Relay Graduate School of Education as a Relay Fellow in 2021. He is a certified SIOP trainer. He has been certified in teaching Orton Gillingham and Project Lead the Way, both of which are key to ILH's academic programming.

His experiences and background set him up well to launch and lead a successful innovative program like the one at ILH.

Aleicha Ostler, Executive Director

Aleicha Ostler, has a proven track record of success in educational leadership, demonstrating her capacity to design, launch, and manage a high-performing charter school. Ostler is the Founder and Executive Director of Invent Learning Hub, a K-8 charter school in Indianapolis. Her leadership at Invent Learning Hub, which emphasizes personalized and project-based learning, showcases her innovative approach to education.

Previously, Ostler transformed Frederick Douglass School 19 from an "F" to an "A" rating by implementing the SUPER School magnet program, which integrates motor and cognitive processes to enhance learning outcomes. Her extensive experience in various educational roles within the Indianapolis Public Schools (IPS) system, along with her academic credentials from IUPUI, positions her well to lead a new charter school catering to diverse student populations. Ostler worked in Indianapolis Public Schools as an educator, Assistant Principal, and Principal for 18 years.

Ostler then became a fellow with The Mind Trust where she was able to visit schools from all around the world including Africa, England, New York, California, Tennessee, and Indiana. During this time she had a lot of coaching and professional development around operations and finance. She was able to spend two years planning her school, networking, and learning.

5. Describe the school leader's ties to and/or knowledge of the target community.

Gabriel Surface, Principal

The entirety of the school principal's career has been in high poverty, urban schools. As a Teach for America corps member, he taught and led in extremely high poverty schools in Baton Rouge, LA. From there he served both charter and traditional public schools in Indianapolis. His work history has given him experiences serving students much like the students at Invent Learning Hub. He has experience with trauma based practices that are so crucial to schools serving high poverty communities. He has experience seeking and providing outside support for families in need, and has continued to do so as the leader at ILH. He lives in this community and has worked on the southeast side for the past 7 years. He has built relationships with key stakeholders in the community and has participated in community organizing with the Twin Aire Neighborhood Coalition, Fountain Square Alliance, and Southeast Community Services.

Aleicha Ostler, Executive Director

Aleicha Ostler has very strong ties to the Southeast Community. Since 2001 Aleicha has served as an educator within the community. She started at Otis E. Brown School 20 in IPS which was housed in the current building that houses Invent Learning Hub. She then moved over to Eleanor Skillen School 34 which is in the same community and then she moved to Frederick Douglass School 19 which is also in the same community. Over the years she has worked very closely with Southeast Community Services,

Indy Parks, and the surrounding neighborhood associations. She has attended meetings over the years with Building our Waterways, Keeping Indianapolis Beautiful, Southeast Neighborhood Congress, Bates-Hendricks, Fountain Square Alliance, and Twin Air Neighborhood Coalition. During her masters program she studied the area including how people migrated from Appalachia to the area and how the interstate split up neighborhoods in the area. She has also read and been a part of developing parts of the Southeast Quality of Life Plan. The Quality of Life Plan is linked because the mission and vision of how ILH treats post-secondary options, design thinking, and pathways plans aligns to what is valued within the Southeast community. There are many years of value around trade careers as seen in the history of Manual High School and the community at large. ILH worked during the founding years to ensure that the school was very aligned to what the community desired.

6. Describe the key roles of the school's leadership team, beyond the principal/head of school, and required qualifications for implementing the school design successfully.

In the beginning of Invent Learning Hub being open the Executive Director, Principal, and Director of Culture made up the full leadership team. Within the first five years we have also been able to add an Assistant Principal, Office Manager, Part time Operations Manager, Dean of Culture, and Counselor. The qualifications and knowledge of this group is very important to the school running successfully.

Assistant Principal

We have added an Assistant Principal role. The AP serves as an instructional support and they assist the principal. The Principal leads the AP and coaches and guides and builds capacity in all coaching. The goal is for the Principal to coach the coaches and manage academics 80% of the time while actually coaching teachers 20% of the time. For the AP this is flipped. They will spend 80% of the time coaching teachers under the direction of the principal while acting as an instructional leader around 20% of the time. We have a very specific coaching plan that lays out all enabling structures.

Office Manager/Operations Manager

These roles along with the Executive Director handle all business oversight, facilities, finance, grants, reporting, audits, vendors, and anything regarding operations of the school. Given a single site school does everything that a full school district does, these roles are crucial to smooth operations of the school. Although these two roles work together the Office Manager handles all finance, manages the front office operations, food service, bussing, and all human resources tasks. The Operations Manager handles vendor relationships, documentation for all grants, facilities, and all special projects from the Executive Director.

Director of Culture

The Director of Culture has been a crucial role in the first five years as we have codified our social and emotional learning programming, counseling, staff SEL circles, and pathways program. This position changed to remote last year as our staff member moved out of state and now serves as a consultant for ILH. However, her expertise and knowledge of what we do has been crucial. So, for now we continue with this position on consultation as we codify all processes. Currently she has been documenting all professional development for SEL through a training platform we use called Trainual.

Dean of Culture

This position was added last year. This person handles all disciplinary situations and is slowly taking on some of the SEL tasks as well. The Dean of Culture has also been working to tweak and improve all disciplinary processes including our Code of Conduct and ensuring we are focused on staff culture and SEL work more as well. This role is evolving as we move into year two.

Staff Plans, Hiring, Management, and Evaluation

Meets Standard Expectation
- Compensation packages (salary and employment benefits), systems, and strategy that are likely to attract and retain strong staff.
- Recruitment and hiring strategy, criteria, timeline, and procedures that are likely to result in a strong staff that meet ESEA requirements for

> being "Highly Qualified" and are well suited to the school
>
> ● Plan for supporting, developing, and annually evaluating school leadership and teachers that is likely to produce and retain a successful staff.
>
> ● Sensible allocation of school vs. network responsibilities for staffing.
>
> ● Superintendent, school leader, teacher, and support staff evaluation tools that are likely to be effective.
>
> ● Effective planning for unsatisfactory leadership/teacher performance and turnover.

1. Provide, as **Attachment 15**, a personnel policy or an employee manual, if developed.

2. Explain the relationship that will exist between the school and its employees, including whether the employees will be at-will and whether the school will use employment contracts. If the school(s) will use contracts, explain the nature and purpose of the contracts.

At Invent Learning Hub employees are considered at-will according to Indiana law. However, given the nature of teacher employment contracts are used as well to further define clear expectations of employment as well as outline renewal timeline and expectations. By using a combination of at-will employment and employment contracts, the school can maintain flexibility while providing structure and security for critical roles, fostering a collaborative and stable work environment. When a staff member is hired they first sign a letter of intent that outlines their salary and timeline for employment. Once the school year begins staff sign contracts. There are some personnel issues that could lead to termination, but if there are issues with teaching performance or alignment to school philosophy those are often handled through non-renewal in accordance with the timeline of their contract. Those staff are placed on a Professional Support Action Plan by early spring at the latest and they are very aware of the possibility of non-renewal. Non-renewal would happen by May 1 in order to ensure that staff members have plenty of notice that they will not be offered a contract into the next year.

3. Outline the proposed school's salary ranges and employment benefits (retirement and health care) for all employees, as well as any incentives or reward structures that may be part of the compensation system. Explain the school's strategy for retaining high-performing teachers.

