Vision Academy
Replication Application for Charter

Submitted to Mayor Ballard's Office of School Innovation

Oct. 5, 2012

Charter Applicant Information Sheet

This sheet must be attached to the Prospectus and Full Application, and follow the cover page. Please type the information requested.

Name of Proposed Charter School _*Vision Academy*_____
Proposed School Address (if known) _____
School District in which Proposed School would be located _____IPS_____
Legal Name of Group Applying for the Charter ____*Challenge Foundation Academy*___

Applicant's Designated Representative ___Ian Yearwood_____

Address __3980 Meadows Drive__

City____Indianapolis_____State ___IN__ Zip Code__46205___

Daytime Telephone (_317___) ___442-0311____Fax (317)_803-2367_____

E-mail address __iyearwood@teamcfaindy.org_____

The proposed school will open in the fall of school year:
_X_ 2013-2014 __ 2014-15 ___ Other (please specify year)_____

Proposed Grade Levels & Total Student Enrollment

	Grade Levels	**Student Enrollment**
First Year	K-3	256
Second Year	K-4	320
Third Year	K-5	384
Fourth Year	K-6	448
Fifth Year	K-7	512
Sixth Year	K-8	576
Maximum	K-8	576

Is this a single-gender or co-educational school? ____Co-Educational_____
If single-gender, please indicate who will be served by school: Girls_____ Boys_____

Are you planning to work with a management organization?
Yes_____ No_X__ If so, please indicate the name of management organization:_____

Have you submitted this application to another sponsor? Yes ___ No _X_
If so, please indicate:

Name of Other Sponsor:_____ Date Submitted:_____

Do you plan to submit this application to another sponsor before the Mayor of Indianapolis makes a final determination on your application? Yes __ No _X_. If so, please indicate the name of the Sponsor: _____

Have you submitted any other applications to a sponsor in the previous five (5) years?
Yes __ No_X_. If so, please indicate the name of the sponsor, the date and the name of the school on the application.

_____

_____

_____

_____

Table of Contents

Section 1

I. ***Is the educational program a success?***

A. Adequate Yearly Progress 1
B. ISTEP Proficiency Over Time 2
C. Indiana Growth Model 4

II. ***Is the organization effective and well-run?***

A. Capacity to Replicate 5
B. Need 11
C. Governance and Management 14
D. Financial Management 18
E. Budget 18
F. Risk Management 21

III. ***Is the school meeting its operations and access obligations?***

A. Support for Learning 22
B. Special Student Populations 29
C. Enrollment 35
D. Facility 38

IV. ***Is the school providing the appropriate conditions for success?***

A. Mission 40
B. Educational Model 40
C. Academic Standards 44
D. Curriculum 48
E. Assessment 58
F. Human Resources 62

Section 2

A. Goals 69
B. Community Partnerships 74
C. Transportation 75
D. Timeline 76

Appendix 1: *Vision Academy* First Operational Year Budget 79
Appendix 2: *Vision Academy* Six-Year Budget 81
Appendix 3: FYR 2013-2014 Monthly Cash Flow 83
Appendix 4: Leadership Information: Support Team 85
Appendix 5: Leadership Information: Board of Directors 94
Appendix 6: Assurances Form 107
Appendix 7: CFA Bylaws and Articles of Incorporation 109

List of Attachments

Attachment A: CFA's AYP Performance in Detail 129
Attachment B: CFA's Accountability Grade in Detail 130
Attachment C: CFA Typical and High Growth Percentages 132
Attachment D: Teacher-Generated Core Knowledge Scope and Sequence 135
Attachment E: CFA Culture Rubric 140
Attachment F: Effective Instructional Strategies 144
Attachment G: Vision Academy Volunteer Agreement 145
Attachment H: FiT Framework 146
Attachment I: Sample Lessons from CFA/*Vision* Curricula..... 147
Attachment J: RtI in Detail 150
Attachment K: Best Practices in ELL 151
Attachment L: Core Virtue Curricula 152
Attachment M: Facility Timeline 156
Attachment N: Vision Design Rubric 157
Attachment O: Common Core and Core Knowledge Alignment Samples 159
Attachment P: Assessment Schedule 161
Attachment Q: Data to be Collected 162
Attachment R: Salary Schedule 164
Attachment S: Professional Development Opportunities at Vision Academy 165
Attachment T: NWEA Goals Page 167
Attachment U: Organizational Structure 168
Attachment V: Sample Daily Schedule and Proposed Calendar 169
Attachment W: Community Partners 170
Attachment X: Central Components of the CFA Model 172
Attachment Y: School Interest Survey 174
Attachment Z: Requirements of Team CFA Affiliation 178
Attachment A1: Division of Responsibilities for CFA/Vision 186

VISION ACADEMY APPLICATION, SECTION ONE

CORE QUESTION ONE: *IS THE EDUCATIONAL PROGRAM A SUCCESS?*

The *Challenge Foundation Academy* (CFA) opened in 2006 with a commitment to provide a rigorous, high quality education to scholars across Indianapolis, most of whom otherwise lacked access to quality schools. Throughout its development, CFA's Board and its Leadership Team have consistently viewed the school's academic performance to be the ultimate measure of success. We've employed standardized metrics, such as the ISTEP and NWEA, as well as frequent, formative tools to continually assess scholars' progress, adjust our instruction and determine the overall success of our program.

Based on these common metrics of performance, we believe CFA's educational program has proven to be especially powerful and worthy of replication. Like the Mayor's Charter School office, we use a select group of widely-recognized metrics to address the core question: *Is the education program a success?* These measures include:

- AYP Results
- Student Growth in Meeting or Exceeding State Standards

Below, we relay CFA's performance in each of the measures above, as included within the Mayor's Performance Framework.[1] We believe together these results present powerful evidence of our growth as well as our future success in serving more scholars through replication.

ADEQUATE YEARLY PROGRESS

On whole, schools across the state must meet specific levels of math and reading proficiency, as determined through the ISTEP, to make "adequate yearly progress" (AYP). Schools can also achieve "adequate yearly progress" if they are able to reduce by 10% the percentage of scholars who were not proficient in math and reading from the previous year – an achievement the IDoE refers to as reaching "safe harbor."

CFA did not make AYP in either of the school's first two years.[2] However, since then, CFA's students have successfully achieved AYP in all 15 categories. Figure One, below, relays the results from each year since CFA started. **Attachment A** also includes a more detailed breakdown of CFA's AYP results.

[1] CFA serves scholars in kindergarten through fifth grade. We do not formally track the graduation rates and post-secondary success of our scholars.

[2] During the '08-'09 school year, the state switched its testing window from fall to spring, which reconfigured the baseline and, thus, meant that schools were without any means to measure "adequate yearly progress."

Figure One: CFA's AYP Results

Year	Number of Categories	Categories Achieved	Met AYP
2006-2007	13	11	No
2007-2008	13	10	No
2008-2009	N/A	N/A	N/A
2009-2010	15	15	Yes
2010-2011	15	15	Yes

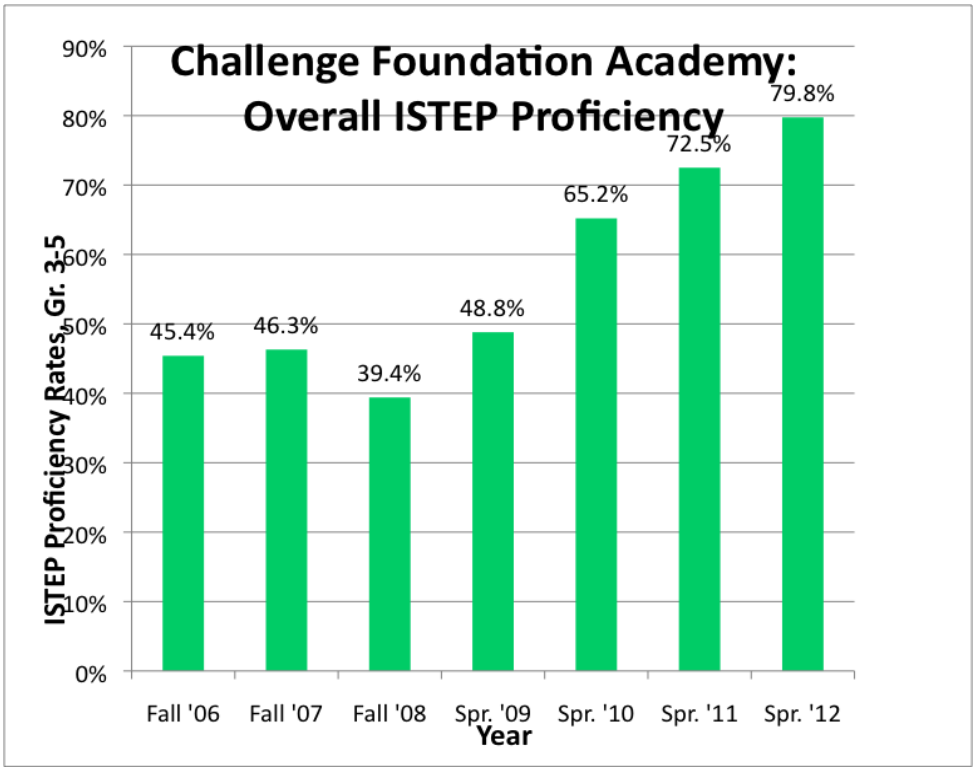
Note: Beginning in '11-'12, the state switched from AYP, as it was originally designed, to a system in which schools receive a A-F letter grade, based, at the elementary and middle school level, on scholars' ISTEP performance and growth of different "performance quartiles." However, if the state had not altered this system, CFA would have still made AYP in all 15 areas, based on the previous years' measures for determining adequate yearly progress.

As stated, this year the IDoE switched accountability systems to one in which they assign letter grades to schools based on ISTEP performance. This system replaces AYP in Indiana. Based on preliminary data released to the school in late September, CFA expects to receive a B (3.25), based on the percentage of scholars who achieved reading and math proficiency as well as the growth among different subgroups of students. Please see **Attachment B** for a detailed review of the data behind CFA's grade in '11-'12 as well as its grade, based on a trial run of the system using 10-11 ISTEP results.

ISTEP PROFICIENCY OVER TIME

In addition to CFA's AYP data, the simple percentage of scholars who achieve ISTEP proficiency has also improved significantly since 2008. Figure Two, below, presents the average ISTEP proficiency in English and Math at CFA since 2006. CFA's proficiency rate in 2012 is especially significant, for it is within a percentage point of the state average. In 2012, CFA scholars – 98% of whom are African-American and 84% of whom qualify for free/reduced lunch - significantly outperformed the African-American and Free/Reduced Lunch subgroups by 15 and 6 percentage points, respectively.

Figure Two: Overall ISTEP Proficiency



The leadership team at CFA continues to analyze this assessment data, identify specific areas for growth and define our instructional priorities this year. Three years ago, the CFA faculty established a goal of reaching at least 90%+ ISTEP proficiency in both reading and math. We continue to focus intently on reaching this important milestone in our development and important impact we believe it will have on scholars' long-term achievements.

SCHOLAR GROWTH

The Mayor's Charter School Office has built into its Performance Framework the expectation that at least 75% of scholars at each charter school make "sufficient gains" each academic year. Before 2012, the Mayor's Office employed the Measures of Academic Progress (MAP) assessment, produced by the Northwest Evaluation Association (NWEA), to gauge the extent to which scholars were growing academically. Figure Three below relays the percentage of scholars who made "sufficient gains" each year since CFA opened.

Figure Three: Percentage of Scholars Making Sufficient Gains by Year

School Year	Average Gains (%)	Pts. Below Standard
2006-2007	50.3	24.7
2007-2008	66.1	8.9
2008-2009	67.1	7.9
2009-2010	72.7	2.3
2010-2011	74.7	0.3
Multi-Year Ave.	66.2	8.8

Note: From 2006 to 2010, "average gains" were determined through a comparison of fall and spring scores in reading, math and language sections of the NWEA: MAP for scholars, grades 2-5.

Analysts with the Mayor's Office defined "sufficient gains" as the required progress a child must make to be proficient within two years. Proficiency of the MAP test was defined as the score equivalent a scholar would need to reach to pass the ISTEP at that future time. Finally, "Points Below Standard" is the percentage points below 75% - the Mayor's Accountability Framework's standard.

In 2010-2011, the Mayor's office switched to the ISTEP as the central measure of scholar growth. The Office employs a weighted average through which to determine overall sufficient gains for the last two years. It is:

$$\frac{(Typical\ or\ High\ Growth\ in\ ELA) + (Typical\ or\ High\ Growth\ in\ Math)}{(Total\ assessed\ in\ ELA) + (Total\ assessed\ in\ Math)}$$

Based on this formula, CFA achieved a weighted average of **74.7** for the '10-'11 school year. While this is just below the Mayor's standard, it is the fourth strongest weighted average among charter schools authorized through the Mayor's office. It is also almost 20 percentage points above the elementary schools in our residing district.[3]

As noted, we have not received finalized growth data from the IDoE for the '11-'12 school year. Although we know average proficiency improved over 10% between '11-'12 and the previous school year, we have not determined the percentage of CFA scholars who achieved typical or high growth on the 2012 ISTEP and currently are waiting on the IDoE to provide this data to us.

INDIANA GROWTH MODEL

In 2010, the IDoE implemented the Indiana Growth Model, through which schools were able to analyze ISTEP results not only in terms of proficiency but also the extent to which scholars improved or grew between ISTEP tests.[4] The Growth Model essentially relays the extent to which our fourth and fifth graders improved in ISTEP reading and math in comparison to scholars (state-wide) who performed similarly the previous year.

The Indiana Growth Model has proven an especially powerful tool for CFA, as we are equally if not more concerned with how much scholars are growing academically than they are performing in relation to a proficiency threshold. Figure Four below presents the median growth percentile of scholars in ELA and Math. It suggests that CFA scholars, on average, are growing more than other scholars across the state in each of the last three years for which these figures are available. As noted elsewhere, we still await finalized growth data for the '11-'12 school year.

Figure Four: Growth Percentiles at CFA By Year

Year	ELA Growth Percentile	Math Growth Percentile	Ave. Growth Percentile
2006-2007	40%	49%	45%
2007-2008	45%	59%	52%
2008-2009	63%	64%	64%
2009-2010	61%	70%	66%
2010-2011	61%	62%	62%
Note: 2011-2012 growth data is not yet available, according to the IDoE's *Learning Connection*.			

[3] Per city-wide data available through the Mayor's Charter School Office.
[4] In 2010-2011, the Mayor's office switched to the ISTEP as the central measure of student growth.

For a more detailed review of growth data at the CFA, please see **Attachment C**: CFA Typical and High Growth Percentages. It provides a thorough breakdown of the percentage of CFA scholars who achieved average to high growth in reading and math in each of the two school years for which we have growth data.

It is worth noting that in December 2010, State Superintendent, Dr. Tony Bennett, recognized CFA and seven other schools at a special ceremony for the exceptional growth our scholars made on the ISTEP in 2010. Of course, we were truly honored with Dr. Bennett's recognition and proud of the growth our scholars have made in the school's recent history; yet, we are hardly satisfied with our progress. The entire CFA team continues to push towards greater gains, searching for new ways to motivate, challenge and lead our scholars to higher levels of academic performance.

The lessons learned and gains achieved at CFA are powerful resources as we propose to open *Vision Academy*. Over time, we have built the operational systems, accountability structures, talent and academic program that we believe will allow *Vision* to meet and exceed various measures of academic performance within the school's first year. Of course, we know, from experience, that there are many challenges that await our team. We enter this next venture with the knowledge and confidence that we'll succeed based on the experienced we've gained through our work taking on similar challenges at CFA.

CORE QUESTION TWO: IS THE ORGANIZATION EFFECTIVE AND WELL-RUN?

The Board and Leadership Team of *Vision Academy* are committed to providing scholars across Indianapolis with the highest quality education. We understand deeply the degree to which our support for scholars and families helps them grow. It rests significantly on our capacity to build a financially stable, effectively managed, well-run organization. We believe that our work building CFA is strong evidence of our commitment not only to scholar learning but also effective management.

In addressing ***Core Question Two*** in our application, we explain our plans for replication, the resources that we bring to our plans for Vision Academy and the defining elements of our model and sources of success. Finally, we explicitly address the questions of legal compliance, accessibility and previous efforts to replicate.

CAPACITY TO REPLICATE

The CFA model reflects our team's interest in scholars, their families and long-term impact. We start early, investing heavily in our kindergarten program, despite the limited funding afforded. We build strong partnerships with local early childhood programs to help them prepare their young scholars for a college-preparatory elementary program. We also plan to open *Vision* at multiple grade levels, as an effort to accommodate families with multiple young children, and – similar to our work at CFA - provide families multiple and frequent opportunities to be involved in their child's education and the life of our school.

Vision will also allow us to expand our program to serve scholars in sixth, seventh and eighth grade. Not only will an upper elementary/middle school program allow us to accommodate frequent requests from CFA parents for a middle school program, it will also allow us the opportunity to extend our relationship with families and position our scholars for rigor, college-preparatory high school programs.

Given our commitment to families and enduring impact, ***our short-term replications plans*** are actually quite limited. Our Board and Leadership Team commit first to ensuring both CFA and *Vision Academy* meet the highest standards of quality schooling. While we strive to make a genuine difference in in our city, our first duty is to the kids and families of CFA and *Vision*. We prioritize quality over quantity and depth of impact over breadth. Consequently, we have not yet defined ***long-term plans for replication***. We intend to explore opportunities to open more schools only if we believe we can maintain the quality consistent with our expectations and the service we aim to provide the kids and families of *Vision* and CFA.

CFA is also part of the *TeamCFA* family of charter schools.[5] Currently, eight schools have signed the Team CFA Affiliate Agreement and included in this group – five in North Carolina and two in Arizona. CFA is currently the only school in Indiana affiliated with *TeamCFA*. Nonetheless, *TeamCFA* would like to expand its network in our state. The Board and Leadership Team of *Vision* are committed to the meeting the requirements of a *Team CFA*-affiliated school and will pursue affiliation with *TeamCFA* family of schools, if awarded a charter.

RESOURCES FOR GROWTH

In order to ensure a successful replication of CFA's model, we identify several resources critical to our growth. We describe each of these below.