Invent Learning Hub has had an intentional focus on creating a school environment that will retain high quality teachers. This has been created through four areas of focus. Our compensation philosophy is "Invent Learning Hub first and foremost offers staff a great working staff culture and environment by investing time into staff SEL and intentional health and wellness activities. Our goal is to be an above average place to work through our focus on being human-centered and life balance. We have competitive wages that fall in the mid-range of compensation within Indianapolis with an added focus on providing stipends for additional work and individual performance. Staff long-term loyalty is rewarded through staff perks." The four focus areas are compensation, perks, health and wellness, and benefits. This is all outlined in our Administrative Compensation Guide. This is what we use as a guide when offering salaries to new staff and outlines all other perks, bonuses, and benefits. For compensation we believe, "Invent Learning Hub compensation is based on a competitive starting salary and negotiable salary bands based on experience and licensure. There is potential for additional compensation based on years invested in the company and academic performance of students taught." For perks we believe, "staff members all receive a museum membership at Newfields, Indianapolis Zoo, or the Children's Museum. Staff members who work at ILH for 5 years also receive a $2000 bonus at the beginning of year 6. Staff members who give 10 years of service to ILH earn a $4000 bonus at the beginning of year 11." For benefits we believe, "Invent Learning Hub offers full family benefits, eye insurance, and dental insurance. Life insurance and short term disability insurance are provided at no cost to each staff member and staff can opt for additional coverage or to add family. Ancillary benefits such as long-term disability and accident insurance are available. ILH also provides a 403B option and teacher pension. ILH partners with an HSA provider as well." ILH has a comprehensive benefits guide for staff as well and a great relationship with our broker who is always willing to answer questions for staff and provide them with support. Lastly, ILH focuses on mental health and balance of staff members. We recognize that education is a very demanding and stressful field where teachers are leaving the profession daily. We feel it is very important to be aware of this and work to help our staff feel life balance. For health and wellness we believe, "a staff health and wellness budget for healthy snacks and wellness/mindfulness activities for all staff will be established each year. Staff will then collaboratively decide how they want to utilize those funds. Staff will also be provided access annually to an Employee Assistance

Program." On top of this we also build in staff SEL time where we do a circle twice per month. During this time staff share wellness check-ins, share celebrations and appreciations, and complete badge work activities to build community and get to know each other better. This practice has helped to establish a strong culture and community among the staff. There is also another strategy that the administration uses to support teacher retention. This comes from research that shows that teachers are the number one factor in influencing student achievement, so how can leaders provide the support teachers need to combat burnout? It can help to turn to self determination theory, put forth by Edward Deci and Richard Ryan, which says people are motivated to grow by three innate psychological needs:

- **Competence**: People need to gain mastery of tasks and skills so they feel a sense of success
- **Autonomy**: People need to feel in control of their own behaviors and goals
- **Relatedness**: People need to feel a sense of belonging or attachment to other people

Knowing this pushes us to do three things. We have a very strong coaching plan and have had positive feedback in the first 5 years noting how supported teachers feel at ILH. We also do not make major decisions without gaining teacher feedback first which promotes autonomy within the school. Also, through our SEL staff circles we are able to really promote relatedness among the staff.

4. Describe the strategy, plans, and timeline for recruiting and hiring the teaching staff, including the school's plan for hiring "Highly Qualified" staff in accordance with the Elementary and Secondary Education Act (ESEA). Explain other key selection criteria and any special considerations relevant to the school's design.

Invent Learning Hub leadership knows that the main ingredient to a successful school is highly qualified teachers. However, when you are staffing a charter school it can be challenging to get the most experienced and highly qualified teachers. Leaders can often find themselves in situations where a majority of the staff has little experience which makes it challenging to see the level of growth academically. For this reason, ILH has placed a focus on recruiting top talent. The first area of focus was recruitment channels and marketing. Each year we attend job fairs with universities and other vendors. Some require a fee and some are by invite. We are fortunate that we are invited to the Butler University fair each year. We also use online platforms such as Indeed and advertising on social media. We also like to incentivize staff to draw in applicants. We often get some of our best applicants by word of mouth. We have also slowly built relationships with local universities to pull in teachers in training. Next year we will have our first student teacher from Butler University and we have hosted student Counselors from Butler as well. We also market through targeted advertising on social media and through our website which has drawn in applicants as well.

At ILH we also know that an interview goes two ways. Once we have an applicant in the door we have to sell them on what we have to offer as a school. With the teacher shortage applicants are often being offered several positions and they get to choose the best fit. For this reason we developed a [Hiring and Onboarding Plan](). This plan was designed through a design thinking process where we considered how applicants feel when going through a hiring process. We wanted to make sure that as we are interviewing applicants we are creating a human-centered process where they feel comfortable and feel the great culture we have established at ILH. This is an asset we lean heavily on when competing against other schools for talent. Also in this plan it outlines the value we place on team dynamics as well as not asking people to give a lot of time to a process if they are potentially not a right fit. This is why we believe in screening applicants and checking references prior to moving into a formal process.

One way we are working innovatively to recruit talent is through the creation of a staff ambassadors program. This is where you pay key staff members to attend planned outings and network with potential applicants. These staff are prepared with swag and talking points. We send them to planned Indianapolis teacher outings and we sometimes may plan our own. There are several events offered free to teachers each year through Teach Indy. We can pay our ambassadors to go and network with other teachers and talk to them about Invent Learning Hub. This is also true of events being offered to educational students in their junior and senior years of college. This is a strategy the Executive Director learned through talent training and coaching and the plan is to role out this idea next year.

5. Outline the school's procedures for hiring and dismissing school personnel, including conducting criminal background checks.

Hiring Process

At Invent Learning Hub when a new staff member is hired they first receive a congratulatory call from the Executive Director who then explains she will follow-up through an email. The initial email includes an offer letter to the applicant. This asks that they sign and return the letter if they are accepting the offer. Once this is returned a background check is sent to the applicant through Safe Hiring Solutions. The applicant then has to complete the background check and the DCS check. At this point the Executive Director sends an introductory email to the applicant and the Office Manager to alert them that the Office Manager will help them with the remainder of their HR onboarding. At this point the Executive Director also starts an electronic file with the applicant's resume and letter of intent. All remaining paperwork will be added to this file upon completion. The Executive Director then also connects the new hire to a designated mentor staff member who will meet the new hire for coffee to go over some onboarding items and provide them with a go to person as they start their position. The Office Manager also keeps an HR tracking sheet to document that all documentation from the newly hired staff is completed. When the Office Manager takes over in the process the applicant fills out an application, I-9 and supporting documents, w-4, wh-4, direct deposit form, EEOC form, and emergency contact form. The applicant also has to provide copies of their transcript, teaching license, and CPR certification. Once all paperwork is complete and the background check is passed we move forward with onboarding new staff regarding benefits, staff handbooks, and all compliance training.

Dismissal Process

There are various reasons a staff member might be dismissed. Some situations could lead to automatic termination and some situations may be handled through progressive discipline. Lastly some dismissal scenarios happen at the end of a contract due to low performance or not being aligned to the school philosophy. Each of these dismissals happen differently and for varying reasons.

- **Immediate Dismissal:** Immediate dismissal would happen in situations where there has been criminal activity, violence, substance abuse, gross misconduct, or various safety or policy violations. In some situations it may depend on the severity of the action. Also in all of these situations we would first consult our school lawyers.
- **Progressive Discipline:** In some instances when a staff member has poor attendance, struggles with tardiness, or is in some way being insubordinate it may be necessary to implement progressive discipline. In these instances we always consult with our school lawyer as well to make sure we are compliant with all legal obligations and ensure we are being equitable in our practices. In these instances a staff member would receive warnings and formal write-ups to document the behavior we expect to see change. Each step outlines the next step if corrective action does not take place. This can lead to dismissal as well.
- **Non-Renewal:** In instances where non-renewal is being considered the staff member would be placed on a Professional Support Action Plan. This is a plan that outlines the goals and expectations for the employee as well as additional support the leadership team is putting into place to support the staff member in growing. If the staff member is able to show adequate growth they would come off of the improvement plan and proceed with employment. If adequate progress is not evident the Executive Director would confirm non-renewal of their contract by May 1. We believe in full transparency and we do not want staff to be surprised by non-renewal. So, this would be an ongoing conversation where the staff member is fully aware of all anticipated outcomes.

6. Explain how the superintendent and/or school leader will be supported and developed. Describe who will be responsible for the evaluation of the superintendent and/or school leader each school year. Provide, in **Attachment 16**, any leadership evaluation tool that has been developed already.

One of our core values is developing capacity in our employees. We know that in order to keep people motivated and feeling professionally satisfied they need to feel they are growing and developing no matter what position they hold. During this last year we have been restructuring our leadership and development through our work with LIT. We have developed enabling structures to ensure this is happening for all staff including the top tier leadership. A part of this development is our System Level Leadership Plan. This outlines how we will continue to develop our leaders. This plan is being worked on over this summer. We are adding pacing and aligning it to the plan we have in place for teachers. The Executive Director also participates in a bi-weekly training group called Mastermind. This is a virtual professional development and peer group from all over the United States. During the sessions one leader presents a problem of practice for feedback and there is a PD reading that is shared and discussed. They also hold longer training sessions 2 times per year. The school principal is also participating in the Indiana School Leader Fellowship in the upcoming school year. This fellowship aims to push leaders to grow in three areas: Know and Lead Your School, Know and

Lead Others, and Know and Lead Self. Through these three modules, leaders will understand and apply leadership lessons through the various roles school leaders take on.