BOARD LEADERSHIP

The Board for *Challenge Foundation Academy* is fully committed to *Vision Academy* and will serve as its Board of Directors as well. This is an especially dedicated group of civic leaders, six of whom served on CFA's founding board; thus, they bring not only diverse areas of expertise but also the experience of starting our first CFA.[6] We list each member of the Board and his/her qualifications later in this application.

Over the past 7 years, the Board's oversight of CFA has proven critical to its financial and organizational viability. At the same time, Board members have also limited their involvement in the day-today operations, allowing the school administration to effectively lead the school. In May 2012, the Board approved the nomination of Ian Yearwood as *Vision Academy's* first principal, should it be awarded a charter. Several Board members have also been actively involved in the financing and facility for *Vision*. In July, Yearwood presented our plans for *Vision Academy* to CFA's Board and received enthusiastic support for his leadership and our plans to pursue replication.

ADVISORY BOARD

In order to develop a thorough knowledge of the area and strong connection with local leaders, *Vision Academy* is also building an Board of Advisors, familiar with our model and committed to our plans to serve the scholars and families of the near west side of Indianapolis. Current members of the *Vision Academy* Advisory Board include:

- **Napoleon Williams**, Minister of Music, *Mount Olive Missionary Baptist Church*
- **Ruth Rodgers**, Vice Pres. Student Affairs & Dean of Students, *Marian University*

[5] The Team CFA family of schools is not a centrally managed network and does not require its schools contribute to a central office or common administration. They are a collection of stand-alone schools that subscribe to specific principles of governance, business and academics. Please see Attachment Z for an explanation of the support and the requirements of a TeamCFA Affiliation.

[6] During CFA's Fourth Year Review, evaluators determined the Board to be "exceeding standard" in its "active and competent" oversight of the school. The current Board still includes all members with us during the school's fourth year review.

- **John White**, President, *Associated Construction Publications*, LLC
- **LeAnne Trotter**, CFA Parent and Local Resident
- **Peggy Gamlin**, Interim President, Special Events and Parade Chair; *Riverside Civic League*

As a team, the Advisory Board holds a broad range of skills and areas of expertise and maintains connections with a diverse array of potential stakeholders, interested in the success and sustainability of our school. Each is familiar with our success in the Meadows and the central elements of the CFA model. They share our interest in providing the students and families with strong educational options on the near west side and are especially committed to surrounding neighborhood. Already, they have lent powerful insight on behalf of their neighborhoods, their congregations, their families, and their professional experience and have contributed significantly to our application for a second charter.

EXECUTIVE SUPPORT TEAM (EST)

While Board leadership is critical, we also recognize the full array of academic, financial and operational responsibilities that often rest on the shoulders of a charter school principal. Consequently, we are developing a small team of administrators, charged with supporting each school's principal and ensuring the overall quality and sustainability of CFA and *Vision Academy*. We refer to these administrators as our Executive Support Team (EST) and believe it to be an important resource in our replication.

Charlie Schlegel intends to serve as the Executive Director of the *Challenge Foundation Academy* and *Vision Academy* and lead our EST. Schlegel has served students as a teacher, program director and middle school principal. In July 2008, he assumed the role of principal at the *Challenge Foundation Academy*, just two years after the school opened. During his tenure, CFA improved ISTEP proficiency almost 42 percentage points, while doubling its cash reserves. Please see Appendix 4 to review resumes of Vision's leadership team.

In his current role, Schlegel continues to supervise and support his successor, CFA's new principal, Kelly Herron, and has been supervising and supporting Yearwood's work, developing plans for *Vision Academy*. As head of the Executive Support Team, Schlegel will support, advise, and evaluate the principal of *Vision Academy* and help ensure both CFA and *Vision* are academically strong, financially stable and well-connected within their respective communities.

Kyle Rouse will serve as the Director of Operations for *Vision Academy* and as the second member of the school's Executive Support Team. Kyle currently serves as CFA's Director of Operations, overseeing operations at CFA.[7] With considerable experience in accounting, school transportation, benefits management and state compliance, Kyle brings a wide array of operational skills and knowledge to the Vision team. We intend to replicate at *Vision Academy* the operational systems currently in place at CFA, adapted to align to the unique needs of a new school. Based on our experience, schools find support and guidance through replicating working systems, particularly in areas such as food service, vendor relations and benefits management. Whenever possible, Kyle will look to find ways that duplicate CFA's

[7] Rouse also lends operational support to the operations team at *Fall Creek* and *Fountain Square Academy*. Both schools have internal teams managing operations; yet, without GEO, their former EMO, Rouse has been charged with ensuring each school meets its financial, compliance and operational requirements. CFA, FCA and FSq. share responsibility for the costs of Rouse's salary.

operations to help ensure smooth implementation and, in time, find efficiencies that, in turn, will allow us to allocate more resources to the classroom. Appendix Four also includes Rouse's responsibilities at CFA, an arrangement we intend to duplicate for *Vision Academy*.

Our support team may grow as we deem necessary and financial resources will allow. Under Schlegel's leadership and with the assistance of several Board members, our Executive Support Team is actively seeking funding partners to help support our work, particularly in the areas of academic oversight and talent recruitment. On a related note: If awarded a charter, *Vision* will enlist the help of a consultant to oversee efforts to market our school in several targeted neighborhoods. This person will work directly with the principal and Advisory Board to promote the school and actively build interest among local families in the educational opportunities we intend to offer.

On whole, the Executive Support Team (EST) exists to support the principals at *Vision* and CFA through selected tools and guidance and enable them to focus primarily on instruction and the academic growth of each learner. The EST will manage directly areas such as vendor relations, human resources management and specific areas of financial oversight. The EST will also work closely with the operations team at CFA and *Vision* to ensure that they meet all compliance responsibilities, legal documentation, facilities codes and accounting (SBOA) requirements. Please see **Attachment A1** for a draft charted of responsibility, divided by role.

Finally, one may note that Schlegel is also heading up CFA's partnership with *Fall Creek* and *Fountain Square Academy* – two independent charter schools previously managed by the GEO Foundation, an educational management company. Two members of CFA's Board also serve on the Board that *Fall Creek* and *Fountain Square* share; however, there are no other formal connections between these two schools and CFA. The Fall Creek/Fountain Square Board contracts with Schlegel and Rouse to provide academic and operations support as well as guide the Board in developing long-term plans for academic success and financial sustainability. Yet, outside of this contract (and the Memorandum of Understanding dictating the terms of involvement), there is currently no formal relationship between CFA/*Vision* and *Fall Creek*/*Fountain Square*.

FINANCIAL RESOURCES FOR REPLICATION

To facilitate replication, we secured a Pre-Authorization Grant from the *Walton Family Foundation*. This $30,000 grant will provide us with the funds needed to support our Associate Director of New School Development and build a plan to market our school throughout the west-side. If our charter is approved, we will also apply to the *Walton Family Foundation* for a Post-Authorization Grant. This grant of $220,000 will be included within our Year 1 budget and allow us to, among other things, acquire curricular materials, school furniture and equipment, as well as continue to market our school and recruit families.

We continue to maintain strong connections with *TeamCFA* as well as other local donors through our work at CFA. If our charter is accepted, we expect to pursue an affiliation with the *TeamCFA*, which promises $300,000 in support, which we intend to use primarily to offset the cost of Core Knowledge training for each of our teachers.

We recognize that *Vision Academy* may not yet maintain the financial resources equal to our needs (as well as charter networks with plans for expansion). Consequently, we are working closely with several Board members, who have helped connect us with potential private donors eager to allocate their philanthropic resources to effective programs in education. We

believe that we can leverage these relationships as well as our results at CFA and our knowledge of the Indianapolis community in garnering the necessary further resources to support *Vision*'s development.

REPLICATING SUCCESS

As explained in a previous section, we are building a strong track record at CFA that substantiates the effectiveness of our model and the practices we employ to support teacher development and scholar achievement. In the space below, we describe several central parts of our program and how we expect to replicate this practice at *Vision Academy*.

ACADEMIC RIGOR & DATA TRACKING

CFA strives to challenge every scholar with a truly rigorous academic program. Our teachers use the Core Knowledge Scope and Sequence in close coordination to content-rich, cross-curricular lessons, focused on knowledge and vocabulary development. Our scholars grow to master increasingly difficult texts, covering topics that others may not read until high school or college (i.e., African Kingdoms, Chemistry). Our Core Knowledge curriculum is carefully aligned with the Indiana Common Core Standards and designed to maximize opportunities to utilize literature to help build students' vocabulary and minimize gaps in their knowledge base.

Each year, CFA convenes a Summer Institute, where teachers and administrators work together to carefully plan grade-level curriculum for the coming school year. We also compare and analyze plans *across* grade levels so we can be sure lessons are vertically aligned and thus build on each other from grade to grade, year to year. We fully intend to use Core Knowledge at Vision and employ a similar process in building a rigorous, literacy-based, content-rich program. **Attachment D** provides an example of the curriculum maps we developed at CFA and intend to replicate at *Vision*.

At CFA, we couple a rigorous curriculum with a strategically designed system of formative and summative assessment, closely monitoring scholars' progress towards measurable academic goals. At *Vision*, we expect to replicate the process through which we combine assessments, such as NWEA's MAP test, the Phonological Awareness Screener for Intervention (PASI/PSI) phonics screeners, Reading A-Z and AIMSWeb, with weekly RTI meetings in which we review performance data and allocate instructional resources based on scholars' progress. At each grade level, we use different data management tools as well as a data wall to set specific academic goals for the scholar, class and grade level and track our progress in ways that ensure accountability for results. With a strong system of frequent assessments, our teachers are able to adjust and differentiate their lessons based on each scholar's learning needs. Please see **Attachment P** for a copy of CFA's Assessment Schedule this year. At *Vision Academy*, we will follow a similar assessment schedule as well as the processes through which we monitor our progress and hold our entire team accountable for results.

TEACHER LEADERSHIP AND COLLABORATION

Teamwork is an essential aspect of CFA's culture. Teachers at each grade level design lessons, build common assessments and management systems and solve common instructional challenges *together*. We designate a Team Leader at each grade level and charge him/her with coordinating the team's work together and monitoring curriculum implementation and parent communication. Team Leaders across the school also meet weekly to discuss school culture, coordinate curriculum and assessments, and plan events that promote spirit, joy and enthusiasm across our school.

At CFA, we also maintain an Instructional Leadership Team (ILT), composed of classroom teachers, instructional coaches, and administrators. Our ILT focuses on quality instruction, teacher support and, in turn, student achievement. As a school, CFA employs a common instructional rubric with which we establish a standard of quality lessons and evaluate instruction. Each member of our ILT observes classroom teachers weekly, provides feedback, and facilitates growth in ways that improve scholar achievement. Armed with this information, our ILT meets weekly to analyze the results of recent classroom observations/evaluation, identify areas of strength and improvement, and devise various plans of action in support of different teachers. Ian Yearwood, the principal of the Vision Academy (if chartered), served as an important member of CFA's ILT and continues to be an important part of our efforts at CFA and *Vision* to ensure our teachers work collaboratively towards a high standard of quality instruction, rigorous curriculum and distributive leadership. We believe these practices to be a critical element of a successful CFA school and our plan for *Vision Academy*.

STRONG HIRING SYSTEMS

As stated, we believe quality schools rest on a broad base of leadership. School leaders must be highly skilled in including multiple stakeholders in our decision-making process. At CFA, we believe it is especially important in our hiring practices. Consequently, the means through which we hire new teachers and other team members are carefully designed and committee-based. First, a committee of teachers and building leaders generates questions and scenarios, designed to explore the values, skills and experiences that each position requires. The committee shares responsibility for presenting these scenarios and posing appropriate questions throughout the interview. Once finished, the committee usually discusses the candidates, ranks the choices and makes its recommendations to the principal. Although the building leaders generally make final hiring decisions, we believe the process through which we hire teacher and build our teams is critical to our success and an example of the ways in which we build a broad base of leaders, deeply invested in CFA's success as well as our plans for *Vision Academy*.

PARENT INVOLVEMENT

No matter how strong our school and its program may be, CFA still sees its families as the primary source of support for most scholars. If we are to have a deep impact on the academic trajectory of our scholars, we know we must develop strong partnerships with the families that support, encourage and parent our young scholars. In order to facilitate strong partnerships, we begin with building a warm, welcoming environment in which parents have open access to their children's classroom (provided they follow some simple rules that reflect our positive school culture). Our teachers commit to weekly communication and contact families if their child is absent two days in a row. We consistently confer with 100% of our parents during Parent-Teacher Conference days.

We also understand the complexity of parenting in current times and have partnered with parent leaders in our school to develop *Parent University*. Each month, our team organizes parent workshops and activities through which families join us in the evening to learn about the systems, routines, curriculum, and content their child receives. These nights often include project showcases, technology-based lessons, information sessions, and dinner. We further our connection with our families through *Early Home Literacy Visits*. Each visit a team of two CFA teachers visits our families at their home. Our teams bring pizza and books to leave with the family and, while there, model reading aloud practices that parents can employ to support scholars' literacy development.

Lastly, CFA also convenes a *Dad's Day Breakfast* to celebrate and honor the contributions of the male figures in our scholars' lives. The first Friday each month over 100 fathers, grandfathers, uncles, and brothers join their children for breakfast and fellowship. At these breakfasts, our fathers celebrate their children and the contributions they make to the family and engage in guided conversation with their child focused on a specific value.

Together, these practices reflect a snapshot of the central reasons we believe we are making the progress that we have made at CFA. They are also central pieces and principles of the model that we intend to replicate at *Vision Academy*. For a complete list of the "critical components" of the CFA model, please see **Attachment X**.

These items in our "Critical Components" list are central pieces in our plan for *Vision Academy*; yet, we also know that these programs, principles and practices may look different or be implemented differently at *Vision*, based on the needs of the scholars, their families and the staff supporting them. One of many exciting aspects of a new school – in addition to serving more scholars – is the opportunity to further refine, revise and even add to our model, based on our experience supporting scholars and families included in our community at *Vision*. We anticipate that this list of "critical components" may require important revisions, based on our experience opening this new school.

Finally, in order to ensure we have adequately addressed each item included in the Replication Handbook, we address several specific questions below.

- Currently, the Vision Team has just one charter, CFA, and has not had a charter revoked.
- CFA submitted an application for renewal of its charter Aug. 28, 2012. We are expecting feedback from the Mayor's office soon and hope to present our case for renewal before the Mayor's Charter School Board in late November.
- In October 2011, the CFA Team applied for a second charter. The Mayor's Charter School Office elected not to present our application to its board, citing concerns about the detail in its finances as well as its proposed connection with CFA. We fully respect and, in retrospect, supported their decision and appreciate the opportunity it has afforded us to strengthen our application and develop a plan for our Executive Support Team.
- CFA, our only charter, has not had any issues related to legal compliance or accessibility. In 2010, our fourth year review cited two instances had not met specific requirements in our Special Education files. We have since fixed each of these issues and received commendations from a team of outside reviewers. Details of this matter are relayed in the CFA application for renewal, submitted to the Mayor's Office in August 2012.

B. Need

Reason for Replication

Over the last six years, CFA has served over a thousand scholars and families. We have been able to provide the vast majority with an especially strong start in school. Our families have proven equally committed to the education of their scholars. Some are driving across town to find the right school; others have devised complicated childcare arrangements before and after school—all in an effort to ensure their children get a good education. These parents recognize the life options available to adults with a college degree and work especially hard to find strong schools to support their children's goals of collegiate success.

The needs of these scholars and the requests of their parents are the most powerful motivator in our efforts to start a new school and serve more scholars through the eighth grade.[8] Yet, given the sacrifices our parents make, it is especially concerning that we do not have enough room to meet the demand at our current location. In fact, on August 1, 2011, there were 152 scholars on our waitlist; there were 145 scholarss on our waitlist the previous August. The calls we receive from parents hoping they have a spot at CFA challenges us to replicate and offer other families strong educational options.

THE CITY OF INDIANAPOLIS

According to the *National Assessment of Education Progress* (NAEP), less than half of our fourth graders are proficient in math; almost two thirds of our eighth graders are not yet proficient readers and writers. Clearly, too few of our schools are keeping up with the education required for a high-skilled, technology-based global economy.

Proficiency levels among today's scholars (and tomorrow's citizens) are worse among Black and Latino scholars - the majority population in most urban communities. Indianapolis stands out as particularly low-performing. In fact, according to a 2008 report from America's Promise Alliance, Indianapolis's graduation rate was just 31%, ranking it among the five worst of major metropolitan areas in the country. In 2010, the Schott Foundation identified Indianapolis as one of the top ten cities with the largest gap between the graduation rates of its African-American males and that of its White males – a 30 percentage point gap in achievement. CFA would like to help address our city's fundamental demands for high quality schools and help close the gap in achievement, based on race, income and zip code.

THE NEAR WESTSIDE

In an effort to address the demands of our parents as well as the general need for quality schools, CFA began exploring locations for a second school in early 2011. Over the past year, we have reviewed maps of district, charter, and private schools across Indianapolis. We have talked with local leaders, and reviewed school achievement data in an effort to identify areas in which there may not yet be a sufficient supply of high quality schooling. Based on this analysis, we have identified the near west side of Indianapolis as a critical area without a sufficient supply of high quality schools.

Along the way, we have actively sought property in which to locate our school or construct a new school. Although we have not yet secured a property, we are actively pursuing a lot near the intersection of 16th St. and Indiana Ave., called 16 Tech. For the purposes of this application, we refer to this spot as simply 16 Tech and have assumed for the purposes of this application that we will be able to secure this location.

We expect to serve children from across Indianapolis; yet, given our proposed location, we expect to target in our marketing and outreach families from the Riverside and Haughville neighborhoods near our proposed site. We also expect to recruit scholars from families living east of our proposed site, closer to downtown, for it is a growing area that includes many young families. For the purpose of focusing on the need for a high quality school option on the near Westside, we will limit our market analysis to areas within 3.5 miles of these neighborhoods.

[8] While CFA maintains strong partnerships with the *Charles A. Tindley Accelerated School* and others in the area, parents of our fifth graders consistently ask our team when we might extend our program through eighth grade. Given our partnership with other schools nearby, we have decided against opening a middle school at our current location; however, we are committed to addressing the critical need for quality schooling in the middle school years at *Vision Academy*.

The table below presents a basic profile of public schools (charter and district) within 3.5 miles of our targeted area. All schools listed are in the Northwest quadrant of downtown Indianapolis. The data below describes the demographics, location, and academic performance of each school.[9]

Figure Five: Charter and District Schools of the Northwest Quadrant.

School	Distance	Grades Served	F/R Lunch	Largest Racial Grp.	ISTEP Prof
Riverside (#44)	< 1 mile	PK-6	84%	Black – 81%	24%
Wendell Phillips (#63)	< 1 mile	KG-6	75%	Black – 73%	53%
Elder W Diggs (#42)	1.5 miles	PK-6	87%	Black – 90%	43%
Ernie Pyle School (#90)	1.5 miles	PK-6	83%	Black – 46%	76%
Crispus Attucks Magnet	1.5 miles	6-8	NA	NA	58%
Flanner House	2 miles	KG-6	67%	Black – 96%	54%
Fall Creek Academy	2.5 miles	KG-12	79%	Black - 90%	42%
Stephen Foster (#67)	2.5 miles	KG-6	83%	Hisp. - 48%	65%
Clarence Farrington (#61)	3 miles	KG-6	81%	Black - 66%	41%
Carl G Fisher (#1)	3.5 miles	KG-6	62%	White – 78%	86%

Note: "Distance" indicates the distance from the intersection of 16th St. and Indiana Ave.; F/R Lunch is the percentage of students eligible for Free/Reduced Lunch.; "ISTEP Prof." is the percentage of students, on average, proficient in reading and/or math.

The schools in the table above reflect both the poverty rates among families of the near west side as well as the primary racial groups represented. We were especially disappointed in the area schools serving predominantly African-American/Black scholars. Reflective of the achievement gap in our city, *none with more than 50% African- American scholars had an ISTEP proficiency rate higher than 54%.* While we know well the challenges of helping all scholars to achieve at a high level, we believe that we have proven that we can do it with scholars with similar demographics at CFA. We are committed and equipped to providing the scholars and families living on the west side of our city with equally powerful service.

A UNIQUE NEED AND OPPORTUNITY

The proposed location for *Vision Academy* (along 16th St., near the intersection with Indiana Ave.) also affords a unique chance to serve a socio-economically and racially diverse population. From our proposed location, we will actively market our school in the areas just north of 16th Street, which are primarily low-income, African-American families. We also expect to reach out to the neighborhoods south and west of our school, which include a diverse mix of African American, Latino, and Caucasian families. Finally, we also expect to target families coming downtown on 16th Street, who may work at nearby universities and medical centers.

[9] Indiana Department of Education. (2012). *IDOE Compass* (Data file). Available from: http://compass.doe.in.gov/dashboard/overview.aspx

Based upon our academic reputation, we believe that, with strategic marketing and recruitment, we can attract and maintain a uniquely diverse scholar population that reflects the growing diversity of our city.

C. Governance and Management

In 2004, a relatively small group of community leaders came together around a commitment to improve the Meadows community, starting first with its schools. Charter schools were relatively new at the time. And, although they came to this effort with ample expertise, few had experience in schools, particularly charter schools serving under-resourced communities. Yet, CFA's original Board proved to be an exceptionally stable source of support and accountability for our school. Diverse in their qualifications yet committed to quality, the CFA Board was deeply involved in the school's development, particularly as it weathered two transitions in school leadership within the first three years of operation.

Today, six of the original eight CFA Board members remain active parts of our school's development. They, along with five other leaders added to the Board since 2009, serve as one of our most important resources as we look to expand our impact through the development of a second school. If this application is approved, the CFA Board intends to serve as the Board of Directors for *Vision Academy*, overseeing its direction and development.

Currently, our Board includes:

- **Rose Mays, PhD.** (Board Chair): Professor of Nursing, IUPUI (Retired)
- **John Ackerman:** Managing Director, Cardinal Equity Partners
- **Tracy Banker:** Partner, Warren & Banker PLC; Advisory Board, *Challenge Foundation*
- **Charlie Garcia**: CEO, Garcia Construction Group
- **Judith Hall:** Veteran Educator and Coach in IUPUI's Teacher Preparation Program
- **Lois Johnson**: Educator, Camp Director and CFA Grandparent
- **Anne Knall:** Philanthropist with extensive experience in K-12 education.
- **Owen (Bud) Melton**: CEO First Indiana Bank (Retired)
- **William (BJ) Steinbrook**: Executive Director, Challenge Foundation
- **Darrel (Gene) Zink**: CEO, Strategic Capital Partner
- **Shirley Thomas:** Environmental Health Specialist, PTO Executive and CFA parent

The CFA Board consistently maintains a strong record of attendance at our Board Meetings.[10] Several contribute regularly to everything from fundraising to parent involvement. Consistent with current practice, the Board will be responsible for the sound fiscal management of *Vision*, including approval of the yearly budget, monthly review of the applications of that budget, and the selection of an approved auditor who will complete a yearly audit as prescribed by Indiana Statute. The Board will also oversee all policies and assure they are consistent with federal and state guidelines and the principles of effective management. Please see Appendix 5 to review Board resumes and qualifications.

[10] CFA has lacked a quorum at our monthly Board Meetings just twice since July 2008.

If our charter is approved, the Board will also add 1-2 members, representing the interests of parents and community members central to the development of *Vision Academy*. The Board will rely on our community partners on the west-side (like IU Health and the Riverside Civic League) as well as the diverse networks of our current Board to help us identify great Board candidates. Yearwood has also built a small Advisory Board of community leaders within the neighborhoods near the proposed site of the *Vision Academy* in order to gather input and build interest in our school. The Advisory Board may also prove a promising source of leaders potentially interested in committing to serve on our Board.

Once identified, the CFA Board expects to follow a well-established process for recruiting new members to our Board. Our Chair will interview each potential candidate, invite him/her to tour the school (if unfamiliar with us) and set up a meeting with our leadership team. Based on these meetings, an explanation of the responsibilities of Board Members and the required background check, the Board Chair may present a new candidate's qualification to the full Board for a vote. If selected, the principal and Board Chair will provide each new member an orientation to the school and the Board before the new member's first meeting.

Finally, in keeping with past practice, the Board will maintain standing committees that will have prescribed duties and responsibilities as outlined in the bylaws (See Appendix 7 for a copy of CFA Bylaws and Articles of Incorporation). The standing committees will consist of, but not be limited to, an executive committee, a finance committee, facilities committee, a human resources committee, and a development committee. The Board commits to following its current by-laws as well as Indiana Statute requirements regarding public records and public meeting laws. The Board will amend its by-laws as necessary, given new responsibilities associated with the oversight for multiple schools.

VISION ACADEMY ADVISORY BOARD

As stated earlier in this application, *Vision Academy* has also recruited a Board of Advisors – a body we expect to maintain beyond the school's opening. Our Advisory Board will be an especially important source of community ties and local expertise and will contribute significantly to the shape and character of our school. Current members of the *Vision Academy* Advisory Board include:

- **Napoleon Williams**, Minister of Music, *Mount Olive Missionary Baptist Church*
- **Ruth Rodgers**, V.P. of Student Affairs and Dean of Students, *Marian University*
- **John White**, President, *Associated Construction Publications*, LLC
- **LeAnne Trotter**, CFA Parent and Local Resident
- **Peggy Gamlin**, Interim President, *Riverside Civic League*

As the school grows, we expect at least 2 members of our Advisory Board will be parents, grandparents or guardians of current scholars at the school. Participants in our Families-in-Touch program will select (by vote) these representatives. We also expect that the members of our Advisory Board will also be candidates to serve on our Board of Directors. Please see Attachment A1 for a detailed division of responsibilities, including those of our Advisory Board.

VISION ACADEMY LEADERSHIP TEAM

In March 2012, the Board appointed Charlie Schlegel Director of Network Development. They did so with the intention that he will serve as the Executive Director of CFA and *Vision Academy*, provided its application is approved. As stated elsewhere in this application, Schlegel comes to this position with considerable experience in school leadership. He, along with a team

of teacher/leaders (including Yearwood), is primarily responsible for the development of the CFA model of college-preparatory education. For nearly four years, Schlegel served as the school leader for CFA. During that time, achievement levels in reading and math doubled, parent satisfaction reached well over 90%, the school maintained strong financial health and it consistently met all state and authorizer compliance requirements.

Today, Schlegel supports Kelly Herron, CFA's Principal. He also oversees CFA's partnership with Fall Creek and Fountain Square Academy, helping these two charter schools transition beyond the control of their former management company. In July, CFA also hired Kyle Rouse to serve as its Director of Operations. Rouse oversees operations at CFA as well as the selected operations at *Fall Creek* and *Fountain Square*. We also expect Rouse to oversee operations at *Vision Academy* and play an important role in the school's overall development. (Please see Appendix 4 for a copy of the job description for the Director of Operations.) Together, Rouse and Schlegel serve as the Executive Support Team, facilitating the continued health and development of *Vision* and CFA.

In May 2012, the Board accepted Schlegel's recommendation to select Ian Yearwood as *Vision*'s first principal. A fourth grade teacher since August 2009, Yearwood has contributed significantly to the CFA Model and has served as an important instructional and cultural leader for CFA since his first year. Yearwood was an important developer of the CFA's Culture Rubric and many of the unique rituals of our school that help maintain high levels of focus and commitment among our scholars. As a mentor teacher, Yearwood also has extensive experience evaluating classroom instruction and coaching teachers to high performance. He is a recent graduate of the Summer Principals Academy at *Columbia University*. In the next section, we include a more detailed description of the qualities we believe to be the essential for a strong school leader, like Yearwood.

In **Attachment U**, we present the CFA/*Vision* organizational chart, detailing the structure of leadership and supervision of the schools. Schlegel, the Executive Director, will also oversee building level administrators, lending guidance, coaching and strategic direction. With Schlegel's support, school leaders will continue to implement and improve upon the CFA Model. (See Attachment Y to review a list of "central components of the CFA model" – a list of program, priorities and practices central to our model.) Schlegel and Rouse will also work closely with the Registrar/Operations Manager to coordinate *Vision*'s human resource management, vendor relations, financial accounting and state compliance reporting.[11]

CFA and *Vision Academy* will utilize many of the same vendors to provide each of the schools with support in accounting, technology and facility maintenance. Through Rouse's leadership and coordination, we expect to review operations regularly, looking for ways to minimize expenses without sacrificing quality.

We also expect through Schlegel's coordination, each of our school leaders will support each other, collaborating to address common academic challenges, coordinate special education administration, and align instructional technologies. We note the specific areas in which we expect to share services and coordinate development between the two schools near the bottom of the organizational chart.

Finally, as *Vision Academy* grows and we consider starting other schools, the EST and School Leaders will work closely with the Board to determine new ways to coordinate support for schools and school leaders. Over time, we may find cost savings through the addition to our

[11] A more detailed description of the Registrar/Operations Manager can be found in **Section F. Human Resources**.

operations team or we may decide to appoint a Special Education Director or Chief Academic Officer. We will make decisions of growth carefully and are committed to allocating every possible resource to the classroom, where we believe it is likely to have the greatest impact on student achievement.

PRINCIPAL

CFA has identified Ian Yearwood to serve as the first Principal of *Vision Academy*, if our application is approved. As a fourth grade classroom teacher, grade level team leader, and instructional coach, Ian has the intelligence, leadership capacity, and generosity of spirit necessary to start a great school. In selecting a principal for our second school, CFA considered a number of important criteria through which to evaluate Ian and other candidates. They include:

1. Mission-Driven
2. Educational background
3. Specialized training
4. Referrals/recommendations
5. Work performance/ Experience
6. Character
7. Curricular Expertise
8. Communication Skills
9. Ability to work in a team environment
10. Previous evaluations
11. Attitude/ Mindset
12. Enthusiasm
13. Professionalism
14. Certification

For a description of the responsibilities of the Principal, Assistant Principal, and Registrar/ Operations Manager, see *Section F: Human Resources*.

CRITERIA FOR SCHOOL LEADER ASSESSMENT

The principal will be held accountable using the RISE School Leader Evaluation and Effectiveness rubric set forth by the IDoE. The Executive Director CFA and *Vision Academy* will use this rubric to evaluate both principals and report this to the Board of Directors. This rubric holds the school leader accountable for the following competencies:

- Human Capital Management
- Instructional Leadership
- Student Learning
- Personal Behavior
- Building Relationships
- Culture of Achievement

Though the RISE rubric does not assess budget and resource management, the Board of Directors will review and approve the cash flow on a monthly basis and approve the budget each year. The Board will also receive an operations brief at each meeting to maintain awareness and approval of all operations on a monthly basis.

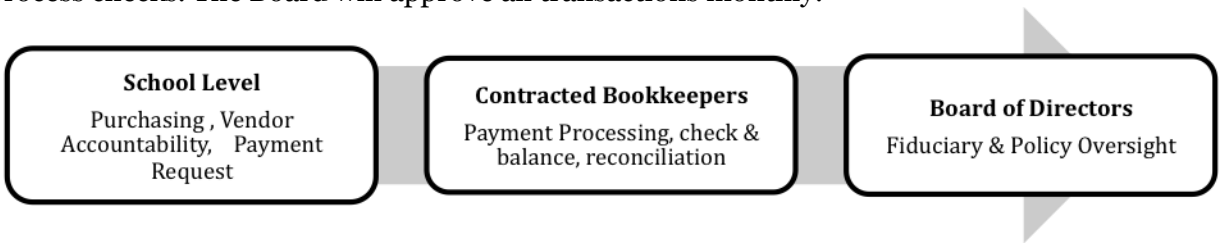
SUCCESSION PLAN

In the event that the principal is not meeting expectations, the Executive Director (ED), and Principal will meet to draft an improvement plan aligned with the school's mission. This plan will include specific objectives with a timeline for successful completion, building upon the framework of the RISE School Leader rubric. The ED will closely monitor by the principal's

progress and report it to the Board. If necessary, the ED will recommend to the Board the principal's dismissal and succession plan.

D. Financial Management

Vision Academy will follow or replicate the central business practices of CFA, especially as it is building strong operational practices in its early years. We will require principal approval of every transaction. We employ a Registrar/Operations Manager to manage day-to-day business procedures (i.e. vouchers, payment and receipts) and contract with a bookkeeping firm to process checks. The Board will approve all transactions monthly.



Vision's Leadership Team (Principal, Assistant Principal and Registrar/Operations Manager) will meet bimonthly with Rouse and, as needed, our bookkeeper to review the financial status of the school for the past month and discuss upcoming projections. These results are then presented to the Board each month. This process ensures that all stakeholders are informed of the integrity, mission-alignment, and management of the school's finances. Prior to the end of each fiscal year, *Vision* principal and EST will meet with the school's bookkeeper to draft a budget for the following year. They will review assumptions for the coming year (i.e., increase in technology, staff growth, enrollment increase, facility repairs, etc.) and revise as needed. Once finalized, the principal and EST will present the budget to the Board for approval.

FUNDRAISING PHILOSOPHY

The Board will continue to spearhead our schools' fundraising efforts. Currently, CFA contracts with a consultant to manage donor communication and cultivation and identify potential grants that fit our needs and academic program. If our application is approved, we expect to combine our fundraising efforts, raising funds for both schools together. Similar to our initial work at CFA, we prioritize cultivation of donors and "friend-raising" in order to expose potential supports to our new school and its program, before we ask for financial gifts.

E. Budget

This section outlines our financial plans and expectations over the next six years – the current fiscal year through June 2018. With the guidance of Bookkeeping Plus, a well-regarded accounting firm with extensive experience in charter schools and the organization with whom we have a contract at CFA, we have consistently planned conservatively, anticipating existing levels of per pupil funding through 2018. In the section below, we outline our anticipated revenue and expenses as well as the assumptions that guide our budget allocations. To view the detailed budgets for **First-Year Operating Budget**, **Monthly Cash Flow**, and **Six-Year Budget** please see Appendices 1, 2 and 3.

Figure Six: Estimated Revenues and Expenses

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Projected Revenue	$165,000	$2,544,040	$2,906,298	$3,241,484	$3,801,669	$4,361,855
Project Expenses	$162,872	$2,524265	$2,788,457	$3,183,838	$3,699,876	$4,318,985
Reserve	$2,128	$19,774	$117,841	$57,646	$101,794	$42,870

YEAR ZERO

July 1, 2012, *Vision Academy* entered "year zero" in its budget plan. Last month, we received notification from the *Walton Foundation* that we received a pre-authorization grant of $30,000 to help offset the costs of planning Vision and writing our charter. (The business plan we submitted to the *Walton Foundation* is available upon request.) If our application is approved, we will also apply to the IDoE for a Planning Grant and, assuming approval, anticipate receiving $135,000 this fiscal year and anticipate spending on start-up, including salaries and initial marketing expenses. For a more detailed look as to how we expect to allocate funds in year zero, please see the *Vision Academy* Budget below.

Figure Seven: Planning Budget (Year Zero)

Line Item	Projected Expense	Assumptions
Administration	$64,064	Includes salary/benefits for Vision Principal ($57,292.67) and two weeks' pay for Asst. Principal and benefits ($6,771).
Registrar/Operations Manager	$8,333	Based on two month's salary and benefits
Administrative Office Supplies	$1,000	Start-up office supplies, including binders, copy paper, notebooks, etc.
Texts and Instructional Materials	$40,448	See attached Curriculum Budget.
Computers	$2,500	Two laptop computers at $1,200 each.
Student Recruitment	$21,500	Includes marketing consultant ($10,000) as well as materials, food, and space for recruitment events.
Accounting Fees	$8,275	Two months' fees for accounting services (anticip
Postage	$500	Two months postage for enrollment/recruiting.
Executive Support Team	$13,200	8% of anticipated income in year zero
Year Zero Total	**$159,820**	

If our charter is approved, we will also apply to the *Walton Foundation* for an implementation grant ($220,000). However, we have included these funds as anticipated revenue in Year One of our budget, included later in this application.

BUDGET ASSUMPTIONS

In Year One, *Vision Academy* anticipates receiving $2,544,040 in per pupil tuition. This revenue assumes $6,840 per student basic state and local aid, a conservative assumption slightly below what we currently receive per child at CFA.

Vision expenditures for Year One ($2,524,265) are based on the following assumptions.