The Invent Learning Hub board is responsible for completing the evaluation of the Executive Director each year. Attachment 16 outlines the evaluation process. This evaluation has been completed yearly and is submitted to their authorizer each June. The Executive Director is responsible for submitting a self-assessment. The board also reaches out to teachers, parents, and vendors to talk to them about what they see with the performance of the Executive Director. The chair of the governance committee has historically been in charge of this process with the support of the board president. Once they complete the evaluation it is also shared with the board at large for feedback and ultimate approval.

7. Explain how teachers and/or support staff will be supported and developed. Describe who will be responsible for the evaluation of teachers and/or support staff each school year. Provide, in **Attachment 17**, any teacher evaluation tool(s) that already exist for the school(s).

At Invent Learning Hub, we believe that great teachers are not born, they are made. We believe our support and development system allows us to accomplish just that. Each teacher is assigned a coach that will be responsible for observations, feedback, 1-on-1 meetings, and instructional and management training. We provide approximately two weeks of pre-service training before the school year begins.

Once the school year begins, teachers receive continued support and development through our extensive and systematic coaching structures. Teachers participate in Data and Internalization meetings led by instructional coaches and Admin each week. They take part in Practice Clinics (example agenda) to learn and internalize new routines and skills needed to be successful with their curriculum. Finally, they meet with their coach weekly for lesson internalization or feedback meetings from observations.

The Principal and Assistant Principal evaluate the teachers and support staff each year. The case load for the two administrators is split up based on who they will be coaching and supporting during the year. Teachers receive two evaluations, a beginning of year and end of year evaluation. The beginning of year evaluation is simply a base line, and gives our teachers an idea of what they need to work on. They develop and write growth goals based on their scores in the BOY evaluation. We also set a student performance goal in this meeting, as well.

The second evaluation is considered their final evaluation. They are given the opportunity to record a lesson and utilize their best work as their final evaluation lesson. This allows us to truly see what our teachers believe is excellent teaching. This gives us more information than we ever realized it would when we first implemented it. The final rating for teachers comes from a combination of their progress and reflection on growth goals, final evaluation rating, student performance goal, and finally their growth from the first evaluation. We believe this is one piece that truly sets us apart from other schools. We believe that teachers should be recognized for the growth they make. We have a formula developed that provides ratings based on how each indicator has grown from BOY to EOY. If teachers show little to no growth, even if their final observation is rated high, they can miss the effective category if their growth is not where it should be. It also works the other way. If their final observation is not fully effective, but they've shown tremendous growth, they can receive a final rating of Effective. We feel this encourages teachers to put in the work we ask them to throughout the year.

8. Explain how the school intends to handle unsatisfactory leadership and teacher performance, as well as leadership/teacher changes and turnover.

Leadership and Teacher Performance:
Any teachers receiving an Ineffective rating during the BOY evaluation will receive a Professional Support Plan. The administrator will schedule the Professional Support Planning Meeting within 10 days of the BOY Post-Observation conference. The Professional Support Action Plan is a 60 day support plan that will be implemented by both the administrator and the instructor. The goals, indicators of success, strategies for resolution, and any other components will be determined in the Professional Support Planning

Meeting. At the conclusion of the 60 day timeline, the instructor and administrator will meet to determine if the problem or concern has been resolved.

As the year progresses, teachers are observed bi-weekly. The Leadership Team meets weekly to discuss recent observations, action steps, and data. Teachers who are determined to not be making the progress needed will receive a Professional Support Action Plan, as well. The planning meeting and support will be provided by the Principal, and not the teacher's normal coach unless the Principal is the designated coach for the teacher. The Action Plan will continue to be a 60 day support plan where the goals, indicators of success, strategies for resolution, and any other components will be determined in the Professional Support Planning Meeting. At the conclusion of the 60 day timeline, the instructor and administrator will meet to determine if the problem or concern has been resolved.

Additionally, any teacher with a Growth in Effectiveness score of Ineffective will receive a Professional Support Action Plan the following year, if they are kept on staff. The administrator will schedule the Professional Support Planning Meeting within 5 days of the start of teacher professional development. The Professional Support Action Plan will continue to be a 60 day support plan that will be implemented by both the administrator and the instructor.

Professional Development

Meets Standard Expectation

- Sensible allocation of school vs. network responsibilities for professional development, including demonstrated understanding of and preparation for professional development needs that are common to all schools in the network.
- Professional development standards, opportunities, leadership, and calendar/scheduling that effectively support the education program and are likely to maximize success in improving student achievement, including an induction program that will prepare teachers to deliver any unique or particularly challenging aspects of the educational program.

1. Discuss the core components of professional development and how these components will support effective implementation of the educational program.

At Invent Learning Hub, professional development falls into one of three buckets: curriculum, pedagogy, and culture building.

Curriculum professional development is typically driven by the organizations we purchase curriculum from. All staff new to the curriculum receive this training to be fully prepared to lead the curriculum with fidelity. These professional developments include use of the digital suites, how to use resources in the curriculum, assessment usage and best practices, and the anatomy of a lesson. We pair these trainings with our own professional development on Module Internalization (sample [template](#)) and Lesson Internalization (sample [template](#)). We have specific protocols for both of these that match our focuses and needs.

Pedagogical training includes the instructional strategies and enabling structures that are required for teachers at Invent Learning Hub. If it is an expectation, teachers will receive extensive professional development and more importantly, practice of these strategies and structures. This training takes place both whole school and individually in 1-on-1 coaching meetings. We also develop this component throughout practice clinics each week. Practice clinics are content specific times where teachers can see modeling of specific routines, strategies and structures, practice them with a peer and receive in the moment feedback to ensure they build the instructional "muscle memory" needed to be successful at ILH.

Finally, as our SEL philosophies and systems are embedded in every aspect of our program, it is pivotal that our teachers receive this development early and often. Teachers and staff are trained during their induction on the philosophies and background research supporting our beliefs and systems. During the year, we approach our culture training through a data lens, as well as in practice clinics. Whole school professional developments on specific culture and management strategies also take place as we recognize need during our system level walkthroughs and admin meetings.

We believe that developing teachers in these three pillars allow us to fully implement our instructional programming, but we feel our methods for training are a key component to our success. Providing time for teachers to be trained, to internalize, and to practice creates a quicker uptake for teachers and staff which leads to higher quality classrooms for kids.

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.

Our new staff will start July 17th and have three full days of ILH Onboarding. This training includes all systems level operations information including how to use our SIS, our Google Suite, HR system, and any and all policies and procedures new staff require. This onboarding time will also include training on the "ILH Way". We have certain beliefs, norms, systems and procedures that are non-negotiables at Invent Learning Hub. They all make up the "ILH Way". This training is designed to help set the stage for the culture of accountability we have built at ILH. Teachers will also receive introductory training from both curriculum specialists and returning staff on the curriculum they will be implementing. Finally, teachers receive brain science and culture training from our Director of Culture. These three days are pivotal in building buy-in and setting the groundwork for the rest of the year.

Returning staff will start July 22nd and receive the remaining seven days of training before school begins. All staff will receive training utilizing the curriculum. They will take part in Module and Lesson Internalization training led by admin and coaches on our specific module and lesson internalization templates. They will receive training in mock data meetings and mock practice clinics. This will develop their capacity to participate and engage in these meetings as soon as they start in August.

Each teacher will receive training on their assessment systems, as well as how to read reports, analyze data and goal setting. Our K-2 teachers and interventionists will also norm on DIBELS scoring so that validity of the assessment is upheld.

All teaching staff will receive professional development and practice on specific teacher moves that we expect in our classrooms. Training will include both instruction on and practice with a variety of strategies such as Every Student Responds, Aggressive Monitoring, No Opt Out, and Format Matters.

As we shift to 100% fidelity to the research in reading science, all of our reading staff will also receive training in the science of reading. They will dive into the research, the shifts taking place in how we teach reading and how it pertains to our curriculum.