Salary: *Vision Academy* projects $978,000 in salary expenditures. The Director line includes Principal and Assistant Principal's salaries. Our "teacher" line item assumes an average salary of $42,000 among the 19 teachers we anticipate hiring – $2,000 less than the average pay at CFA yet still competitive with the field.

Benefits: The total projection for benefits expenditures is $288,284 and includes retirement benefits (TRF or 403b) as well as $6,000 in health coverage per employee. FICA assumes 7.65% of employee wages. Unemployment insurance is included in the "other" line item.

Books and Supplies: *Vision Academy* anticipates spending $194,760 on books and supplies in Year One. This assumes $280 per student for texts and instructional materials and $5,000 total for field trips. We anticipate allocating $40 per student for sports, clubs, athletics and other after-school activities. The software line item includes expenses for an SIS system, accounting software, and basic software on all computers. We allocate $140 per student for classroom paper and supplies and $1000 per month for office supplies. Finally, janitorial supply line item assumes $1,500 per month in expenses as well as some upfront costs for supplies to get started.

Services: *Vision Academy* anticipates spending $432,056 on services and contracts in Year One. This assumes we will spend $2,500 per month for custodial services as well as $200 per month for pest control. We've budgeted $4,259 per month for accounting, audit and payroll. The line items for legal, liability & property insurance, and bank fees, dues and fees are overall estimates, commensurate with our expenses at CFA. The line item for student recruiting includes recruiting materials and expenses for 2013-2014 and 2014-2015 school years. The staff development line item assumes expenses for professional development 19 teachers and includes funds for substitute teachers (based on similar expenses at CFA). The average cost per student for special education consultancy is $60; therefore we conservatively project an expense of $15,360 for this line item.

Vision anticipates contracting with a vendor to provide technology support. Our IT expenses are based primarily on the cost of service at CFA and include internet service. We also assume $2.95 per meal per student for mean service, $1,000 per month to rent copiers (additional printing costs and equipment rental included) and $250 each month for postage – all of which are based on our experience at CFA. Finally, we allocate 8% of our basic grant for services provided through our Executive Support Team, as explained elsewhere in this application.

Facilities: We have allocated $606,464, approximately 24% of our total budget, for facilities and capital expenses in Year 1. We expect to maintain an 8-11% allocation ($23,917 in Year One) of total budget for rent throughout the first five years of the schools life. We are currently engaged in conversations with *Canyon-Agassi* to help us finance a new building,

should we secure our prioritized property. If negotiations continue as expected, we expect to become part of their portfolio, which, in turn, will allow us to structure our payments in ways that reflect enrollment growth.

In Year One, we have also set aside approximately $744 per student for furnishings and equipment, anticipating considerable expenses during start up. Gas and electric expense projections are based on typical rates for facilities of our projected size (approximately 60,000 square feet). This line item includes gas, electric, water, and trash removal. Finally, we have allocated $1,000 a month for phone service and have included a separate line for security, which includes security staff and alarm monitoring.

Finally, for a detailed explanation as to how we expect to allocate funds to serve students with special learning needs, please see the Special Student Populations section. We discuss Special Education funding, specifically, on p. 34.

CONTINGENCY PLANS

In the event that we experience a budget shortfall or low enrollment, *Vision Academy* will take necessary measures to maintain financial stability and continue operating with a feasible budget. This will require strategic allocation of monetary and complex resources. Our options include (in order of priority):

1. Reducing non-personnel expenses, including office supplies, furniture, technology and school service providers.
2. Requesting that our likely financial partner, *Canyon-Agassi*, alter our rent payment.
3. Negotiating a reduced allocation to the Executive Support Team.
4. Explore avenues for generating revenue, including renting unused school space to outside organization (provided it does not compromise scholar safety).
5. Negotiating favorable loans or credit lines with local financial institutions, supported by Board members who may be willing to guarantee the finances.
6. Reducing staff that are not currently serving as classroom teachers, including administrators, or the numbers hours/days they work.
7. Reducing non-essential services to scholars, such as the funds allocated to athletics, clubs and after-school activities.

Obviously, none of these options are ideal. However, all reflect the steps we are prepared to take to provide *Vision* scholars with the strongest possible service with limited resources.

F. Risk Management

Vision Academy is committed to providing a safe environment for all of its scholars and staff including carrying required levels of insurance. *Vision Academy* will work with *Gregory Appel Insurance* to explore risk management policies and insurance options. *Vision Academy* recognizes that the cost estimate will be revised once a building has been identified, and is contingent upon the insurance company's review of *Vision Academy*'s health, safety and professional conduct policies. As recommended by *Gregory Appel*, as well as required by the Mayor's Office, *Vision Academy* insurance coverage will include:

Commercial General Liability:	$1,000,000 per occurrence; $2,000,000 aggregate NOTE: COMPREHENSIVE GENERAL LIABILITY INSURANCE EXPRESSLY COVER CORPORAL PUNISHMENT LIABILITY AND ATHLETIC PARTICIPATION MEDICAL COVERAGE.
Directors' and Officers' Liability/ Educators' Legal Liability/	$1,000,000 per occurrence; $1,000,000 aggregate

Employment Practices Liability

Sexual Abuse Liability $1,000,000
NOTE: SEXUAL ABUSE LIABILITY IS A SEPARATE POLICY OR A SEPARATE COVERAGE PART WITH LIMITS INDEPENDENT OF OTHER COVERAGE PARTS IN THE GENERAL LIABILITY POLICY.

Automobile Liability $1,000,000 combined single limit

Umbrella (Excess Liability) $5,000,000 per occurrence; $5,000,000 aggregate
NOTE UMBRELLA POLICY INCLUDES: COMMERCIAL GENERAL LIABILITY, DIRECTORS' AND OFFICERS' LIABILITY/EDUCATORS' LEGAL LIABILITY/EMPLOYMENT PRACTICES LIABILITY, AUTOMOBILE LIABILITY AND SEXUAL ABUSE LIABILITY.

Workers Compensation Liability As required by Indiana law

The City must be listed as an additional named insured on each of these policies. The Director may request further documentation at any time. The insurance provided by the Organizer shall apply on a primary basis. No funds, assets, insurance, or self-insurance of the City or the City's officers, employees, agents, counsel, consultants, or representatives, including the Indianapolis Charter Schools Board, or those acting on behalf of the City's officers, employees, agents, counsel, consultants, and representatives, shall be held to answer for the payment of any claim, action, expense (including attorneys' fees), damage, or liability of the Organizer. The insurance provided herein shall provide coverage for the Organizer's indemnification obligations set forth in the Charter.

The Organizer shall submit its proposed insurance coverage for Directors' and Officers' Liability Coverage/Educators' Legal Liability/Employment Practices Liability, Automobile Liability, Sexual Abuse Liability and Workers Compensation Liability to the Charter Schools Director no later than April 1 and these coverages shall take effect within two (2) business days of this date. The Organizer shall submit its proposed insurance coverage for Commercial General Liability and Umbrella Liability to the Charter Schools Director at least two (2) weeks prior to acquiring, through purchase, lease, or otherwise, the physical plant of the Charter School and these coverages shall take effect no later than the effective date of such acquisition.

CORE QUESTION THREE:
IS THE SCHOOL MEETING ITS OPERATIONS AND ACCESS OBLIGATIONS?

A. Support for Learning

At *Vision Academy*, we believe that every child deserves to learn in a safe, positive environment. As a new school, it is critical that the culture is set first with the staff, so that there is consistency throughout the building on the first day of school. Scholars cannot learn, and teachers cannot teach in chaos. Therefore, we will establish a structured environment where the adults are consistently positive, yet firm so that all focus is on preparing each scholar to attain their vision on their path to college. This positive and firm culture approach will nurture a culture within our school and each classroom in which scholars have the confidence to take academic risks and learn from their mistakes. Utilizing the Culture Rubric developed by CFA, we plan to build and maintain this culture that reinforces positive behaviors and focuses on academics. Please see Attachment E for a complete version of the ***CFA Culture Rubric***, which outlines best practices

that will maintain a strong school culture, and will consistently be used by the School Improvement Committee as a self-evaluation tool.

Our expectations for scholar behavior will be communicated to scholars through the "Be-Attitudes" and school rules. When scholars make choices that are not conducive to our school culture, corrective measures will be taken. Our progressive discipline plan is outlined below.
In order to establish and maintain a strong school culture, we must also have shared partnership with families. We will encourage family involvement through strong communication and will offer multiple opportunities for families to be engaged in their child's education. All of these factors represent our collective efforts to build the overall environment conducive to preparing our scholars to attain their vision for their future.

POSITIVE CULTURE
As a school community, we focus on five central values that we call "the Be-Attitudes." In Figure Nine, we list them along with a list of behaviors that define each value within our schools.

Figure Nine: CFA/Vision Be-Attitudes

Category	Example
Be Prepared	Arrive on time every day Pencils are ready to work Complete assignments on time with best effort Come to school in full uniform with completed homework
Be Respectful	Scholar directly applies what teacher says Allow other scholars and adults around him/her to do their work Tell the truth at all times and act with honesty
Be Engaged	Model SLANT posture Ask questions, seek help if needed Use class time efficiently, putting forth your best effort
Be Professional	Walk properly in hallways with hands at sides Use precise language (correct vocabulary, complete sentences, etc.) Admit mistakes, accept consequences, and continually work to improve
Be Polite	Use appropriate words like "please" and "thank you" with classmates and adults Work effectively with other scholars and as a member of a team Be polite to others and expect the same from them

As part of our interest in developing scholars' character alongside their academics, *Vision* teachers, with consultation from others who work with each child, will evaluate scholars on the ways in which they demonstrate these skills and work habits throughout the year and will include this information on each report card.

Throughout the year, *Vision Academy* staff will award scholars who demonstrate one of these "Be-Attitudes" with a "be-attitude buck." As a school, we will celebrate when scholars reach a goal of 500 or 1,000 "be-attitude bucks." Each month, scholars will have an opportunity to purchase items from the *Vision Academy* bookstore with their bucks.

At *Vision Academy* we believe in the Academic Impact Model, therefore we believe that teacher actions impact scholar actions, which in turn result in scholar outcomes.[12] To ensure our

[12] Teach For America, (2011). *Teaching As Leadership*.

teachers are using positive and firm teacher actions, we will explicitly teach and model research-based instructional strategies. Our professional development prior to the first day of school will consist of direct teaching and practicing of these strategies. See Attachment F for a list of instructional strategies that will promote a positive and academically focused culture.

DRESS CODE

Full school uniforms must be worn at all times (including appropriate and approved belts and shoes). Parents will be informed if their child is out of uniform, and will be asked to bring the proper uniform to school immediately. If this is not possible, then the scholar will be required to wear a substitute uniform, stay in the office, or will be sent home depending on the number of uniform infractions the student has accumulated. Scholars outside of the full proper uniform will not be allowed to attend class.

DEMERITS

Along with our be-attitude buck merit system, we will use a demerit system as a way to reinforce actions that prepare scholars for college. A demerit is the consequence of an action that does not align with the be-attitudes, values, and mission of *Vision Academy*. Any *Vision* scholar who chooses not to meet expectations will earn a demerit. There are generally three reasons that a scholar may not meet expectations: acts of defiance, scholars are tuned out, or noncompliance as a result of incompetence. Our teachers will receive development on determining between the first two reasons and incompetence. If scholars are acting in defiance or tuned out they will earn a demerit. If scholars do not know the routines or expectations, teachers will correct the behavior and instruct them on the expectations. We recognize that just as adults make mistakes, so will our scholars. Yet we will assign demerits when scholars do not meet very clear expectations.

Figure Ten: Actions or Behaviors that Warrant a Demerit

Category	Example
Unprepared	Out of uniform Late to class Missing materials for which scholars were responsible (not wearing eyeglasses) Excessively needing to leave class to use the restroom
Disrespectful	Talking out of turn Touching other property (feet on another scholar's chair) Making inappropriate noises Laughing at other scholars
Disengaged	Off task Not tracking speaker Out of SLANT Not on the right place in notes Getting up from seat without permission
Unprofessional	Grooming in class (fixing hair, make up, etc.) Walking slowly in hallway/improper line behavior Unprofessional language (using slang or inappropriate volume) Not following teacher directions Not following proper class procedure (e.g. tissue signal) Misusing personal or school resources Making excuses

	Lack of organization Disruptions in class
Impolite	Being selfish with materials Cutting in line/showing stubbornness in line Not replying when called upon

Understanding that individual scholars may require individual behavior approaches, *Vision Academy* will use the RtI process as a way to address scholars for whom the school-wide behavior system is not appropriate, and take necessary steps to support that child.

The following actions will result in a demerit every time, without hesitation:

- Speaking/running in the hallways
- Missing assignments
- Off-task work/drawing
- Talking when voice level is silent
- Showing no effort to meet countdown expectations

OFFICE REFERRALS

If a scholar is repeatedly disruptive or engages in unsafe behavior, teachers, at their discretion, refer the scholars to the office through an "office referral form." When a scholar earns "Red Reset" twice in one week, an office referral is warranted. Upon receiving the referral, the Principal or Assistant Principal will talk with the child, as well as others involved, to investigate the circumstances surrounding the incident. "Red Reset" is designed to refocus the child and reset expectations. The ultimate goal is to return the scholar to the classroom.

Depending on the circumstances of the referral, a scholar will usually return to class, may remain at the office for a brief "time out" period, or may receive another consequence. These may include parent phone call or conference, detention, in-school suspension or out of school suspension. Extreme cases may result in an expulsion. Conflict resolution, individual, and/or group counseling may be involved as a component of *Vision*'s intervention strategies.

In most cases, the staff member investigating the incident will contact the parent or guardian and share with them the specifics of the situation and the further consequences involved. Parents, teachers and administrators share the responsibility to teach and model appropriate behavior and/or ways of handling situations that may have led to the referral with the child.

Table Eleven: Actions or Behaviors that Warrant an Office Referral

Action	Clarification
Being found out of place without a pass	Leaving assigned area without adult permission. Walking around hallways without a pass.
Alcohol, Drugs, Weapons, Gang or other inappropriate references or conversations	Bringing any of the following to school or participating in conversations or references to items listed

Profanity	Usage of any vulgarities
Dishonesty, plagiarism, cheating, stealing	Lying to teacher, copying work, or stealing materials
Speaking to or interacting with an ICS student	Talking to a student in ICS
Sexual Harassment/Gestures	Any action or behavior that makes another scholar feel threatened or uncomfortable
Fighting/Threatening	Physical altercation or premeditated with intent to harm

DETENTIONS

Detentions will be served Monday-Friday. If scholars earn four demerits in the morning they will serve detention during lunch or P.E. If scholars earn 7 demerits over the course of a day, they will lose P.E. privileges for the next day. Any time a scholar must serve detention, it is highly encouraged that the teacher makes parent contact with the intent to report positives but to also inform the parent of the situation. Listed below are actions, which will result in **automatic detentions**:

Figure Twelve: Actions/Behaviors that Warrant Detention

Offense	Consequence	Clarification
Disrespect to Peer/ Bullying/ Gossiping	Automatic Detention + Office Referral	Name calling, put downs, "shut up", talking negatively about others, etc.
Disrespect to Adult/ Defiance	Automatic Detention	Rude response, smacking lips, refusing to respond or follow directions, use of hand or facial gestures, etc
Inappropriate Contact	Automatic Detention	Inappropriate contact (shoving, bumping, tripping, kissing, hugging, etc.)
Phone/Electronics/ Gum/Contraband	Automatic Detention + device will be confiscated for parent to pick up in office	Using a cell phone, electronic devices, chewing gum or possessing other toys during school hours
Vandalism	Automatic Detention	Marking on books, walls, desks or other property that does not belong to scholar

Although these actions will result in automatic detentions, it is still important to differentiate whether a scholar is acting with intent or with incompetence. In individual cases, we may see fit to do more educating with the scholar, but consequences will still apply.

PARENT INVOLVEMENT OUT-REACH AND COMMUNICATION

We will encourage an atmosphere in which parents, administration, and faculty join in a partnership to support the development of each scholar and the overall mission of our school. Our partnership works best within an environment for collaboration and a frequent exchange of

important information. We take a number of steps to encourage and facilitate strong communication and partnership between parents and teachers and the school as a whole.

PHONE AND EMAIL COMMUNICATION

1. Parents will receive the voicemail number and email address of their child's teacher in the welcome letter sent to families at the start of school year.
2. Parents may initiate conversation with their child's teacher at any point in the school year.
3. School-wide concerns can be brought up with the Vision FiT (Families-in-Touch) or taken directly to the school principal via email, phone, or a scheduled visit with an administrator.

VISION FAMILY NEWSLETTER

We will send home with each child a Family Newsletter each month throughout the school year. The Family Newsletter serves to update the entire school community as to important events, reminders and concerns essential to the life of our school. We will also post the latest Family Newsletter on our website and keep extra copies in our Parent Corner and school office.

GRADE-LEVEL UPDATES

On a monthly basis, the teachers at a particular grade level will also send home a Grade-Level Update that focuses particularly on the topics that the class is working on as well as assignments that may require parents' help. The Grade-Level Updates are the primary means through which parents can know just what their child is learning or working on at each point in the school year.

BACK TO SCHOOL NIGHT

Each year, *Vision Academy* will host a Back-to-School Night, an opportunity for parents to meet their child's teacher and find out exactly what is expected of the child as well as the parent in order to have a successful school year. At that time, parents can expect to receive an overview of the year's curriculum as well as each teacher's plan for keeping parents abreast of scholar progress throughout the year. Parents will also be asked to provide contact information to facilitate communication across the school year. Parents who are unable to attend Back to School Night can meet one on one with their child's teacher to receive the information.

QUESTIONS AND CONCERNS

Parents, grandparents and/or guardians who have specific questions about their child's education or concerns that the needs of their child are not being met should schedule an appointment with their child's teacher by phone or email. If the issue is not resolved, the parent should follow up with the school principal by phone or email. If the issue is not resolved after meeting with the principal, parents may submit a letter of concern to the Board of Directors in preparation for the next scheduled board meeting. Board meetings will be posted on the website, included in our monthly Family Newsletter, and available at the front office.

VISITORS AND VOLUNTEERS

As a school community, we treasure the relationships we have with our families, we encourage and insist parents, grandparents, and guardians visit classrooms so that they might better know and understand our school program and the success of their child. We are equally interested in parents, grandparents, guardians and community members volunteering their time, expertise and attention in our school. Volunteers can work in our office, helping with paper work, they may volunteer in classrooms, reading with specific students; or they can volunteer for the many different events we have engaging families in the life of our school, including sitting on a Vision Design panel. All are important and a powerful resource in our efforts to educate children.

In order to ensure that parent visits and volunteer opportunities occur with little to no disruption, we do have expectations. Please see a complete list of those expectations in the Vision Volunteer Agreement in **Attachment G**.

Finally, we will welcome and encourage parents, grandparents, and community members who wish to volunteer in our building and help our scholars grow. All volunteers must have signed the Vision Volunteer Agreement and have a limited criminal history check on file with the office. Volunteers must also be approved by school administration to be in the building as a volunteer.

FAMILY PARTNERSHIP PLAN

Vision Academy will emphasize the value of family engagement as a foundation for scholar academic achievement, as well as the overall sustainability that families bring to a school culture and community. *Vision* administrators will focus efforts on developing systems to create mutual trust and respect, intentional opportunities for two-way collaboration and establishing equality within the relationship of *Vision Academy* teachers/staff and families.

We will use the *Vision Academy* Families in Touch (FiT) program to integrate and connect families to scholar academic success, to the *Vision* community and most importantly to one another. The FiT program will run and operate with the absolute leadership of the FiT officers as well as aide from the *Vision* administration. (FiT officers will be elected by the entire FiT organization of families at the beginning of each school year.) FiT will focus the majority of energy and efforts within three focus committees; Fundraising Committee, Advisory Committee, and Education & Empowerment Committee. The Fundraising Committee will create opportunities for all CFA families to invest time and energy in programs that will support school systems, operations and/or projects financially.

Family satisfaction and areas for improvement will be gauged within the Advisory Board. The purpose of this faction's meetings will be to provide families the opportunity to voice concerns, offer feedback to administration and staff and raise questions on how *Vision* is addressing certain issues relevant to its families. All information within the FiT organization and committees will be communicated to the entire *Vision* community at the Advisory Board's will.

One of the main areas of focus for all stakeholders will be Education & Empowerment. This will be addressed using a program we will call Parent University (PU). PU will educate, empower and equip families to be leaders in their child's academic success. Quarterly meetings will be held at *Vision Academy*, led by classroom teachers and will address four main questions each information session. They are:

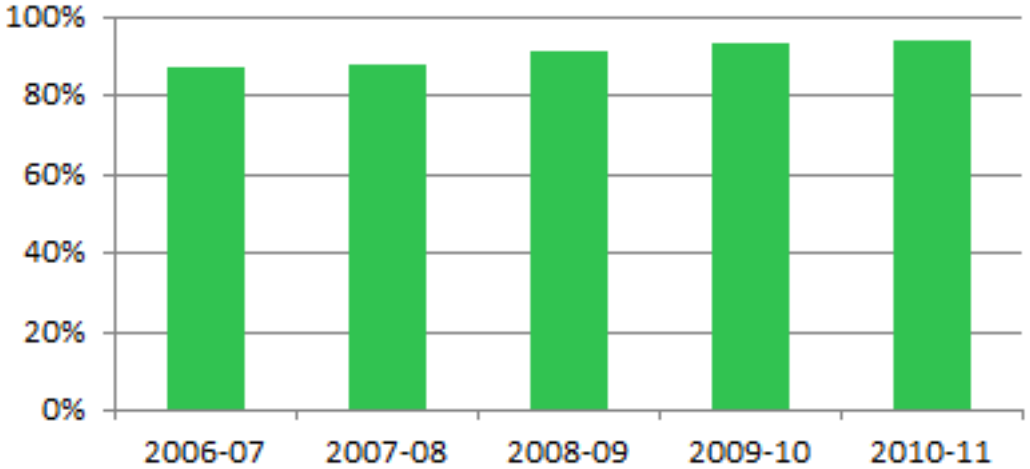
1) Where does my child stand academically?
2) What are my child's strengths and weaknesses?
3) What are activities or tools I can use at home to support my child's academic success?
4) How can I empower and educate other *Vision* families?

It is our belief that equipping parents with "small scale" academic tools will empower them to place emphasis on the importance of at home learning; in turn creating a foundation for student academic achievement. The PU Committee members will provide feedback, improvements and focus topics before and after each session. Outcomes of success will be measured by parent attendance, student achievement, and overall student growth. Please see Attachment H for the **FiT Framework**.

PARENTAL SATISFACTION

Each year the Mayor's Office surveys the parents of *Challenge Foundation Academy* to gauge their satisfaction with the school. Below are the rates of overall satisfaction reported each year that the school has been in operation. *Vision Academy* has an organizational viability goal based on parent satisfaction, and will use the same measures and processes as CFA.

Figure Thirteen: Parent Satisfaction Rates of *Challenge Foundation Academy*



B. Special Student Populations

Vision Academy is committed to creating a safe, challenging, and rigorous learning environment for ***every*** child, regardless of situation or learning profile. Our school will be open to all children and committed to providing each of these scholars a free and appropriately rigorous public education in the least restrictive environment possible. Through our experience at CFA, we've developed a specific framework for serving scholars with special learning needs. In starting *Vision Academy*, we intend to replicate and improve upon many of the processes and strategies that we have employed in our first school.

OUR APPROACH

Our work in serving every scholar begins with a fundamental belief in the rights of every child to be safe, respected, and fully included in a school's learning environment. We believe deeply in the importance of building a school culture that is welcoming, safe, and challenging for every child. These conditions are especially important in serving scholars with special learning needs.

In fact, the priority that we place upon safety requires that we are especially attentive to ensuring every child is not only physically safe, but also comfortable working alongside scholars of varying abilities, backgrounds, and learning profiles. To ensure this, we will employ a structured school environment that allows scholars to feel confident taking academic risks. We fully endorse learning from academic mistakes, and we will reward scholars who do so. We intend to teach our scholars and reinforce through our language and daily rituals the importance of respecting and appreciating the diversity of perspectives and ideas, and strengths and challenges in every classroom, just as we will support each scholar's individual and unique vision for their future.

In staffing our school, we expect to recruit and hire teachers who embrace the challenges of teaching scholars with diverse learning needs. We will support our teachers in this endeavor with effective tools to measure the academic proficiency of each child, determine his/her skills

in relation to grade-level standards, tailor instruction to this scholar's needs and vision, and then follow his/her growth over the course of the year.

RESPONSE TO INSTRUCTION

We expect to employ the Response-to-Intervention system (RtI) as an overall means to organize, govern, and monitor the progress of each child, including those with special learning needs. On whole, RtI focuses squarely on a child's academic performance and growth, as opposed to simply his/her learning profile or suspected disability. We plan to use RtI in determining how we identify children with special needs, allocate resources to them, and assign scholars to intervention groups based upon academic performance, rather than purely based upon the language they speak at home or an identified disability.

Each school year, we will assess all scholars through formal tools, like quarterly benchmarks, Reading A-Z, and NWEA tests, as well as informal means, like classroom observations and teacher or parent reports. During RtI meetings, a *Scholar Study Team*, consisting of staff members with expertise in special learning needs as well as the classroom teacher and an administrator, will review the performance of every child (by grade) and organize scholars into one of the three tiers listed below.

> **Tier I:** includes general classroom supports that benefit the growth and development of all scholars. Teachers may adjust or tweak these supports to address the academic and behavioral needs of specific scholars or groups of scholars; yet, they occur within regular classroom level systems and supports for young learners.
>
> **Tier II:** includes special supports and interventions designed to address the specific needs of a subset of scholars within a small group setting. These scholars are generally below or significantly above grade level, or they have distinct behavior needs. Scholars in Tier II receive special support through small group interventions outside of core academic time.
>
> **Tier III:** includes individualized supports and interventions designed to address the specific needs of scholars in a special setting. T3 scholars are significantly behind, or they have distinct behavior needs that require significant individualized attention. Along with tailored T2 supports, T3 scholars receive individualized assistance in class (push-in) as well as extra help outside of class focused core skills especially in literacy and math. T3 scholars may or may not have a diagnosed learning disability; nonetheless, our Special Services Team members (Special Education teacher and ESL teacher) and Literacy Specialists will meet with each T3 scholar (in small groups) at least three hours a week.

In most cases, scholars will progress through these tiers, based on performance. For instance, our Scholar Study Team may decide, based on assessment data and in consultation with parents, to assign a scholar (reading below grade level) to Tier II; he/she will then receive targeted interventions associated with this tier, which will be tracked appropriately. Within four weeks, the grade level team will assess the progress and achievement this child has made toward his/her established goal and determine whether or not he/she needs to be moved to another tier in our system. Scholar Study Teams will meet bi-monthly (or more frequently if needed) to follow the progress of each child, identify those who might need to move up or down a tier and identify specific measureable goals for intervention.

If the interventions prove to be ineffective or the child is not making sufficient progress, the Scholar Study Team will adjust or implement a different set of interventions. The team may also consult with the child's parents and recommend a psychological evaluation to determine

whether the scholar's needs warrant an individual education plan (IEP) and special education or related services.

However, there are times in which a child may need to be moved to Tier III soon after the year begins. In some cases, a returning scholar may have ended the previous school year in Tier III and, upon review of assessment data and in consultation with the parent, continue to need high levels of support. In other cases, new scholars enroll in our school with an Individualized Education Plan (IEP) that requires especially high levels of support or he/she enters our school reading significantly below grade level expectations; in such cases, we may decide to move a scholar immediately to Tier III.

Interventions, regardless of tier, are scheduled and implemented in a manner that gives scholars who need extra support the greatest access possible to the general education classes and curriculum. Scholars in tier II or tier III will be removed from the general education environment only as needed for support or, in other situations, when the special education services demand a modified curriculum or the provision of these services in a more restrictive environment.

Our work with the RtI system at CFA has shown us that communication and clarity is critical to ensuring that scholars are progressing positively and all stakeholders are aware of the child's goals. The family of each scholar that is discussed in RtI will receive a letter that explains the process and that we have identified a specific academic need in their scholar. Each member of the Scholar Support Team takes part in and is informed of the specific goals of each scholar that goes through the process to ensure the ownership of academic achievement by every stakeholder. At *Vision Academy*, we intend to maintain clarity and communication to ensure that each scholar is receiving the most appropriate intervention.

Finally, we employ and continually refine a similar system of data-based interventions at CFA and have found it to be an especially helpful way to organize our supports for special learners, based on assessment information and the progress they are making towards discrete learning goals. We include a detailed description of the process through which we would measure student progress through RtI in Attachment J.

ENGLISH LANGUAGE LEARNERS

Vision Academy is committed to meeting the needs of all learners, including those with limited English proficiency or who speak a language other than English at home. The Home Language Survey, completed as part of our enrollment packet, will help us identify scholars who may require language support. Still, as with every other child in our school, we intend to support our scholars with limited English proficiency through the RtI system. We will place scholars who require additional assistance in Tier II or, in time, Tier III, based on the assessment data; then, during bi-monthly meetings, our Scholar Study Team will meet to identify methods of interventions, goals and the means to assess scholars' progress. The Scholar Study Team also takes responsibility for informing parents of their child's initial place in our RtI system and, subsequently, the progress they make each quarter.

Best practices in serving scholars with limited English proficiency require that teachers employ a variety of intentional, language-based strategies towards building scholars facility with English, while simultaneously building their mastery of explicit content, as described in the Common Core State Standards and Core Knowledge sequence. Through Core Knowledge (Listening & Learning, Science, and Social Studies) and enVisionMATH, our curriculum is fully capable of supporting. Yet, based on the needs of our scholars, we also intend to set aside ample time to

provide our teachers with the necessary training and support in implementing teaching strategies to best serve students with limited English proficiency. See Attachment K for a list of CFA's best practices in ELL.

Should the needs of our scholars demand it, we will target through our hiring process educators with expertise in English Language Learning so that we can be sure that we have a resident expert available to support all teachers implementing best practices. Our ELL specialist will be responsible for assisting the classroom teacher in designing a classroom that will meet the needs of these scholars as well as the other scholars in the class, to ensure each is provided with the best opportunity to attain their personal vision for their future.

SPECIAL EDUCATION

In order to meet both the administrative and service needs associated with special education, we intend to create a Special Education Cooperative to support *Vision Academy* through our Executive Support Team. Through this Coop, we will ensure both *Challenge Foundation Academy* and *Vision Academy* meet our high standards of support for scholars as well as the legal and administrative requirements associated with Special Education and serving scholars with limited English proficiency (LEP). Our Executive Director will ensure all services are appropriate, financially feasible, and reported to the state. The principal, assistant principal, and Special Education teachers will work collaboratively to ensure that state and reporting requirements are met.

We will also make sure that our faculty is effectively trained and knowledgeable both about the scholars with an Individual Education Program (IEP) and the requirements outlined in the IEP that they must meet. Our faculty will work with each scholar's family to update the IEP as needed. The child's Special Education Teacher, his/her classroom teacher, his/her Literacy Specialist, parent, and an administrator will be expected to attend all meetings. Our Special Education Teacher and administrators will form a team that follows checklists of specifications of (special education laws) IAC 511, Article 7, and Federal Law IDEA, ADA 1990 and Part 504 of the Rehabilitation Act of 1973, to ensure we are in full compliance with each one.

In keeping with our approach and our commitment to families, we also assure that parents of scholars on IEP's as well as those receiving intervention will be fully included in all appropriate school activities and functions. Parents, especially those of children with learning challenges, will be an integral part of the evaluation and program planning of their individual child. It is our goal, that every scholar at *Vision Academy* establishes a vision for his or her future. This goal will remain constant throughout our work with scholars with special needs and their families.

Consistent with Special Education law, every scholar that moves into the school with an IEP from a previous school will have a move in conference within 10 days and parents will participate in the conference to ensure that their child receives appropriate support to meet their needs. In addition, we will conduct a case review with parents at least once yearly to update the scholar's progress and goals. Finally, parents will be encouraged to request a meeting with teachers any time during the year to discuss any concerns they may have.

As mentioned earlier, we intend to contract with outside agencies to ensure scholars have all appropriate services. At CFA, we currently contract with *Easter Seals* to provide speech/language and occupational/physical therapy to our scholars, who require this assistance. They are in full support of CFA's replication, and we would look to extend this partnership to *Vision Academy*. Consistent with current practice, a licensed OT, PT, and Speech/Language Pathologist will come to our school and give direct service to those scholars who need this

support, as described in their IEP. We also expect to utilize our existing relationship with Meridian Psychological Associates or reach out to other local agencies if needed to conduct psycho-educational evaluations for scholars who require such assessments.

Vision Academy will comply with all applicable state and federal statutes and regulations related to providing services to scholars with disabilities. The Executive Director will provide assistance in the state and reporting requirements at both schools. Our Special Education Teacher and administrators will hold the responsibility for all reporting with necessary guidance from CFA. We will also continue to enlist the assistance of Alexandra Curlin, a local attorney specializing in Special Education law. We will contract with Curlin to review our Special Education files annually. Curlin will also advise our staff in the legal principles of special education (least restrictive environment etc.), as well as the specific steps our teachers must take to ensure that we provide appropriate modifications and accommodations to our scholars with special learning needs. We also expect to use Curlin's services on an as-needed, retaining-fee basis throughout the school year.

STAFFING AND DEVELOPMENT

Vision Academy will hire educators who fit the mission of our school and believe that every scholar can achieve. Our teachers will be a part of a staffing plan that has been designed to enhance the learning of our youngest scholars, especially those with special needs.

In grades K-2 (and 3rd grade in Year 1) each classroom will be co-taught. With two teachers in each classroom, our scholar to teacher ratio is reduced to 16:1. This allows our scholars to receive more individualized and differentiated instruction in the classroom. For our special needs scholars, this also means instructional support is now built into the classroom structure. For example, with our co-teaching model, direct instruction can occur while the second teacher is providing individual guidance to a small group of ELL scholars working through guided notes. As well as serving scholars who may have special needs, our purpose in choosing this model is to ensure all scholars are reading at or above a 2nd grade reading level by the end of their 2nd grade year at *Vision Academy*. For our highest academic scholars, this provides a setting in which they will be academically pushed beyond their grade level while still receiving the reinforcement of the daily instruction.

While we hold high expectations for our early elementary scholars and teachers, we also recognize the exceptional needs of individual scholars. If there are situations in which a scholar is promoted to third grade or above, yet is still a struggling reader (age, previously retained, etc.) we will employ Literacy Specialists to provide intensive literacy support for individuals and small groups. They will be responsible for providing intensive interventions focused on improving the reading and writing abilities of these scholars at an accelerated rate. We will seek out programs such as Reading Mastery, which have established curricula proven to increase phonemic and phonological awareness of struggling readers at a quick pace, for the Literacy Specialists to use with these individual students. Our specialists will also work in small groups with our most advanced scholars. These scholars will be provided venues to read, write, and discuss in critical ways that may be difficult to offer in a whole class setting. Again this provides an ideal model for continually serving our highest and lowest achieving scholars.

Our professional development at *Vision Academy* will be based heavily upon our instructional rubric and research-based instructional strategies. Our rubric identifies highly effective teachers as those who anticipate student misunderstandings and preemptively address them, and those who modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement. Our professional development will explicitly model and teach

ways in which teachers can do this for all learners including special education students and English Language Learners.

SPECIAL EDUCATION FUNDING

We expect to use a combination of general funds and IDEA Part B monies to fund the support we provide scholars through interventions and special education. We expect to employ Title I funds to cover costs associated with our Literacy Specialists and a combination of IDEA Part B and Title I funds to pay for a portion of our Special Education Teachers as well as the costs associated with Special Education administration, contracted services and evaluations.

Figure Eight below outlines our projected expenses in special education on a per scholar basis, based primarily on our current expenses at CFA. We expect that 15-20% of our scholars at *Vision* will be on an IEP, a percentage slightly higher than our population on IEP's. However, given the demographics of our targeted area, we also expect to enroll a higher percentage of students with Limited English Proficiency, which may require we allocate additional resources to serve these scholars' language needs.