Our Design Thinking (DT) teachers will have slightly different training for their curriculum professional development. Each teacher will participate in Project Lead the Way training to ensure they have the skills and knowledge needed to implement that portion of the curriculum. Each DT teacher will also receive specific training on materials management, managing an autonomous classroom, and cooperative learning structures. They will explore a full DT challenge and will receive training and practice on writing and implementing DT lessons. This practice ensures the level of instruction during teacher created portions of the challenge will meet the level of rigor we require. Finally, DT teachers will receive training on rubric writing and rubric norming. Measuring mastery in Design Thinking has been one of the more difficult aspects of leading this class over the last several years. This training will be vital to leading a successful DT classroom.

Every staff member participates in our culture building professional development, as well. Our Director of Cultures leads teachers through Neuroscience 101, teaching each staff member the basics of neuroscience research that our building culture plan is developed from. Teachers are trained on how to best utilize our Amygdala Reset Stations and the research behind the practice in the classroom. As a part of our culture training, teachers receive extensive professional development on the functions of our HUB time. They learn how to develop "Family Agreements", which is how we set expectations in classrooms. They learn and practice effective SEL Circle implementation. Finally, all staff are trained on how to effectively implement our Discipline Plan, along with underlying philosophies behind it.

On top of all of our academic and cultural pieces, teachers are trained on effectively managing duty procedures and expectations for arrival, dismissal, recess, lunch, bathroom breaks, etc.

We truly believe our BOY Professional Development sets our staff up for success for all aspects of our school that make us an excellent option for families on the southeast side of Indianapolis.

Monday	Tuesday	Wednesday	Thursday	Friday
		New Teacher Induction Operations and HR	New Teacher Induction ILH Expectations Academic Introduction	New Teacher Induction Curriculum Introduction
Monday	Tuesday	Wednesday	Thursday	Friday
All Staff State of School ILH Way	All Staff Operations	All Staff Curriculum Module Internalization	All Staff Curriculum Lesson Internalization and Practice	All Staff SEL Neuroscience Building Culture HUB Training
Monday	Tuesday	Wednesday	Thursday	Friday
All Staff Instructional Expectations and Strategies Practice Clinics	All Staff Day 1 and Week 1 Duties Procedures and Routines	First Day of School		

3. Describe the expected number of days/hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan. Include time scheduled for common planning or collaboration and how such time will typically be used.

At ILH, we champion the idea that teacher professional learning involves continuous, content-specific support and development throughout the entire year. This form of learning is embedded within various structures within both the school building and the broader educational system. These structures include, but are not confined to, summer training sessions, full-day professional development (PD) days, after-school PD sessions, and data-responsive coaching structures and meetings as outlined below. It's crucial to recognize that professional learning extends beyond the initial stages of the school year and is not limited to sporadic formal "PD Days." Below is an example of the structures, systems and tools we use for all content areas and teachers.

Coaching and Professional Learning Structures, Systems, and Tools				
Structure & Link to Tool/Protocol	**Focus**	**Length & Frequency**	**Audience**	**Owner**
Data and Internalization Meetings	*CKLA Skills*	*60 min; weekly*	*K-2 literacy teachers*	*AP (K-2) Math Teach Lead (K-2)*

Coaching Meetings	*Obs. Feedback*	*30 min; bi-weekly*	*K-2 literacy teachers*	*AP (K-1) Literacy Coach (2)*
Formal Observation-Feedback Meeting	*ILH Teacher Rubric - Whetstone*	*60 min; 2x per year*	*K-2 literacy teachers*	*Principal and AP*
System Walkthroughs	*Current Content Focus defined in Arc*	*Weekly 1 hour*	*Admin and Coaches*	*ED and Principal*
Practice Clinic	*Current defined content focus in arc*	*30 min; bi-weekly*	*K-2 literacy teachers*	*AP (K-1) Literacy Coach (2)*
System PD Day	*Quarterly data and unit internalization*	*1 full day per quarter*	*All academic staff*	*Admin and coaches*
Whole Staff Meetings	*School Wide Updates and Required Training by DOE*	*60 min; every 5th week*	*Whole Staff*	*ED and Principals*
Huddle	*Data and Instruction Highlights*	*Daily/5 min.*	*Teachers*	*Admin and Coaches*

All of these professional developments are driven by our professional learning scope and sequence (ELA Example). Teachers learn and practice skills and routines in our Practice Clinics that they will then be given feedback on during coaching meetings. Building admin will then conduct system walkthroughs to look for the skills and knowledge laid out in the PL scope and sequence. The Principal and Executive Director will then lead the instructional coaches in professional learning to increase their capacity for coaching and training teachers. It is a full cycle of professional development.

Sample teacher week of professional learning:

Mon	*Tues*	*Wed*	*Thurs*	*Fri*
Huddle–7:55-8 *Practice Clinic 3:00-3:30*	*Huddle–7:55-8* *Data/Internalization 3-4pm*	*Huddle–7:55-8*	*Huddle–7:55-8* *1-on-1 Coaching–3:15-4:00*	*Huddle–7:55-8*

PARENT AND COMMUNITY INVOLVEMENT

Meets Standard Expectation

- Effective strategies for informing parents and the community about the school's development.
- Sound pre- and post-opening parent engagement plan, including family-school partnerships, that is welcoming and accessible to all parents.
- Community resources and partnerships that will benefit students and parents and that include a) description of the nature, purposes, terms, and scope of services of any such partnerships; and b) evidence of commitment from identified community partners.

1. Describe the role to date of any parents and community members involved in developing the proposed school. Include any opportunities parents and community members have had to provide feedback on the proposed school.

During the two planning years for Invent Learning Hub the founder started by writing a community engagement plan. In this plan we established goals, made a list of key community members and businesses we wanted to engage with, and developed a set of various types of engagement to meet the goals. Those goals were to:
- Establish a diverse school board with varied skill sets to meet the needs of the school
- Engage potential staff members and leadership team
- Build excitement within the community about the new school option
- Spread the word and start recruitment efforts now

We also had two more formalized goals of this community engagement plan which were:
- Utilizing the community survey data we will show that above 85% of the community feels that the ILH school model is needed and desired within the southeast community
- Establish partnerships with businesses for middle hub DT excursions

The types of engagement were community meetings, an advisory committee, cold chats, social media, and newsletters. The founder kept a network list of all contacts and had a list of 300+ people that were receiving communication about the school and were being asked to also share it out with their networks. An advisory team was established which was made up of board members, educators, community partners, and parents. The founder was able to pull from her network of people she had worked with. In fact, a former student came back to serve on this advisory team and also ended up being a founding staff member for the school. This advisory team helped with branding, feedback, the program model, and staff retention ideas. These individuals were on a long list of supporters that the founder met with over the course of two years individually as well to field ideas and get feedback. Many partners have continued to engage with the school during its first five years.

The founder also utilized another school to test out some of the programming ideas. This mainly involved running a design thinking program with a group of students as an extracurricular program. They were taken through a DT experiment and then taken on a culminating field trip. There were surveys throughout to gain input and feedback from the parents and students who participated.

After ILH opened we continued to work on parent engagement and sought a lot of feedback through surveys, but half way through the first year open was the COVID shut down and it was not until year four of being open that the school was ready to implement a parent engagement plan. So, ILH is two years into this plan.

2. Describe what has been done to assess and build parent and community demand for the school.

During the two years of planning we had a community involvement plan in place as referenced and attached. The Founder and Executive Director already had a strong sense of the needs within the community given the 18 years of working within the community. The Invent Learning Hub model was not a model that was developed and then sold to a community. It was a model that was specifically designed with Southeast Indianapolis in mind. It is a model that takes what is deemed important through the neighborhood's quality of life plan as well as data from the area showing less than 50% graduation rates and creates a school model that fits those needs. The quality of life plan in the area specifically speaks to the desire for trade options to be offered within the educational space and through the ILH pathways and design thinking programs this is honored. Even though the school model is specific to the area there was also a lot of effort given to engaging with the community stakeholders. During the two years of planning there were 116 meetings held with individuals in the surrounding area. She also attended all local neighborhood association meetings at least once to give presentations about the school. She was also very active in the Twin Aire Neighborhood

Coalition meetings. She also sent out surveys to gain input on the school model and tested parts of the school model in another school as an after school club. As these community conversations took place it was apparent that the community was embracing the idea of a school that addressed educational issues within the area but also gave great consideration and care to the quality of life plan.

3. Explain the plan for building family-school partnerships that strengthen support for learning and encourage parental involvement. Describe any commitments or volunteer activities the school will seek from, offer to, or require of parents.