Figure Fourteen: Special Education Expenses

Expense	Cost Per Scholar	Total Costs
SPED Administration	$26.32	$7,000
Psychological Evaluation	$16.98	$4,500
Occupational Therapy/ Physical Therapy	$76.38	$20,200
Total Expenses	**$119.67**	**$31,700**

We expect to use supplemental - primarily IDEA and Title One - funding to provide appropriate levels of service to each scholar with special needs. These services include:

- **Academic Support and Enrichment:** Literacy Specialists and Special Education teachers will provide scholars in Tier II and III with extra support in the regular classroom ("push in") as well as outside the classroom ("pull out"). Our Special Education Teachers, in consultation with parents, and the child's classroom teacher, will determine the frequency or amount of pull-out and the specific content area to be remediated, as detailed in the child's Individual Education Plan. Scholars significantly above and below grade level will receive intervention support.
- **Psychological Evaluation:** In the instance in which outside evaluation is needed, *Vision Academy* will contract with *Hazzard Associates* (or other vendor) to evaluate scholars for special learning needs.
- **Legal and Administrative Consultation:** *Vision* will contract with an outside consultant to provide legal consultation, guidance and oversight to ensure that the school compliant with Special Education rules and regulations.
- **Speech Therapy, Physical Therapy & Occupational Therapy:** These services will be provided according to each student's IEP through an outside partnership, most likely *Easter Seals/Crossroads*.

C. Enrollment

Vision Academy will offer a college preparatory K-8 education to the scholars and families on the near Westside of Indianapolis. The school will open in the Fall of 2013 as a K-3 school. Each grade level will consist of two classrooms, and each classroom will contain 32 scholars. In Year 1, *Vision Academy* will begin with 256 scholars and enroll 64 new scholars each year. Please see a full table of our enrollment projections later this section.

We are confident that our model will serve families with young children, as well as families of multiple children that span the four lower grade levels. The scholar size of our model was also chosen delicately. We identified the number 256 as our target size for Year 1, based on our research of other schools starting up and the fact we feel we must limit the size of the school initially to ensure it serves students effectively. This enrollment size also allows us to establish a strong culture with scholars who have not previously experienced the *Vision Academy* way of education. Beginning our first day, our entire team will be hyper-focused on establishing the strongest possible academic culture across the school.

We have also shaped our class size to intensively support literacy in the early grade levels. Each K-2 classroom (including K-3 in Year 1) will have two full time teachers. This co-teaching model lowers the scholar-teacher ratio to 16:1. When scholars are working in small literacy groups, this ratio drops to 8:1. This is the means by which we will ensure we reach our goal that all scholars are reading at or above grade level by the end of 2nd grade.

With two teachers in each classroom at the lower elementary level, and an "all hands on deck" approach to establishing culture and expectations in the first week of each school, we expect our scholars and teachers to understand, execute, and meet expectations within the classroom. With a culture that is well known to each individual scholar and scholars that enter each grade level at or above grade level reading, teachers in grades 3-8 will be able to effectively manage and instruct a classroom of 32 scholars. We will also hire highly talented Literacy Specialists to provide small group reading support at each grade level in grades 3-8. With three teachers at each grade level, the scholar-teacher ratio is reduced to 21:1.

CFA ENROLLMENT FOR '12-'13

By request in the Replication Application, we include current CFA Enrollment figures. Two months into the '12-'13 school year, we currently have 482 scholars enrolled – equal to the number enrolled on ADM day, Sept. 14.

Figure Fifteen: Enrollment by Grade at CFA

	Target	Scholars Enrolled	Returning Scholars	New Scholars
Kindergarten	72	74	2	72
First Grade	72	75	65	10
Second Grade	94	76	59	17
Third Grade	72	101	85	16
Fourth Grade	75	78	63	15
Fifth Grade	75	78	67	11
Total Enrolled	**460**	**482**	**341**	**141**

In addition to the enrollment information (same as above), Figure Seventeen includes information regarding CFA's current attendance and tardy rate –both of which equal rates last year.

Figure Sixteen: CFA Enrollment and Attendance Rate since Sept. 2008

Attendance	Sept. '08	Sept '09	Sept. '10	Sept. '11	Sept. '12	Target
Scholars enrolled*	394	425	479	476	482	460
Ave. Daily Attendance	97.2%	97.4%	97.5%	97.5%	97.2%	97%
Ave. Daily Tardy	10.2%	6.0%	6.3%	6.9%	6.1%	7.0%
Enrollment by Grade						
Kindergarten	72	75	73	75	74	72
First Grade	70	71	98	76	75	72
Second Grade	71	76	77	95	76	72
Third Grade	75	75	79	76	101	94
Fourth Grade	54	77	73	78	78	75
Fifth Grade	52	51	78	77	78	75
Total Enrolled	**394**	**425**	**478**	**477**	**482**	**460**

RECRUITING AND MARKETING PLAN

At *Vision Academy*, we will market the school across Indianapolis yet focus on the near west side. We decided on this particular school size after completing market research in the community. We also believe starting a school with a slow start model (enrolling one grade level at a time over a number of years) at the primary grades is most appropriate for ensuring a strong organized school culture. Based on surveys conducted throughout our target neighborhoods, the vast majority of parents are eager to enroll their children in a strong, orderly local school. (Please see Attachment Y for an example of our survey and a summary of results). Therefore, we will use a 3-stage recruiting and marketing plan that includes **Connecting and Learning** (stage 1), **Engaging and Informing** (stage 2), and **Mobilizing** (stage 3).

We have already begun the first stage of **connecting and learning**, in which our school development team (Executive Director, Associate Director, and Board of Directors) meet with leaders from the community to share the mission and vision of the school, establish initial relationships in the community, and gain opinions, insight, and history on the community from its members and organizations. Most importantly, the Associate Director has been canvassing door to door, gaining opinions from families on what they would want a great school to offer to West side families. Essential figures during this stage will be heads of neighborhood associations, local church pastors, local school principals, Mayor's office liaison of Riverside, Haughville, and other neighborhoods, and directors of local community centers.

The second stage of development, **engaging and informing**, consists of direct communication with the targeted school population. This communication will occur through several mediums including but not limited to newspaper advertisements, public service radio and television, the construction and launch of an Internet site, advertisement and convening of informative open house meetings, door-to-door canvassing, etc. We will develop brochures with an overview of our school's program, which we will be handed out at meetings and posted in common locations

or at places of business of our community partners where people will have an opportunity to become aware of the school. This stage will take place not only within our targeted neighborhoods, but also around the city. This stage will be executed by members of the school development team as well as community partners established through stage 1.

In the **mobilizing** (third) stage of recruiting and marketing, we will gather and inform families of enrollment processes. We will hold informational meetings about the school, its campus, and provide answers to any questions that may be offered. Details about the school, its functions, and critical information within the scholar handbook will be provided during the mobilizing stage. The enrollment process for the first year is included within this stage. *Vision Academy* will operate under the mindset of this mobilizing stage until full enrollment is achieved in 2018-2019.

It can be assumed that these stages of recruitment and marketing will overlap many times, and efforts at each stage will be made each year. As partnerships grow and word spreads, we will nurture relationships at an urgent pace.

We understand the challenges of maintaining strong communications with language-minorities and, thus, will translate our information into all of the languages prominent in the communities around our school. We are also building relationships with religious and civic leaders in the community to gather their guidance as the best way to reach out to a diverse cross section of families.

ENROLLMENT PROJECTIONS

Below, Figure Fourteen displays the six-year enrollment plan for each year beginning with a 2013 opening. Enrollment is projected below, in Figure Fifteen.

Figure Seventeen: *Vision* Enrollment Projections

Year	Grade Levels	Total Enrollment
2013-14	K-3	256
2014-15	K-4	320
2015-16	K-5	384
2016-17	K-6	448
2017-18	K-7	512
2018-19	K-8	576

Vision Academy will implement a scholar recruitment strategy that complies with Indiana charter law IC 20-5.5-5 that includes, but is not limited to, the following strategies to ensure a racial and ethnic balance that is reflective among scholars in the district.

- Outreach meetings with parents in several locations
- Development of promotional and marketing materials that reflect the population
- Distribution of promotional and marketing materials to various racial and ethnic groups
- An enrollment process that complies with the desegregation order, a goal of 15-85% African-American scholar enrollment.
- A scheduled enrollment process that includes a timeline

Applications will be accepted from January 2- February 28. A lottery will be initiated if the school reaches capacity for school year 2013-2014 on March 1st. The lottery will be by grade level, starting with Kindergarten. Sixty-four (64) names will be called in each grade.

The lottery will be governed by a few rules:

- All scholars who have applied will be admitted unless demand exceeds the number of seats scholars per grade level (64);
- If a scholar is chosen and there is a sibling or siblings who want to attend, the siblings will be given preference so the family can attend the same school;
- If an elder scholar is chosen whose younger siblings did not make it in earlier rounds, the siblings will be able to attend. (This is a situation where some class sizes may vary);
- Scholars that are enrolled in the school will be able to re-enroll the following year as long as they are in good standing. All outstanding fees must be paid with a zero balance or written arrangements made for payment of outstanding fees. If a sibling did not attend the school before but now wants to be admitted preference will be given to the sibling to keep families together;
- The lottery will be conducted on the first Tuesday of March each year;
- A waiting list will be established for each grade level if applicable.

Vision Academy Proposed Enrollment Calendar

Jan. 2	Enrollment Window for '13-'14 Begins
	Begin Accepting Applications for '14-'15 School Year
Jan. 31	*Vision Academy* Campus Information Session for Interested Families
Feb. 28	Application Deadline for New Students
Mar. 5	Enrollment Lottery 5PM (As needed)
Mar. 15	Letters go home to Applicants with a spot in our school
Mar. 29	Deadline for Families to Return a Confirmation of Plans to Attend
Apr. 6	Family Orientation 5:30-6:30 pm*
Apr. 11	Family Orientation 8:30-9:30 am*
Apr. 19	Family Orientation 5:30-6:30 pm*
Apr. 26	Enrollment Packets Due

During each Family Orientation, we will distribute the *Vision Academy* Family Handbook and other critical information and introduce families to our mission, program, rules and expectations. Parents' attendance at an orientation on one of the above listed days will allow them to be fully oriented to the systems and expectations of the school as well as the specific responsibilities of parents as well as our faculty to support their children and help them progress.

D. Facility

Vision Academy is currently working closely with local leaders to locate, acquire, and build or renovate a site. We are prioritizing a specific site on the west side of Indianapolis within the 16 Tech Development.[13] If we are successful in our site acquisition, *Vision Academy* anticipate building a new facility with sufficient green space for a playground and other outside learning environments. As stated elsewhere in our application, we are working closely with *Canyon-Agassi* as well as IFF to acquire adequate financing, if the charter is approved. So far, these conversations have been very promising. David Feinberg and Antonio Gonzalez of *Canyon-Agassi* are currently preparing their case for investing in Vision, immediately following charter approval, if it occurs.

[13] We have also submitted a letter to the Indiana Department of Education and are exploring the acquisition of IPS buildings that they are not currently using, recently made available through legislation; however, we are ineligible to apply to reside in an unused IPS building without an approved charter. There are also no current empty IPS buildings near our target area.

The tables below outlines some basic parameters of the space we anticipate needing to accommodate 550+ students.

Figure Eighteen: Facility Guidelines for Vision

Grade Level	Quantity of Classrooms	Approx. Total Square Footage
KG	2	1,920*
Grade 1	2	1,920*
Grade 2	2	1,920*
Grade 3	2	1,920*
Grade 4	2	1,920*
Grade 5	2	1,920*
Grade 6	2	1,920*
Grade 7	2	1,920*
Grade 8	2	1,920*
Total	**18**	**17,280**

** Assumes 960sq/ft per classroom*

Additional Needs	Quantity of Rooms	Approx. Total Square Footage
Special Education	2	1,500
Art Room/with storage	1	1,000
Music Room/with storage	1	1,000
Multi-Purpose Room & storage	1	3,200
Media Center	1	2,000
Nurse's Station	1	225
Total Admin Office/Meeting Space	1	2,000
General Custodial	1	150
Misc. Storage	1	750
Gymnasium	1	TBD

Based on enrollment projections, we are looking to build a structure with 60,000 sq/ft. on a 6-8 acres lot – large enough to accommodate the school facility, recreational space and adequate parking. The projected size will provide adequate space for our kindergarten through 8th grade program as well as a gymnasium to host family meeting, large-scale convocations, community events, athletic competitions and scholar performances.

Vision Academy is currently exploring a number of construction options for acquiring a facility. Anticipating a construction cost of $115 -130 per square foot and additional uncharted space, we anticipate spending $7-8 million on a building, if new. We are currently working with *Schmidt and Associates* to design a building that is both cost effective and especially inviting to our students and families. See Attachment M for a timeline of facility attainment.

CORE QUESTION FOUR:
IS THE SCHOOL PROVIDING THE APPROPRIATE CONDITIONS FOR SUCCESS?

A. Mission

At *Vision Academy* we provide a college preparatory education through a rigorous, literacy-based, content-rich program that ensures our scholars are prepared to succeed on their path to college with the vision they create for their future.

B. Educational Model

As discussed earlier in Section 1, *Challenge Foundation Academy* has shown progressive growth over the last four years to become a school that matches the Indiana state average for ISTEP proficiency. CFA's most recent scholars, a population of 98% African American and 81% eligible for free or reduced lunch, achieved 80% proficiency for ELA and Math ISTEP, as well as 97% of all the 3rd grade scholars passed IREAD. The teachers and staff have made great efforts to create vertically aligned curriculum plans, rigorous assessments, and cross-curricular connections so that their scholars receive a content-rich, literacy-based education. CFA sets yearly goals for specific percentages of students to make 1 year and 1.5 years of growth on assessments such as NWEA and Reading A-Z. Such goals have continually held scholars and teachers to high expectations, for which they consistently strive. *Vision Academy* will use these successes as a benchmark and this hard work as a model for serving the children of the near west side.

The educational model of the *Vision Academy* is grounded in our belief that every child has the ability to succeed at high levels. We will accomplish this by developing a school that embraces research-based instructional models, aligned curriculum design, state-of-the-art technology, strong character education, and high academic standards. These components coupled with a highly trained staff and progressive leadership will prepare scholars to set and achieve the vision for their future.

Teachers will utilize the gradual release method of instruction to model academic expectations, support scholar understanding and mastery, and allow for independent practice and assessment, commonly referred to as "I Do – We Do – You Do."[14] Teachers will also employ the inquiry-based method of questioning and discussion for topics and genres that are best supported by this form of instruction. This method provides the venue for students to think critically and articulate thoughts and critiques.

We also know that for any school, the level of college-preparedness can be determined by how much its scholars read, write, and discuss.[15] We will ensure we offer a college preparatory program by enhancing the Indiana State/Common Core standards with the *Core Knowledge* curriculum. This will create an overall program of study that will include the depth and breadth necessary to meet the needs of all scholars using a literacy-based curriculum in which our scholars will constantly read, write, and discuss its content and concepts. The alignment of *Core Knowledge* with the Indiana State/Common Core Standards will serve two fundamental purposes.

1. It will assist those scholars who have not had the benefits of a home rich in literature or the opportunity to experience the world through multiple venues. *Core Knowledge* brings these experiences to the classroom. The design of the school will

[14] Fisher, Douglas, and Nancy Frey. (1998). "*Better Learning Through Structured Teacher: A Framework for the Gradual Release of Responsibility",* p.2, quoting Pearson and Gallagher.
[15] Schmoker. (2011). *Focus*. Virginia: ASCD.

allow scholars to interact with the world through literature and technology within the confines of the school building. Concurrently, it will also allow teachers to use the community as a classroom to construct theme-based field study to expand, enrich, and validate what is happening in the classroom. The design invites and encourages opportunities for school/business partnerships that will further the learning experiences of all scholars.

2. Scholars who have had the benefit of rich experiences that align with our curriculum will have the opportunity through *Core Knowledge* to reflect upon and question their assumptions. Since these two enhanced learning opportunities will be taking place in tandem, all scholars will have the opportunity to learn through the thoughts and experiences of others.

In short, we expect that all scholars will be prepared with the skills and knowledge to attend a college preparatory high school through the basic structure of our curriculum, coupled with the fact that we attend closely to reliable measures of scholar growth. A rich central curriculum built around the Indiana State and Common Core standards combined with smart allocation of instructional resources, addressing learning gaps as they appear has proven to be a powerful means to ensure every child in our care is making substantial academic progress.

We will also employ a "balanced literacy" approach that includes word study, read aloud, shared, guided, and independent reading. The workshop approach to literacy instruction will allow us to differentiate our program at each grade level based on scholars' needs and allow teachers to work with scholars in small groups as well as individually throughout the literacy block.

We will also use the Response to Intervention (RtI) model to lend extra support for scholars who are not yet meeting grade-level standards. Interventions will include, but are not limited to: small group pull outs by the grade level Special Education teacher, small group work with the Literacy Specialists and after school tutoring.

At *Vision Academy*, we intend to offer an extended instructional day, beginning at 8:00am and ending at 4:00pm on four days each week (Wednesdays will begin at 8:00am and end at 2:00pm for scholars). Families in our targeted location have asked for a school that offers multiple after-school programs. As we grow, we intend to couple our regular academic program with ample after-school opportunities, offering enrichment programs, extra tutoring, and athletics. We expect at least half of our scholars will stay with us until 5PM three days a week. Finally, we also hope to extend our strong relationships with the YMCA and offer a fee-based before and after-school programs to our scholars in order to accommodate our parents' work schedules.

A DAY IN THE LIFE OF A SCHOLAR (MONDAY)

Charles, a Kindergartener, is greeted by several members of the *Vision Academy* staff as he walks into the cafeteria for breakfast at 7:30am. He quietly follows the predictable routine for getting breakfast and beginning his morning brainwork. At 8:00 his teachers enter the cafeteria and the principal leads his Kindergarten class and the other K-2 classes in the Daily Vision Setting, while the other grades silently file out to their classrooms.

Once Charles returns to his classroom, Stanford University, at 8:10, he greets his teacher and quickly completes his morning routine and finds his spot on the carpet, where he chorally responds and thinks critically through the Morning Calendar Meeting with his fellow scholars.

From 8:30 until 8:55, Charles learns the sight words that he should look for throughout the day, and then points them out during the whole group read aloud, celebrating enthusiastically each time he or his classmates correctly identifies one.

From 8:55-9:40, during phonics small group time, Charles works individually and in pairs for 13 minutes at a time to reinforce phonics skills that were previously taught using reading, writing, or kinesthetic activities. He also rotates to both of his classroom teachers for more individualized and focused phonological and phonemic awareness instruction.