At Invent Learning Hub we realize how crucial parent involvement is to student performance and how students view school. It has been challenging during the first few years to really build parent involvement given the challenges of the pandemic. This last school year was the first time we had parents step in to start working to form a formalized parent involvement group. So, at this point we plan to continue to build upon what has started. Our goal is to develop a more formalized plan in collaboration with our Parent Hub group. This plan would outline the many ways parents can become involved and encourage all parents to gain so many hours of service to the school. This service does not have to mean they volunteer long hours at the school. It would involve signing reading logs, attending events, attending parent conferences and also all of the many volunteer options for families. We have had a core group of parents already volunteering in many ways, but this will hopefully encourage engagement on a larger scale. Each year we would then track parent hours and recognize families who work to meet those goals.

Last year we also worked with The Mind Trust to create a parent designed initiative for our school. This started with a series of informational workshops for families. They learned about the state standards and the state assessment. They learned how different the expectations are currently for their children and how different it is from when they were in school. We then asked parents to use that new information to come up with a plan for $15,000. Our families really enjoyed the informational meeting and requested more of this moving into next year. At those meetings we will be teaching them what their child needs to know to prepare for upcoming assessments and there will be a plan for them supporting their child at home through a practice book. The student then earns free take home books. For our K-2 students these meetings will go over ways to work with them on literacy at home and provide a material take home program for those families to practice reading nightly.

As far as other requirements we do ask that all parents attend an in person parent conference two times per year and that they attend an informational meeting when their child starts at the school. This ensures that we are able to go over ILH Way with our parents and ensure they understand all school programming and expectations.

4. Describe how the school is identifying partnerships and creating a climate that is inclusive of the anticipated populations served in order to promote parent involvement.

Invent Learning Hub does a lot to support inclusivity for all stakeholders. We recognize that for some families we serve, they may not have always had the best experiences with schools or they feel intimidated by school. Our goal is to create an atmosphere where they feel welcomed and wanted at the school. The first way we do this is through the expectation that staff go out of their way for families. We proactively teach our staff members how important it is to involve parents in problem solving, build a relationship with new parents, and make sure parents know that our staff sees a lot of value in their child as an individual.

Beyond the culture we create we have offered community support and programming that we feel helps our families see us as there to support the entire family and not solely their child. We have a strong partnership with Southeast Community Services. They are our local community center. They have worked with us to provide parent programming throughout our past five years. We have offered informational series on various topics and had them partner with us to start the sessions by providing resources and information to families about the services they provide. We have also promoted within our school several opportunities they offer at the center. This past year we partnered with them to bring in a program called Libros Para Indy. This was a program specifically for our Spanish speakers and primarily for our newcomer families to ensure they had connections to other families as well as knew the resources that were offered within the community to support their specific challenges. This program also brought in books that are written in their native language and each session families were able to check-out books to read and trade each time they came for

another session. This was well attended and very popular. We saw a lot of parents make connections that are now supporting each other through car pooling and outside family fellowship.

We have also partnered with another community partner called Voices. They have also provided parent informational sessions and parent child activity nights. This is another community partner that not only provides activities for families but through those activities connects them to outside resources they may need. This past year we also partnered with EmpowerEd Families. They are more about parents being able to advocate for their child's education and be more involved within the school. They have met with our Parent Hub group multiple times. In fact, some of our parents have spoken at IPS board meetings advocating for their rights around school choice. We have a great foundation of partnerships built that continue to bring along other connections as we grow. Our belief is that if the service or partnership can positively impact our families it is worth the time for those connections. Our students often thrive through the many wraparound supports we are able to connect them to.

5. Include, as **Attachment 18**, existing evidence of support from intended community partners, such as letters of intent/commitment, memoranda of understanding, and/or contracts.

6. Discuss the community resources that will be available to students and parents. Describe any partnerships the school(s) will have with community organizations, businesses, or other educational institutions. Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student learning opportunities.

Southeast Community Services

One of the strongest partnerships Invent Learning Hub has is with the local neighborhood association, Southeast Community Services. ILH has partnered with the community center for parent workshops, food pantry, individual parent workforce and financial support, and special projects such as Libros Para Indy which was an 8 week session for Hispanic families to get books to read in their home language, connect with other parents, and get resources to provide them with newcomer support. Beyond the many smaller projects we have with the community center they also support us yearly with three larger initiatives. Those supports are funding our aftercare program, running a summer camp for the community at our school, and providing holiday support for families.

- **Aftercare:** ILH runs an aftercare program until 5:00 daily for up to 30 students. This provides parents who work the option for free care. The program is staffed and managed by the school and the community center reimburses the school for staff pay. These families are also connected to the Working Families Initiative at the community center to ensure they have any additional support they may need.
- **Summer Camp:** The community center used to run a community summer camp at their location, but when ILH opened they felt it would be better if it were housed at a school. So, for four summers their summer camp has taken place at our school. It is open to around 30 students each summer. This camp is offered to the community at large and not solely ILH students. The staff, programming, and funding are all provided by the community center. For the last two summers the camp has been partnered with Summer Learning Lab. So, students come in the morning for "summer school" and campers stay from 2:00-5:30 for camp daily. This partnership has worked well and families seem to really like having this free summer option. This partnership has also provided the school more exposure to the community. ILH also holds summer block parties every Tuesday from 4:00-6:00 as a means to invite families in for tours of the school. The block parties have food, a bounce house, and games. This is used as a tool during canvassing to invite families into the school. Summer Learning Lab students are also invited weekly.
- **Holiday Support:** SECS is also one of our biggest supporters when it comes to Holiday Support for families. We have been able to use several community partners, Toys for Tots, and donations to provide for several families in need.

Adult and Child

Invent Learning Hub has an MOU with Adult and Child. They provide a full time therapist and skills specialist and ILH provides the space and clients. They typically serve around 30 students with a high need for mental health support. We have partnered with Adult and Child since opening. The Adult and Child staff members partner closely with the school counselor to support students and

better understand the needs of families. The Adult and Child staff, school counselor, and Principal meet bi-weekly to discuss support for students and how the families, school and Adult and Child can best work together.

FACILITIES

If the applicant is seeking an existing public school facility, complete Part A and Part B. If you intend to identify and operate in an independent facility, complete only Part B.

Part A: Existing Public Facilities (if applicable)

1. Describe the basic facility requirements for accommodating the school plan, including number of classrooms, square footage per classroom, common areas, overall square footage, and amenities.

Invent Learning Hub currently operates in an old IPS building that we are purchasing. We mortgaged 1.5 million dollars and we pay $11,000 per month for our mortgage and the details of this loan with IFF can be viewed in this amortization table. There were around One million dollars worth of renovations done up front in the building. There are further renovations that we anticipate mainly involving climate control in the building and working to be ADA compliant although the building is up to code given it was grandfathered in because of it being built in the 1930s. The building is around 60,000 square feet and will work to meet our maximum capacity of around 468 students. This would accommodate the 18 classrooms once we are fully enrolled. The school has more than adequate classroom and hall size. Each classroom is around 900 square feet. The facility also has a gymnasium with a stage that has been updated. The school operates with a warming kitchen on the first floor and a cafeteria in the basement that will seat 100 students. The current facility is in good condition to operate fully enrolled and with the reasonable mortgage the school has, there will be room for renovation in the future. The ILH School Board has been waiting to move forward with any form of renovation until we move into a second term of charter authorization.

2. List your anticipated specialty classroom needs, including the number of each type and the number of students to be accommodated at one time. Specialty needs may include but are not limited to the following:
   ● Science labs, art room (with or without kiln), computer labs, library/media center, performance/dance room, auditorium, etc.

The Invent Learning Hub model does not require a lot of specialized areas. The main area of need is our design thinking classes. The school has two rooms in the basement that were built as art classes and we have been slowly working to turn these into unique stem classrooms that feel like a makerspace. One room does have a kiln and both rooms have laminate flooring. The set-up of these classrooms works very well for design thinking. With design thinking we also have several events through the year to allow students to present their projects to families and community members. Our gym and stage space in the building works very well for these events. The other specialized parts of our program are SEL and pathways. Our SEL and pathways programs both function within the classroom spaces. We also have enough classrooms to support allowing space for Adult and Child services, ESL, and special education support. Once we are fully enrolled all space will be filled within the school.

3. List your anticipated administrative/support space needs, including anticipated number of each. Administrative/support space needs may include but are not limited to the following:
   ● Main office, satellite office, workroom/copy room, supplies/storage, teacher work rooms, etc.

In the school we have designated two classrooms of the 30 to the front office. When you enter the building our Office Assistant has a desk in the hallway that serves as a family check-in space with seating. Once you move behind her desk you come to the two

classrooms designated as office space. One is used as a conference room and office space for administrators and the other is used as a work room and a space for professional development. We also have a classroom on the second floor designated as a staff workroom. In the building there are 5 offices that are used for administrators as well. The main issue in the building was storage for supplies and we have taken a locker room and put in shelving to accommodate our storage needs. There are renovations such as an upgraded office that would be nice, but are not necessary for us to operate efficiently. At this point with our enrollment we are 5 classrooms away from being a full capacity building. There are currently 6 classrooms being used for admin or other purposes. So, there is plenty of space to grow into.

4. List which, if any, of the following are essential to fulfillment of the core athletic program:
   - Gymnasium, locker rooms, weight rooms, field(s) (football, soccer, multipurpose), baseball/softball field

The only items listed that we do not currently have are weight room and fields, but given we function as a K-8 school this has not hindered our programming. We do have grassy space we can walk to for practices if necessary and we have partnered with other local schools and Indy Parks for those needs to be met.

5. Identify any other significant facilities needs not already specified, including:
   - Playground, large common space for assemblies and other large group meetings, etc.

We have a very small playground. We have been working on grants to try to get it upgraded. We have added a carport with picnic tables and a gaga ball pit. This summer we are adding two basketball goals, 9 squares in the air, and tetherball.

6. Does the applicant have a specific desired location(s) from those being made available?

   X Yes   ☐ No

   If yes and the applicant has a specific facility under consideration, identify by current school name and/or district:

   Address of Desired Location:

Southeast Indianapolis - 1849 E. Pleasant Run Pkwy S. Dr. Indianapolis, IN 46203

7. Is the applicant willing to share the facility with another school?

   ☐ Yes   X No

8. Discuss contingency plans in the event you do not receive this facility.

N/A

Part B: Independent Facilities

Meets Standard Expectation
- Sound plan and timeline for identifying, financing, renovating, and ensuring code compliance for a facility that will meet the requirements of the educational program and anticipated student population.

1. If you currently hold a facility or have an MOU or other proof of intent to secure a specific facility, please provide proof of the commitment as **Attachment 19**.

2. Briefly describe the facility(ies) including location, size, and amenities. You may provide, as **Attachment 20**, up to 10 pages of supporting documents providing details about the facility(ies). Charter school facilities must comply with applicable state,

local, and authorizer health and safety requirements. In addition, charter school applicants must be prepared to follow applicable city planning review procedures.

Invent Learning Hub has a mortgage on a former IPS building on the Southeast side of Indianapolis. The building is around 60,000 square feet. The building includes a basement and two floors. The building also has a full size gymnasium with a stage. There are around 30 classrooms in the building. On the first floor there is a warming kitchen and there is a space in the basement that seats up to 100 students for lunch. There are student restrooms on the first and second floor. The building has window air conditioning units and a boiler to heat. The gymnasium has a newly updated heating and cooling system that functions separately. The entire roof has been replaced over the last 5 years. The building is in good condition and meets all space requirements of the school.

3. If a current facility has not been secured, describe the process for identifying and securing the facility, including any brokers or consultants you are employing to navigate the real estate market, plans for renovations, timelines, financing, etc. Briefly describe the facility needed, including location, size, and amenities.

Invent Learning Hub has a building.

4. Describe the organization's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

The leadership team and school board does bring unique strengths that would allow them to navigate facility acquisition, management, and renovation. The Executive Director has been an acting principal of a school under renovation in the past. During her second year at Frederick Douglass School 19 she led the entire school moving to an alternate site while the school building was fully renovated. She had regular meetings with the architects and facility team to make sure the renovations were supporting the needs of the school. She was able to speak up when they were planning to remove all sinks from classrooms because it would make long-term maintenance cheaper and advocate for how an elementary school often needs access to water within a classroom. She was also able to point out that the serving line in the cafeteria must have glass so that the staff monitoring can see the space while the food service worker is passing out food. She then managed to move the entire school of 500 staff and students back into the school after renovation. When ILH was purchased she did this for a second time as the school was renovated. During this renovation she also had to select an architect, project manager, and a company to work on behalf of the school to monitor the project.

The most clear evidence of our capacity to do this has been that we have already accomplished this task. We acquired a building, and have managed it well. In the beginning we had to navigate a purchase and renovation as well as a transitional contract to share space during the renovation with the church that was selling the facility. During the renovation Paramount Englewood was also at the table because we shared space with them for one year. They contributed to the renovation as their rent and therefore we had to come to an agreement on items they wanted renovated for their first year. Through all of this we were able to maintain a great working relationship with the school and work with them the following year to move their school belongings to their new location.

The ILH Board President also has experience with building acquisition, renovation, and development. He was the President for Southeast Neighborhood Development for several years. Prior to this he worked with the city of Indianapolis where he handled a lot with property and finance. He was present at all meetings during acquisition and renovation of the current school building.

START UP & ONGOING OPERATIONS

Meets Standard Expectation
- Detailed start-up plan specifying tasks, timelines, and responsible individuals, which is aligned with sound Start-Up Budget.
- *(If the school will provide transportation)* Sound plan for student transportation, including both daily and special-event transportation.
- Sound plans for school and student safety and security, including security personnel, technology, equipment, and policies.

- Plan to secure comprehensive and adequate insurance coverage, including workers' compensation, liability, property, indemnity, directors and officers, automobile, and other.

1. Provide, as **Attachment 21**, a detailed start-up plan for the school/network, specifying tasks, timelines, and responsible individuals. This plan should align with the Start-Up (Year 0) Budget and Staffing Workbook, that will be included as Attachment 28.

2. If the school(s) 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.

Invent Learning Hub has provided transportation using Miller Transportation Services over the first 5 years. The school is committed to providing transportation to the Southeast quadrant of the city. This means we go south to Hannah Avenue, north to New York Street, East to Sherman Drive, and West to Madison Avenue. These are boundaries that have been set for the school. Parents do have the option if they live further to drive to the closest provided stop. We do also provide transportation to Beech Grove because of the demand for something different in that area. In year one of operation we had 1 bus and moving into next year we will have 3 buses. For field trips we typically use some high ability funding to provide bussing for trips. We also do some fundraising as a school and that money typically goes toward excursions as well.

3. Provide the school's 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.

ILH's Plan for Safety and Security

Students' Safety

1. **Policies and Procedures**:
    - **Emergency Protocols**: Regularly updated emergency response plans for fires, lockdowns, and natural disasters are in place. This includes monthly drills and table top exercises with staff. At the beginning of the year there is a comprehensive training with all staff to go over the emergency plan and procedures. There are also green go bags in all rooms with the safety plan, student roster, and other items needed during an emergency. All staff get in the habit of carrying these with them during drills. There are also exit routes posted in all rooms of the building.
    - **Anti-Bullying Programs**: Comprehensive policies and programs to prevent bullying and ensure a supportive environment. This is another area where a lot of training is provided to staff, parents, and students to ensure that everyone is on the same page in understanding bullying.
2. **Staff Training**:
    - **Safety Training**: Regular training for all staff on safety protocols and emergency procedures happens monthly to walk staff through anticipated emergency incidents so that they are better prepared in the event of a real emergency.
    - **First Aid**: Certification in first aid for key staff members. All staff members are required to have CPR certification. Also all staff are trained on how to use the AED in the school.
    - **Bloodborne Pathogen Training**: This is a yearly required training to ensure staff and student safety in the event there is bodily fluid or blood involved .

Facility Security

1. **Access Control**:
    - **Secure Entrances**: Locked and monitored entrances with controlled access points. These were installed with our initial renovation.
    - **Visitor Management**: Sign-in protocols and visitor badges for all non-staff members. The program we use at our front office is called Centegix.