Once phonics instruction has ended, Charles and his fellow scholars gather on the carpet to engage in the minilesson on describing setting from 9:40-10:25am. He heads back to his seat to complete an independent description and drawing of the setting from the morning read aloud.

After a quick restroom and snack break, Charles rotates through three stations focusing on phonics, partner reading, or writing, as well as seeing both classroom teachers for 13 minutes each to focus on the minilesson objective and fluency.

At 11:20am, Charles gathers at the carpet during the Vision Block to answer the Think Now question. He then listens and watches his teacher read *Wilma Unlimited* and identifies with his classmates the steps she took to become a gold medalist. He energetically celebrates with fellow scholars after he shares one of his thoughts on how her steps helped her achieve her goal. He then returns to his seat to draw and write out the steps it takes to reach a goal he has set.

Charles enjoys his lunch from 11:50-12:15, quietly chatting with his peers.

He follows his class's line silently through the hall and enters Stanford University for math at 12:15pm. Charles engages in the lesson on extending shape and color patterns with his fellow scholars.

At 1:15pm, he quickly pulls out his writing folder watches his teacher model using ellipses in her writing. Once his peers begin their writing, one of his teachers calls him to a small group table, where he explains what ellipses are used for and practices using them with her.

From 2:15-2:35pm, Charles is unintentionally developing his own interpersonal skills through play at recess. He loves it.

Back at the carpet, Charles is introduced to kings and queens. He listens to a fairy tale about land far away and long ago and discusses what he has learned with his partner. He then practices his fine motor skills by constructing a picture of an aspect of fairy tales that is not-real or "make-believe."

From 3:00-3:50pm, Charles practices physical awareness and body control during PE. His teacher models the movements Charles needs to make to stay in the game, as well as what he must do to re-enter if he gets out.

Just before 4:00pm, Charles listens to his teachers' last word for the day and recites their classroom salutation at the end of the day. Once the day has ended, Charles heads to his Monday Club course where he learns the beginning phases of acting and drama. Charles leaves for home with his mom at 5:00pm, excitedly telling her all about his day.

"A DAY IN THE LIFE OF A TEACHER" (WEDNESDAY*)

Mr. Williams and Ms. Jones are second grade co-teachers. Each reports to his/her assigned post at 7:30am, to greet car riders and parents as they arrive for the day. Mr. Williams returns to the classroom at 7:50 to prepare while Ms. Jones stays at her post and picks up the scholars at 8:00am. Mr. Williams and Ms. Jones greet each scholar and begin the Morning Calendar Meeting once all scholars have finished their morning routine.

From 8:30 until 8:55, Mr. Williams and his co-teacher, Ms. Jones, are leading the vocabulary and read aloud instruction, using each other as modeling tools for think-alouds. During phonics instruction, Mr. Williams and Ms. Jones each leads a small group of 5-8 scholars, differentiating based upon the group. Between the two teachers, each small group receives direct instruction each day.

At 9:40, Ms. Jones leads the scholars through an ELA minilesson while Mr. Williams circulates and ensures 100% engagement. He also confers with individual scholars, especially those with IEPs, to prevent or attack any breakdown of understanding for individuals. Then from 10:35-11:20, Mr. Williams and Ms. Jones assume their small group instructional roles for guided reading, in which they highlight the day's minilesson and intensely focus on comprehension and fluency using real texts.

During the Vision Block, both Mr. Williams and Ms. Jones teach scholars about how their character affects their vision. Again, this teaching team uses each other to model and demonstrate the objective. They then facilitate dialogue between scholars and guide reflection.

At 11:50, Mr. Williams and Ms. Jones drop off their scholars at lunch and head to the common planning room to eat lunch and debrief their morning or prepare for their afternoon until 12:15pm.

While scholars are attending Music from 12:15-12:55 on Wednesdays, Mr. Williams and Ms. Jones use their prep period as collaborative time to monitor progress of scholars on an RTI plan. The rest of this time is individual prep time.

From 12:55-1:55, Mr. Williams is leading a whole group math lesson. Ms. Jones replicates the actions of Mr. Williams from the ELA minilesson: circulating and conferring. Math guided practice becomes a small group session in which Mr. Williams pulls specific scholars to his table and differentiates, while Ms. Jones pulls students who have clearly mastered the objective and pushes them to high levels of thinking and interpretation.

On Wednesday, the day ends at 2:00pm with Mr. Williams and Ms. Jones sharing their last words and leading the end of day salutation. The teaching team ensures scholars have been safely dismissed until 2:15pm.

At 2:30, each grade level begins its professional development cycle. For forty-five minutes, grade level teams will rotate through a grade level cluster meeting focused on developing strong instructional strategies and practices. They will also convene a professional learning community (PLC) in which they normalize rubrics and assessments, perform item analyses, etc. Finally, the teams have team planning time in which grade level teachers can do lesson targeting and discuss the upcoming week's lessons. Wednesday professional development concludes at 5:00pm. RTI meetings occur with individual classrooms on Tuesdays during prep. All other prep periods are time for co-teaching teams to collaborate and prepare strong instruction.

Total Instructional Hours per Week: 35 hours and 55 minutes

Total Planning/Development Hours per Week: 6 hours and 30 minutes

*Each Wednesday our scholars will be dismissed at 2:00pm. This is for the purpose of efficiently and effectively providing professional development to our staff in a differentiated and undistracted environment. This option was chosen with the *teachers* in mind, knowing their day-to-day duties require a great deal of mental effort. This early dismissal day allows them to fully dedicate their thoughts toward reflection and development.

See Attachment V for details on ***Vision Academy's*** **daily schedule** and **school calendar**.

C. ACADEMIC STANDARDS

On whole, our curriculum at *Vision Academy* is designed to help scholars create a vision for their future and prepare them for college. In determining appropriate standards for students at each grade level, we examine closely the curricular expectations of Indianapolis's most rigorous, college-preparatory high schools and "plan backwards" in determining what each child must know and be able to do to be appropriately prepared for the next grade. The explicit standards we set at each grade coupled with the Core Knowledge our scholars learn about at that grade allows each young person to exit the school as an eighth grade graduate ready to succeed in a college preparatory high school.

EXIT STANDARDS

Vision Academy will ensure that its eighth grade scholars are held to the highest academic standards by combining the Common Core State Standards (CCSS) and Core Knowledge (CK) standards. *Vision Academy* plans to follow the state's progression of adopting Common Core and therefore we will use Indiana State Standards to assist in breaking down CCSS and CK standards, Science, and Social Studies standards.

ENGLISH AND LANGUAGE ARTS:

Vision scholars will demonstrate strength and mastery in informational and literary text, writing, listening and speaking, language and presentation skills using multiple forms of expression, as determined by CCSS. Scholars will read and interpret poetry, fiction and non-fiction, sayings and phrases and selected literature. Reading fluency and comprehension will be demonstrated in all grade levels and monitored using assessments such as Reading A-Z. See **Assessment Section** for more details about this assessment.

Scholars in grade eight will show a strong understanding of writing and produce a variety of products including: persuasive, expository and narrative writing. Teachers will use the 6-Traits rubric to assess and monitor scholars' writing. This rubric will ensure college preparatory writing from correct grammar usage to strong voice. Eighth grade scholars will demonstrate comprehension of grade level fiction and non-fiction text by showing at least 80% mastery of the state standards, which will be the goal for each *Vision* scholar. Each eighth grade scholar will complete a research paper as a part of the Vision Design Project, which is described in the **"Capstone Project" section** in detail.

MATHEMATICS:

Based on the Common Core Standards, K-1 scholars will develop age and grade appropriate abilities to understand patterns and classification, understand numbers and number sense; money; computation; measurement; geometry.

Grades 2-4 will develop age and grade appropriate abilities to understand number and number sense; fractions; money; computation; measurement; geometry.

Grades 5-6 will develop age and grade appropriate numbers and number sense; ratio and percent; fractions and decimals; computation; measurement; geometry; probability and statistics; pre-algebra.

Grades 7-8 will develop age and grade appropriate geometry (three-dimensional objects, symmetry, angle pairs, triangles, area), work with whole numbers, fractions and decimals (order of operations and algebraic equations) and work with data (coordinate plane; proportions; geometric proportions, statistics; probability).

Scholars in grade 8 must demonstrate a strong understanding of the mathematics concepts and topics outlined in the Indiana State/Common Core standards. We define "strong understanding" as 80% mastery of the essential standards at that grade level. Scholars will learn how to identify and use rational and irrational numbers. They will also learn how to use functions and how to apply the knowledge of functions and statistics to everyday life. Scholars will have a firm understanding of computation in conjunction with advanced problem solving skills. Our intent is to work closely with feeder high schools to ensure that our oldest scholars leave us ready to succeed in a college-preparatory math program beyond eighth grade.

SCIENCE:

K-8th grade scholars will have a full science curriculum in place in every grade. At each grade, our scholars will demonstrate age-appropriate levels of understanding of scientific methods. Scholars will demonstrate an understanding of physical, life, and earth science. Scholars will learn to view the world scientifically and continually use college preparatory practices by asking questions about nature and to seek answers through discussion and writing. Scholars will also collect and classify objects, count and measure evidence, make qualitative observations, organize data and discuss findings. Scholars in grades 6-8 will also demonstrate the ability to do experiments and write reports on their findings in addition to the above standards.

Scholars in Grade 8 must successfully complete the grade level requirements of Indiana State Standards. (Scholars in grade 6 must pass the Science ISTEP.) Our scholars will be advised as to high school science exit requirements, which include Environmental/Earth, Physical and Biological Sciences. Our leaders will work closely with partner high schools so that our scholars will be adequately prepared to take chemistry, physics, and biology

BEYOND STATE STANDARDS

Many of the Common Core State Standards and Core Knowledge standards align at each grade level, although CK includes standards that provide further rigor and depth. For example, a standard for an eighth grader at *Vision Academy* is to write an equation for a line given two points or one point and its slope. This standard is not included in Indiana State Standards or the Common Core. An example of how CK pushes scholars above the state standards is in fourth grade, in which a math standard is to identify perfect squares, which is a fifth grade state standard.

The Science and Social Studies standards of Core Knowledge will provide the content of our instruction in those subject areas. Social Studies content ranges from Ancient Egypt in first grade to the Affects of the Cold War in eighth grade. Science content spans the study of Dr. Charles Drew to experiencing density and buoyancy. *Vision Academy* scholars will benefit from the scope and sequence work of *Challenge Foundation Academy*, as well as the rigor of the standards provided by CK at each grade level as they read, write, and discuss these subjects.

CAPSTONE PROJECT

Vision scholars will complete a Vision Design Project, which is a capstone project completed by each scholar at the end of the academic year. Through this project, scholars will present their personal vision to a panel consisting of parents, board members, figures of the local community, and teachers. The presentation will require scholars to explain their vision, action steps necessary to attain it, and synthesize the impact of their academics and character on this vision. The desired student-learning outcome of this project is multifaceted:

1. Scholars take ownership of their learning and defend it
2. Scholars gain lifelong skills of setting goals and planning action steps to reach them

3. Scholars synthesize the academic skills, knowledge, and character development gained from their academic year and align them to their vision

Rubrics for design, presentation, and written performance are created and will be normalized through PLCs during professional development on Wednesdays.[16] These presentation scores combined with writing and standardized testing scores will all be used as recommendation for successful completion of the eighth grade. Criteria for a successful eighth grade Vision Design Project are below.

An eighth grade *Vision* scholar must:

- Complete and submit a collegiate Vision Design Project, including end goal and action steps necessary to attain it
- Compile articles or artifacts of their Vision and its impact on the greater community
- Submit a research paper on their collegiate Vision including where they wish to attend college and why
- Create a presentation (i.e., Prezi, poster board, PowerPoint) explaining the Vision Design
- Articulate their Vision Design to a panel
- Synthesize the impact of each academic subject area on their unique Vision
- Synthesize the impact of character values on their unique Vision
- Defend their Vision Design against panel questions

We list the eighth grade Common Core Standards in Reading and Writing that relate to the capstone project below.

Reading Standards for Information Text:
8.RI.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

8.RI.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

Writing Standards
8.W.1 Write arguments to support claims with clear reasons and relevant evidence.

1. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
2. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
3. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
4. Establish and maintain a formal style.
5. Provide a concluding statement or section that follows from and supports the argument presented.

8.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

[16] See **Attachment N** for example of criteria for exemplary presentation.

b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
e. Establish and maintain a formal style.
f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

8.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

8.W.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or typing a new approach, focusing on how well purpose and audience have been addressed.

8.W.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

8.W.7 Conduct short research projects to answer a question (including self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

8.W.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

8.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

b. Apply *grade 8 Reading standards* to literary nonfiction

PROMOTING SCHOLARS

We expect to use several different tools to assess scholars' readiness for the next grade. Standardized assessments, such as the ISTEP, I-READ and NWEA tests, help. Our teachers will also review scholars' class work, benchmark assessments and individual reading level results to assess a scholar's readiness. Any scholar who meets grade-level expectations and is proficient on the ISTEP (all subjects) will be promoted to the next grade level. Our school will also create an Academic Standards Review Team that includes the principal, assistant principal and grade-level teachers. This team will evaluate the readiness of scholars who meet some but not all of the requirements for promotion. The team will also work closely with each child's teachers to inform parents of any concerns throughout the school year.

If the Academic Standards Review Team recommends a child be retained, the team will then meet with the parent to review the case. Of course, if a child is recommended for retention, concerns about his/her achievement of grade level standards will be well documented through our progress reports, report cards and parent conferences throughout the school year. In the end, the school's Principal will make the final decision as to whether or not a scholar should be retained.

D. Curriculum

Vision Academy will use the Common Core State Standards to guide the development of our rigorous, literacy-based, content-rich academic program. We will also utilize the Indiana State Standards where appropriate. For the purpose of this document, we consider these two resources as one, following the state's lead in establishing a process through which all Indiana schools will adopt the Common Core State Standards (CCSS), in replace of our state standards. All grade levels will incorporate the following objectives, content, and skills into English Language Arts and Mathematics:

ENGLISH LANGUAGE ARTS

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determinant technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

MATHEMATICS

Based on the Common Core Standards:

K-1 students will develop age and grade appropriate abilities to understand patterns and classification, understand numbers and number sense; money; computation; measurement; geometry.

Grades 2-4 will develop age and grade appropriate abilities to understand number and number sense; fractions; money; computation; measurement; geometry.

Grades 5-6 will develop age and grade appropriate numbers and number sense; ratio and percent; fractions and decimals; computation; measurement; geometry; probability and statistics; pre-algebra.

Grades 7-8 will develop age and grade appropriate geometry (three-dimensional objects, symmetry, angle pairs, triangles, area), work with whole numbers, fractions and decimals (order of operations and algebraic equations) and work with data (coordinate plane; proportions; geometric proportions, statistics; probability).

CORE KNOWLEDGE, IN DEPTH

Core Knowledge is a collaborative and seamless Pre-K - 8th grade program that we use to augment the Indiana State curriculum. Core Knowledge is closely aligned with the Common Core.[17] In many cases, it includes the content through which our teachers help students build the essential skills included in the Common Core. In developing and refining our program each year, both *Challenge Foundation Academy* and *Vision Academy* regularly examine the alignment between the Common Core and the Core Knowledge Curriculum to assure that each scholar is meeting the basic education standards as well as receiving the enrichment options that are the trademark of a well-integrated, content-rich program design.

The Core Knowledge Curriculum offers scholars a strong base of content, which is sequenced to provide a solid background of knowledge. The specificity of the content eliminates the gaps and repetitions. Through Core Knowledge literature and in-depth historical profiles, the curriculum gives scholars a strong knowledge base in a wide variety of subject areas. Core Knowledge covers all subjects including, Reading/Language Arts, Mathematics, Science, and Social Studies. Combined with the basics of a strong state curriculum, scholars will be given multiple opportunities to investigate the world enhancing their skills to critically assess their role in that world. Scholars who have been exposed to an experience-rich environment will find the Core Knowledge curriculum opens their world to in-depth critical inquiry. It allows scholars to learn content-rich material.

The principal and assistant principal will guide the teachers at *Vision Academy* in crafting a school-wide, year-long curriculum plan, based on both the Core Knowledge scope and sequence and the Common Core State Standards. (The work the Core Knowledge Foundation has done, arranging content in a logical fashion, closely aligned with the Common Core, is a critical tool in this process.) Given the significant time required to construct this plan, *Vision Academy* expects, at least initially, to lean heavily on the work CFA has done to create a school-wide plan.

As mentioned earlier in our application, *Vision Academy* aims to be an official Core Knowledge Visitation School within five years (2017-2018). We are committed to teaching at least 80% of the Core Knowledge Sequence at each grade level, for it is the best way to ensure our scholars have the mastery of content they need to meet the rigors of a college preparatory program. Attachment I includes two sample lesson plans from our curriculum, illustrating the strong alignment between the Core Knowledge Sequence and Common Core Standards.

INDIVIDUALIZED LEARNING PLANS

While we believe deeply in the importance of a solid, sequenced, content-rich curriculum, we also know from experience the importance of flexibility and being able to adapt our program, based on the learning needs of the children in our care. Our teachers need a firm mastery of content; they also need to be able to access a wide range of intervention resources and research-based instructional strategies to ensure our scholars make ample progress. In order to help us adapt our educational program to the needs of each learner, we plan to create and maintain Individualized Learning Plans (ILP's) for each *Vision* scholar. We expect to use these ILP's to track the progress of each learner, especially those who may be still learning English (i.e. ELL),

[17] See Attachment O for an example of the alignment between **Common Core and Core Knowledge**.

disabled, or not yet reading at grade level. We also anticipate devoting considerable resources to building classroom libraries, featuring a variety of books at each scholar's reading level to facilitate and encourage each child's progress.

Scholars identified as learning-disabled will be provided the instruction and services per their *Individual Education Plan* (IEP). We will employ a *Response to Instruction* (RtI) plan to help us track scholars' progress, allocate intervention resources and make sure that each child has the essential support and materials they need to grow. We intend to assess scholar learning throughout this process, using both formal and informal metrics. We plan to follow an inclusion model in providing supplemental services for scholars with special learning needs and offer tutoring after school, focusing specifically on math and reading achievement. Ongoing assessment will take place in order to accommodate each scholar appropriately.