2. **Surveillance**:
    - ○ **CCTV Cameras**: High-resolution cameras covering all entrances, hallways, and common areas. This is something that we have been able to add with funding from Safety grants.
    - ○ **Monitoring**: Real-time monitoring of surveillance feeds by front desk staff.
3. **Maintenance**:
    - ○ **Regular Inspections**: Routine checks and maintenance of safety equipment such as fire alarms and extinguishers.
    - ○ **Repairs and Upgrades**: Prompt repair and upgrading of facilities to meet safety standards.

Property Security

1. **Asset Protection**:
    - ○ **Inventory Management**: Regular inventory checks and tracking of school property.
    - ○ **Secure Storage**: Locked storage areas for valuable equipment and sensitive documents.
2. **Technology**:
    - ○ **Alarm Systems**: Motion detectors and alarm systems to protect against unauthorized access.
    - ○ **Cybersecurity**: IT policies to protect digital data and prevent cyber threats. We utilize Go Guardian with students to monitor usage and catch threats or self harm,

By implementing these comprehensive measures, the school ensures a safe and secure environment for students, staff, and property, fostering a conducive atmosphere for learning and growth. We have a safety committee that has been working to make our plans even better and we have engaged parents with this as well. One action item was doing a parent survey to see where parents felt things could be even safer at our school. A few things we are adding moving into next year is using the Standard Response Protocol that was designed by Iloveyouguys.org. This year the Executive Director became safety certified. This was one of the trainings she got during those sessions. This allows the school to make lockdown, sheltering, and reverse evacuation scenarios easier for everyone to understand. ILH is also putting together the Standard Reunification Protocol as well so that if there is ever a major safety matter they will have a plan for reunifying families. Lastly, we recently added a protocol for dealing with an irate parent at the office. This tends to be a matter we have seen more often than typical emergency situations. It trains staff on de-escalating language, how to shelter the building, contain the parent to a private area and get an administrator to talk to the parent.

ILH also continues to seek funding to add more safety features in the building. Two items on the list to add are call buttons for staff to wear in case of an emergency and vape detectors in restrooms. We have already reached out to companies for quotes and demos and are working to write a new safety grant for these additions.

4. Provide, as **Attachment 22**, a list of the types of insurance coverage the school will secure, including a description of the levels of coverage. Types of insurance should include workers' compensation, liability to indemnify the school, its board, staff and teachers against tort claims, property, directors and officers, automobile, and other.

FINANCIAL PLAN

> **Meets Standard Expectation**
>
> ● Draft financial procedures, policy, or other reasonable assurance that the operator will have sound systems, policies and processes for financial planning, accounting, purchasing, and payroll, including a description of how it will establish and maintain strong internal controls, ensure compliance with all financial reporting requirements, and conduct independent annual financial and administrative audits.
>
> ● Evidence that the school's leadership has a strong understanding of the appropriate delineation of roles and responsibilities among the administration and governing board regarding school finance.
>
> ● Evidence that the school will ensure financial transparency, including plans for public adoption of the school's budget and public dissemination of its annual audit and an annual report.
>
> ● Sound criteria and procedures for selecting contractors for any administrative services and the acquisition of liability insurance.
>
> ● Complete, realistic, and viable start-up and five-year operating budgets.
>
> ● Detailed budget narrative that clearly explains reasonable, well-supported revenue and cost assumptions, including grant/fundraising assumptions, including identifying the amount and sources of all anticipated funds, property, or other resources (noting which are secured vs. anticipated, and including evidence of firm commitments where applicable).
>
> ● Sound contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.

1. Describe the systems, policies, and processes the network/school will use for financial planning, accounting, purchasing, and payroll, including a description of how it will establish and maintain strong internal controls and ensure compliance with all financial reporting requirements.

To fulfill expectations through SBOA, IDOE, our board and our authorizer, Invent Learning Hub has the following in place:

1. **Financial Procedures and Policies:**
   ○ A comprehensive set of financial procedures and policies were drafted, encompassing financial planning, accounting, purchasing, and payroll processes. These policies were developed in collaboration with our outside finance vendor, CIES and our Auditor, Donovan.
   ○ These policies are regularly reviewed and updated to ensure compliance with all relevant regulations and best practices.
2. **Internal Controls:**
   ○ Strong internal controls are established and maintained to safeguard assets, prevent fraud, and ensure accuracy in financial reporting.
   ○ This includes segregation of duties, regular reconciliations, and oversight mechanisms to minimize risks.
   ○ Our internal controls have been audited annually.
   ○ Specifically for payroll it is checked by two people and it is not signed off on for filing until all parts are complete including 403B contributions, HSA contributions, pension contributions, billing local vendor for reimbursement (pay for aftercare program).
3. **Compliance and Audits:**
   ○ The school conducts independent annual financial and administrative audits to ensure compliance with all financial reporting requirements.
   ○ Any findings or recommendations from these audits are promptly addressed and implemented.
4. **Leadership Understanding:**
   ○ The school's leadership demonstrates a strong understanding of the appropriate delineation of roles and responsibilities between the administration and the governing board regarding school finance.
   ○ Clear protocols have been established to facilitate effective communication and collaboration between these entities.

5. **Financial Transparency:**
   - The school will ensure financial transparency by:
     - Public adoption of the school's budget.
     - Public dissemination of its annual audit and an annual report, providing insight into the school's financial health and performance.
6. **Contractor Selection and Insurance:**
   - Sound criteria and processes have been established for selecting contractors for any administrative services, ensuring accountability and value for money.
   - Adequate liability insurance has been acquired to mitigate potential risks associated with operational activities.
7. **Budgets:**
   - A complete, realistic, and viable start-up budget and five-year operating budgets were developed when the school opened and a budget has been approved yearly to keep the school on track for long-term financial stability.
   - Firm commitments for secured funds will be provided, with evidence where applicable.
8. **Contingency Plan:**
   - A sound contingency plan will be established to address financial needs in case anticipated revenues are not received or are lower than estimated.
   - This plan will include measures such as expense reductions, alternative funding sources, or adjustments to operational strategies.

By implementing these systems, policies, and processes, Invent Learning Hub ensures robust financial management, compliance with regulations, and transparency to stakeholders.

2. Describe the roles and responsibilities of the network/school's administration and governing board for school finances and distinguish between each.

At Invent Learning Hub we have accounting and finance policies that ensure that financial protocols are followed as well as having multiple checks and balances when it comes to anything involving spending. There are three people on staff that deal with finance and one additional signer that is used as needed. The Executive Director has eyes on all things involving spending, budgeting, grants, and bills. Her role involves approving and managing all budgets, looking over all bill pay items, approving payroll, and monitoring as all parts are carried out.

The Office Manager and Operations Manager are the two other roles that always monitor money and spending. When a bill is paid for example it is first entered as a bill in quickbooks and all documentation is attached to an AP voucher. It is then passed to the Executive Director for review. The review helps ensure all money is taken from the correct line items and grants. It also ensures any errors are caught before payment. The Operations Manager then processes the payment and clears the bill within quickbooks.

The board has an appointed treasurer. They are responsible for signing all purchases over $10,000. The treasurer also reviews all spending each month to ensure there is nothing in question. They then report out at board meetings regarding approval of spending. They also review all monthly financial statements of activity to monitor that we are on target with the overall budget.

3. Describe the process and procedure for conducting an annual audit of the financial and administrative operations of the network/school.

Invent Learning Hub is aware of the requirement to complete an annual audit of the school's financial and administrative operations. The school's auditor is selected or approved annually by its Board of Directors with significant input from school management. The school has engaged a CPA firm with extensive experience in audits of Indiana charter schools. The school's audit is scheduled for as soon as administratively feasible following its fiscal year end of June 30. The audit is planned in conjunction with the CPA firm and completed annually no later than the December 31 due date required by the Indiana State Board of Accounts and the school's authorizer. The school provides all information requested by the auditor timely and works diligently to remedy any financial or

operational issues identified, if applicable. During the annual audit there is a tracker kept that allows the CPA, financial advising company, and the school to share documents for review. There are also several questions that the school answers. The CPA then spends a day on site reviewing enrollment files, payroll documents, and financial documentation. Our financial advisor, CIES, is involved throughout the entire audit as well.

4. Describe how the network/school will ensure financial transparency to the authorizer and the public, including the anticipated costs and criteria for selecting such services.

Invent Learning Hub has been transparent with finances while we have been in operation. Each year a budget is adopted by the board and that budget is shared with our authorizer. We also provide monthly finance reports which show our spending and how our actuals compare to budget. We have regular meetings with their finance team to discuss enrollment, days cash on hand, and any finance questions they may have from our submitted reports. Our finance reports and ratings are all posted on our authorizor's website as well. We know and understand that our finances are public and can be requested at any time. There is also regular board oversight of finances. This starts with the finance committee and is then shared with the board at meetings. All finance reports are shared out with the board president and treasurer for review. All financial reports come from quickbooks and are typically generated by our financial advising group, CIES. We currently pay for full financial services which include grant management. This service costs around $72,000 per year. At this point this is a service we opt to pay more for so that we have a higher level of support up front while we are growing and building capacity.

5. Describe any services to be contracted, such as business services, payroll, and auditing services, and include the anticipated costs and criteria for selecting such services.

When selecting a vendor we look at cost, quality of work, recommendations from other schools, and what we have the capacity to support as a school. For example, there may be some services where we need minimal support and some where we need full support. When we first opened, relying on recommendations from other schools was very important. Now that we have gained experience we know more about specifically what we need from a vendor as we are engaging with them. When we are initially making a decision it is based on budget, past experience or references, and the level of support needed. As a part of our procurement process we weigh all of these options. Depending on our current capacity level we may be willing to spend more for services if it is warranted based on our capacity for that service. For example, we have paid a higher rate for our finance services because while we are small we have opted to have them more involved in our grant documentation. As we grow and gain more operational staff we may scale those services back. The following are some of the main vendors we contract with to support major business services.

Here is a list of several key contracted services currently used:

Paycor: This is our human resources platform that takes care of onboarding, payroll, insurance enrollment, and taxes. This varies based on payroll, but on average we pay them around $550 per month. Our initial criteria for choosing this service was based on another very well managed charter school that sat down with us to share their HR processes and their HR platform. Initially this platform was Sentric. Sentric was then bought out by Paycor and we have opted to stay with them.

Donovan: This is the CPA we use for our audits and property taxes. The yearly audit is $24,750 and the 990 preparation is $3,250. The criteria for choosing this CPA was based on recommendations from other schools and our financial advisor. This CPA also has a long history of working specifically with schools meaning that they understand school finance. We do currently pay a premium rate. So, moving forward we have given thought to shopping around to see if it would make sense at some point to switch vendors.

CIES - Brian Anderson Consulting: This is our financial advisor who provides oversight, sets budgets, recommends what is financially viable, and also takes care of all grant finance work and documentation. We pay for full support including grant support which is $6,000 per month. The criteria for choosing CIES is based on the fact that they are very good at what they do and there are not many other vendors who specifically support schools with finance. Given our capacity level it has made the most sense to work with them and continue. At some point in the near future we may move to reducing the level of service we get from them which would reduce cost. This might mean the school doing all reimbursements for grants instead of the vendor.

Miller Transportation: This is our vendor that provides routing and transportation for our school. The annual cost for one bus is around $65,000. In year one we had only one bus. In years two through five we moved to two busses. In year 6 we will be moving

to three busses. The criteria for selecting this vendor at the time was that they were truly the only bus provider to schools in Indianapolis. There are now two vendors. We have opted to stay with our current vendor because there was nothing moving us to the other vendor such as cost or quality. Both vendors seem to be about the same.

G & M Custodial: This is our custodial service provider. Our custodial provider charges $5,500 per month. Initially when we opened we used a different vendor that was cheaper, but the quality was not there and there was a lot of staff turnover. We have been much happier with the quality of service from this vendor. So our selection criteria for this vendor was based on quality.

Irish Mechanical: This vendor provides plumbing services and works on our heating and cooling including our boiler system. Last year from January 2023 to December 2023 we paid $25,355.70. The criteria for selection was that Irish Mechanical understands older boiler systems. They were also willing to step in and support an older building. They have always been very attentive to our needs as a school. There are limited vendors that support this type of work. Also, once you start with a vendor and they get to know your boiler system it is challenging to switch vendors.

Kids Count: This vendor supplies special education services to our school such as speech therapy and a school psychologist. These services vary based on the services we need to provide with the IEPs we are serving. From January 2023 to December 2023 we paid them $30,883.75. The criteria for selecting Kids Count was both cost and quality. They were more reasonable in price than others and their philosophy of how to serve schools is aligned with ILH.

Sped Acts: This vendor provides special education consultation and professional development as needed. This is a base membership fee of $2,500. There are additional services that can be purchased. Last year when we were down a teacher they were able to step in and support in writing and holding IEP meetings for $9,000. The criteria for selecting this vendor was based on a very limited number of vendors doing this work and wanting to have an organization we can reach out to if special education questions are outside of our frame of reference. We utilize this service mainly for consultation.

Robin Bess Reporting Solutions: This vendor does all of the state reporting for ILH. We pay $600 per month for these services. The criteria for selecting this vendor was very limited. Robin is one of the only people providing this service to schools and she is very good at it. She is also very reasonable in cost.

Cintas: This vendor keeps all of our supplies stocked, cleans rugs, and provides air fresheners in the building. On average we spend $1,000 per month. We spent the first 4 years purchasing all of our own supplies. We realized this past year that we could save money and not have to worry about doing in house inventory if we used Cintas. They also install some items when they come. So, the criteria for selecting this vendor was based on cost and convenience.

Side Street Catering: This vendor provides our food for breakfast and lunch and staffs the kitchen with an employee. This varies based on meals served and the number of days school was in session. This is also all paid through our reimbursable school nutrition grant. From January 2023 through December 2023 we paid them $150,509.80. In our first year of being open we used a different vendor because we were co-located with another charter school and we were required to use the same vendor. We found in that year that our students were not happy with the food. So, we opted to choose a vendor that was within budget and was willing to provide food for our students that they would like. So, the criteria for selecting this vendor was based on cost and quality. We have been very happy with this vendor.

6. Submit, as **Attachment 23**, the Budget and Staffing Workbook. In developing the budget, please use the per-pupil revenue projections provided by the authorizer and ensure all tabs are completed.

7. Submit, as **Attachment 24**, a detailed narrative of the assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. Specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising). Include the following in the narrative:

   ● Per-Pupil Revenue

   ● Anticipated Funding Sources: Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated, and include evidence of commitment for any funds on which the school's core operation depends.

   ● Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.

(Only Applicable for Network Schools)

Education One will base qualification decisions, in substantial part, on the organization's past performance when replicating a school model. Provide the following information about all schools operated by the organization and/or any ESP or CMO partner. Education One may request additional information from applicants at any time during the review process.

1. Submit the Historical Performance Workbook (provide the completed workbook as <mark>Attachment 25</mark>, and be sure to complete all sheets in the Workbook).

2. Select one of the consistently high-performing schools that the organization and/or ESP/CMO operates and discuss the school's academic performance. If possible, select a school with similar demographics to the targeted student population in the application.
   - Describe the primary causes to which you attribute the school's distinctive performance.

N/A

   - Identify any notable challenges that the school has overcome in achieving results.

N/A

   - Explain the ways in which the school's success has informed or affected how other schools in the network or organization operate, including how the effective practice, structure, or strategy was identified and how it was implemented elsewhere.

N/A

3. Select one of the network's or organization's schools whose performance is relatively low or not satisfactory and discuss the school's academic performance. If possible, select a school with similar demographics to the targeted student population in the application.
   - Describe the primary causes to which you attribute the school's performance.

N/A

   - Explain the specific strategies that are being employed to improve performance.

N/A

   - Identify how you know when performance is satisfactory. Include the expectations for satisfactory performance in terms of levels and timing.

N/A

4. For all schools operating in the state of Indiana, provide as <mark>Attachment 26</mark> (a) the last three years of audited financial statements for the school(s) and (b) the most recent internal financial statements, including balance sheets and income

statements for the organization and any related business entities. Be sure that the school level, ESP/CMO level, and the overall operations are distinctly represented.

5. For the organization as a whole and any related business entities, provide the following as **Attachment 27**: (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.

6. 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."

N/A

7. List any and all charter revocations, non-renewals, shortened or conditional renewals, or withdrawals/non-openings of schools operated by the organization and explain.

N/A

8. Explain any performance deficiency 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.

N/A

9. Identify any current or past litigation, including arbitration proceedings, by the school, that has involved the organization or any charter schools it operates. Provide, as **Attachment 28**, a summary of the following information: (a) the demand, (b) any response to the demand, and (c) the results of the arbitration or litigation.

N/A