ELEMENTARY SCHOOL K-4 GENERAL OVERVIEW

In Year 6, the elementary school will consist of grades K-4, with two classrooms at each grade and 32 scholars in each classroom (Year 1 will serve scholars K-3).

In general, our K-2 classrooms will be self-contained in that reading, language arts, math, science and social studies instruction will be the responsibility of the classroom co-teaching team. Each pair of co-teachers will employ a variety of small and full group instructional strategies to deliver literacy-based, content-rich curriculum and facilitate individual scholar growth, with a scholar-teacher ration of 16:1. Grades 3 and 4 will be taught by a single teacher, but will be departmentalized into the four main subject areas: ELA, Math, Science, and Social Studies. We will employ Literacy Specialists for grades 3 and 4, who will provide scholars significantly above or below grade level with small group instruction to supplement our academic program. This will reduce the scholar-teacher ration to 21:1.

To align with our mission at *Vision Academy*, we plan to provide our scholars with extensive opportunities to read, write, and discuss, but we want to make them aware of the realities of college as well. Through our elementary Vision Block, we will always reference going to college and inform children of different colleges and careers. Although, initially we want to establish strong goal setting skills to allow these scholars to reach whatever vision they set for their collegiate future. As part of the curriculum, scholars will learn the vocabulary and common concepts associated with these skills, like the term "action steps," and every elementary scholar will be able to develop and articulate these for a specific goal.

MIDDLE SCHOOL – GRADES 5-8 GENERAL OVERVIEW

It is the intent of *Vision Academy* to serve scholars in grades 5-8 in a specialized middle school setting. Initially, we expect to organize our fifth graders into two self-contained classrooms. With the addition of a sixth, seventh, and eighth grade, we will organize our middle school in a way that allows our teachers to specialize in specific subjects and prepare our scholars for a high school setting.

In Year 6, our middle school will be fully enrolled with 32 scholars in each class. We will use Literacy and Math Specialists in the middle school to help scholars who read below grade level catch up and provide support to scholars with conceptual math challenges.

In the middle school, we will structure our Vision Block so that scholars are well informed of their opportunities in high school, college, and the years beyond. We will consistently reinforce our college-preparatory program and vision curriculum by teaching scholars the language and

experiences associated with college, such as experiencing a "campus". Every *Vision Academy* scholar, grade K-8, will attend a college visit each year.

We have received a strong demand from the families of our target neighborhoods for after-school programs. Athletics as well as extra-curricular activities will be a critical part of our program throughout the elementary and middle school years, ranging from sports teams, to art and drama clubs. We feel strongly that these options allow scholars to shape their vision.

READING AND LANGUAGE ARTS CURRICULUM

Vision Academy will be committed to having at least a 90-minute reading block for its elementary grades K-4. The reading block will incorporate the key components of balanced literacy: Read Aloud, Word Study, Shared Reading, Guided Reading, and Independent reading. Guided Reading provides differentiation at each grade level based on the academic needs of individual scholars and allow teachers to work with scholars in small groups, as well as individually, throughout the literacy block.

We expect to use the Core Knowledge Language Arts program with scholars in Kindergarten through second grade.[18] This program combines phonics, dictation, and comprehension to help scholars learn the conventions of reading. Kindergarteners start with learning sounds before learning letter names. All scholars in the primary grades will focus on specific sounds each week and practice the sounds while reading specific books created to reinforce the focus of each lesson, primarily letter sounds. We will also use literacy workstations and guided reading to enhance teacher instruction. Teachers will assess students' reading proficiency every 4-6 weeks to determine their instructional reading level and then organize scholars into the literacy work stations and independent reading groups based on these assessments.

Teachers in grades 3-5 will use a guided reading and a balanced literacy approach to help students improve essential reading skills. Our scholars will be grouped based on their reading level, using the Reading A-Z (RAZ) assessments. Reading blocks will generally begin with a vocabulary development, typically via a read aloud, then explore prefixes, suffixes, and roots through word work. Scholars will then receive a minilesson in which teachers will model specific reading skills and strategies that scholars will be working on that week. Scholars will practice using the skill focus of the lesson during guided reading and literacy workstations. With this model, scholars will also read independently at least 20 minutes a day and work in either a reading group under the guidance of a teacher or independently at one of the literacy workstations.

Teachers will analyze data from a variety of assessments in order to identify the scholars reading significantly above or below grade level. On Data Days, our teachers, under the guidance of our Instructional Leadership Team, will:

1. Analyze ISTEP reading scores (as well as I-READ data for third grade students)
2. Review results from the Northwest Evaluation Assessment (NWEA) test
3. Track scholars' progress on quarterly RAZ assessments
4. Assess the instructional setting and other environmental factors that may be affecting a scholar's progress.

[18] Currently, the Core Knowledge Foundation is creating a third grade curriculum, and we intend to use that as well when it becomes available.

Based on the assessment information listed above, grade level teams will designate scholars who need intervention assistance. Our Literacy Specialists will provide scholars reading below grade level with extra support through our Response to Instruction system. Using the RISE Teacher Effectiveness Rubric, we will ensure our Literacy Specialists will be especially skilled in working with small groups of students and reinforcing classroom lessons. Consistent with our RtI system, our Literacy Specialists will also spend approximately a fifth of their time serving our scholars reading above grade level, ensuring they are appropriately challenged and pushed to make 1.5 years of growth, regardless of how advanced they may be academically.

Fundamental to our reading program is our belief that scholars should have access to complete stories and genuine books, rather than abbreviated editions. Research demonstrates reading complete volumes of well-written material are critical for fluency, vocabulary development, thought-process-development, and written language growth.[19] The Core Knowledge Sequence offers content-rich curricula, built around central pieces of essential literature. The books identified as essential within the Core Knowledge Sequence will be the foundation for the reading and writing instruction at each grade level. Our school will prioritize the purchase of a full collection of literature for each grade, allowing scholars equal access to the materials essential to college preparation.

Finally, as we develop our middle school program beyond single, self-contained classrooms (year five and beyond), we also expect to offer our middle school scholars an especially rigorous program, focused on language and vocabulary development. We expect reading, writing, and discussion to be an essential part of every class. For instance, our social studies and science classes will combine content-rich curricula with reading and writing activities that build scholars' mastery of nonfiction texts. Our Core Knowledge curriculum will serve us especially strong in this area, as a literacy-based, content-rich school. While, for instance, our eighth graders may be learning about the role of Crispus Attucks in the American Revolution, they will also be mastering skills in using clues from the text to make inferences and in writing clear and grammatically sound essays about sophisticated ideas of freedom and political dissent.

VISION CURRICULUM

Vision Academy takes a unique approach to prepare scholars for their future as collegiate scholars and professionals. We implement a Vision Block in each classroom, which will instill personal ownership of education within each scholar. This daily 30-minute block is dedicated to providing scholars with the knowledge, skills, and experience to create a vision for their future. Scholars will produce a capstone project in the form of a Vision Design Project, which they will present and defend in front of a panel of parents, Board members, and community figures at the end of the year. Teachers and other evaluators will use the Vision Design Project Rubric to evaluate each presentation.[20]

Our Instructional Leadership Team will collaborate with grade levels to develop a scope and sequence for this block. Each year, the Vision Block will begin with a focus on setting academic and personal goals. The classroom teacher will model goal setting, but scholars will choose their own individual goals. Individual goals will not detract from classroom goals, rather they will provide opportunities for teacher and scholar to set goals unique to their academic level. To ensure that each scholar is holding him or herself to high expectations, teachers will confer with scholars to ensure their academic and personal goals are both challenging and appropriate.

---

[19] Ellington (2011).; Zimmermann and Keene. (1997)

[20] See **Attachment N** for more detail on the Vision Design Project rubric.

As the year progresses, the Vision Block will provide opportunities for scholars to learn about their potential career options. Through direct instruction and gradual release, scholars will develop the skills and capacity to set a vision and develop action steps needed to attain it. Because the Vision Design Project is designed for scholars to synthesize their learning, the Vision Block will also be dedicated to teaching character development and highlighting cross-curricular connections. Through this, scholars will develop a deep understanding of what it takes to attain their vision, and why the work they do has such an impact on it. Teachers will work closely with the Instructional Leadership Team to ensure scholars are provided with the proper balance of goal setting, character development, cross-curricular connections, and college and career-focused instruction.

WRITING CURRICULUM

We place a heavy emphasis on writing because we know our scholars will have to write an admissions letter for entry to college, and even for admission to many high schools in Indianapolis. We will ensure our scholars can achieve admission to these institutions by teaching writing through the research-based program of Lucy Calkins Writers Workshop. This curriculum guides writers through various genres, ranging from personal narratives to essays. Our writers not only develop the skills of writing, but also a strong, creative, and authentic voice. The Lucy Calkins Writing workshop includes the following units:

- Launching a Writing Workshop
- Small Moments: Personal Narrative Writing
- Writing for Readers: Teaching Skills and Strategies
- The Craft of Revision
- Breathing Life into Essays
- Nonfiction Writing: Procedures and Reports
- Literary Essays: Writing About Reading
- Memoir: The Art of Writing Well
- Poetry: Powerful Thoughts in Tiny Packages

To ensure the rigor of our writing curriculum, we will use the 6+1 Traits of Writing rubric. There are two 6+1 Traits rubrics, one for K-2 and one for 3-8. These rubrics will ensure that our authors develop and maintain the technical skills of writing while continuously improving upon their voice. This rubric includes the following traits:

- Ideas: the heart of the message
- Organization: the internal structure of the piece
- Voice: the personal tone and flavor of the author's message
- Word Choice: the vocabulary chosen to convey meaning
- Sentence Fluency: the rhythm and flow of the language
- Conventions: the mechanical correctness
- Presentation: how the writing actually looks on the page

To help guide our scholars, we employ a workshop model approach to develop excellent writing skills. Teachers will use the gradual release model to begin every writing mini-lesson, eventually giving way to scholars writing independently. Co-teaching teams, or the ELA teacher and Literacy Specialist will then confer with individual scholars to offer feedback and guidance in their work. The Instructional Leadership Team's feedback during these lessons will always refer back to the RISE Teacher Effectiveness rubric or research-based strategies.

MATHEMATICS CURRICULUM

We plan to build the Mathematics program at *Vision Academy* around the Common Core State Standards and Core Knowledge Sequence of math topics. We will use the Envision Program (Common Core Edition) as our primary resource to help ensure a logical, coherent and well-developed math program for scholars in kindergarten through sixth grade. Indiana Department of Education recently identified Envisions as being most closely aligned with the newly adopted Common Core State Standards. Our math program will also utilize the concepts of backward planning.[21] Essentially, our scholars grow significantly when we introduce them to a big idea or essential understanding and then work backwards with the children, breaking into small steps all that they must do to solve a problem.

We currently use this approach as well as the Envision math program at *Challenge Foundation Academy*, and our teachers have found the program to be especially effective in helping them teach complicated mathematical concepts and ideas in ways that make sense for scholars. Through effective use of technology and curriculum differentiation, our teachers will be able to tailor their lessons to scholars' needs and facilitate real-life applications of critical math concepts to which they may have to write and discuss their responses. The Envision program has proven an especially effective resource in allowing our teachers to differentiate homework assignments for scholars and present daily intervention assistance for scholars who may be struggling to master the lesson's objectives.

Another significant element of our math curriculum is its emphasis on problem solving. In fact, the Envision program helps our teachers include problem-solving steps in multiple ways throughout each lesson. Each lesson requires scholars to analyze the steps of a problem, to determine the correct operation (add, subtract, multiply etc.), and determine solutions through logic and/or computation. The math program is also well sequenced, which means that the requisite knowledge for one grade builds on the knowledge gained through the previous grades, aligning closely to the expectations of the Core Knowledge Curriculum and the Common Core. During the state's transition to CCSS, *Challenge Foundation Academy* has triangulated the Envision program, CCSS, and Indiana State Standards to ensure that all scholars are well prepared for the Math ISTEP+. At *Vision Academy*, we plan to take this approach until the state has fully transitioned.

As we add grade 7 and 8, we will also adopt new resources to support our math program.[22] The Digits program is the most likely choice. This program is made by the same company as Envision and, thus, is closely aligned with the organizational approach and resources that our scholars will experience K-6 as well as CCSS. The Digits program is especially innovative in the way it uses technology to support scholar learning. Effective technology use helps prepare scholars for most college-preparatory high school programs. This program will allow *Vision Academy* to assess scholars coming into middle school and will provide for flexible grouping based on their instructional needs.

HISTORY AND SCIENCE CURRICULA

As with other parts of our curricula, we expect to build our Social Studies and Science curricula around the Core Knowledge Sequence as well as grade level standards and objectives included in the Common Core. Consistent with current practice at *Challenge Foundation Academy*, we plan to teach many of the History and Science topics through effective use of our Reading and

---

[21] Wiggins and McTighe, (2004). *Understanding By Design*. ASCD.

[22] The *Envision* program ends in sixth Grade.

Language Arts block, so that scholars are mastering not only essential reading skills and strategies, but also the background knowledge we know to be essential to scholar comprehension.

Consistent with Core Knowledge and the Common Core, we expect to build our science program around seven major areas of study. They are:

- The Nature of Science and Technology
- Scientific Thinking
- The Physical Setting
- The Living Environment
- The Mathematical World
- Common Themes: Constancy and Change
- Historical Perspectives *6-8 Indiana **K-8 Core Knowledge

Our social studies program will enable classes to study four major themes of social science – all of which are included in Core Knowledge as well as the Common Core. They are:

- History: Time, Continuity, and Change
- Geography: People, Places, and Environments
- Civics and Government: Government and the Citizen
- Economics: Production, Distribution, and Consumption

Following the Core Knowledge Sequence and the Common Core standards will assure that scholars are prepared for any state or national assessments that are on the horizon with this literacy-based, content-rich curriculum. As standards and assessments may change, we expect to review the overall curriculum to ensure it is consistently aligned with the Common Core and assessments of scholar mastery.

JOURNALISM

We plan to offer all our scholars journalism as a special area course. As a literacy-based academic program, our journalism course will supplement our Core Knowledge Science and Social Studies curriculum. It will challenge our elementary and middle school scholars to read, write, and discuss current local and global events. The Core Knowledge scope and sequence created at each grade level will structure our journalism curricula; yet, it will also challenge scholars to connect CK content to the current issues. We expect this class will enhance our desire to engage scholars in taking ownership of their learning, by identifying the connections between science or the past and today's world. The focus of this course is predominantly comprehension of informational text and nonfiction text features and structures, but scholars will develop skills in typing, newspaper/journalistic writing, and visual and oral presentation.

PHYSICAL EDUCATION

At *Vision Academy*, we will offer a comprehensive, standards based physical education program that every scholar will participate at least twice a week. Examples of curriculum topics include: development of sports skills (throwing, kicking, striking, etc.), physical fitness, health concepts, recreational activities, game strategy, dance and other rhythmic activities, movement forms and concepts and sportsmanship.

To help ensure that all *Vision Academy* scholars meet the Indiana Academic and Common Core Standards for Physical Education, we will use a variety of equipment and a philosophy that maximizes student participation and engagement. We will provide a maximum amount of equipment to the scholars in order to minimize wait time and increase the number of trials each

scholar is able to perform during class. A wide variety of proven curriculum materials will be used to help facilitate successful lessons and units. They include:

- SPARK, one of the most field tested and researched physical education curricula in the country
- United States Tennis Association School Tennis Curriculum
- GenMove (formerly Socci), which was recognized in 2007 by the American Heart Association as being one of the top ten tools for schools to prevent childhood obesity

MUSIC AND ART

The music and art courses will be based on the Core Knowledge curriculum and standards. The art and music teachers will align and integrate their content instruction with that of the classroom teachers so that scholars will be fully immersed in and gain multiple perspectives of a content-rich curriculum.

CHARACTER EDUCATION

If we are to achieve our goals of preparing scholars for college and guiding them to set a vision, we believe that our scholars must not only be strong readers, writers, and problem solvers, they must also be good people with the character, ethics and ability to make strong, responsible decisions, even when it is difficult to do so. Thus, we believe deeply in the importance of character education and have worked tirelessly to develop a program that takes seriously the impact we have on young people and their character.

At *Vision Academy*, we expect to build a curriculum around the Core Virtues program, a curriculum we have found especially powerful in current work at *Challenge Foundation Academy*. Core Virtues is a literature-based program that integrates the essential virtues of successful citizens with the Core Knowledge content that is the backbone of our curriculum.

To help teachers establish a uniform "character language" that all scholars can understand, Core Virtues offers meaningful definitions of each character quality to serve as the baseline for introducing the virtue. Building upon this common language, our teachers are able to adapt these definitions to that which is appropriate for students at that particular age or grade level. The Core Virtues program also allows our teachers to bring these definitions to life through a variety of age-appropriate stories, poetry, art, and music that can be woven into other activities of the school day. This language also provides students with applicable character tools to incorporate in their Vision Design Projects.

At *Vision Academy*, we also intend to honor a hero (historical or present-day) that exemplifies the virtue on which we are focused that month. Throughout the month, we expect scholars will learn about the hero through the morning announcements, classroom visitations and read-alouds. Near the entrance to the school, we expect to dedicate a bulletin board to the "Core Virtue/Hero of the Month" with information for students and families. Students will be encouraged to fill out a form pertaining to the virtue or hero to encourage further conversation at home. Students may return this form to the office and earn a chance to read it to the school during the morning announcements. Below, in Figure Sixteen, is the list of our monthly virtues and heroes that we are learning about at *Challenge Foundation Academy* this year. We expect to develop and implement a similar list at *Vision Academy* beginning next fall.

Figure Nineteen: CFA/*Vision* Monthly Virtues and Heroes

Month	Virtue	Hero
August	Respect	Mahatma Gandhi
September	Responsibility	Michelle Obama
October	Perseverance/ Commitment	Wilma Rudolph
November	Kindness	Jane Addams
December	Generosity	Bill Cosby
January	Self Discipline/ Self Control	Nelson Mandela
February	Justice	Sojourner Truth
March	Forgiveness	Desmond Tutu
April	Courage	Maya Angelou
May	Joy/ Wonder	Langston Hughes

At the beginning of each month, a member of our administration will introduce the virtue and the hero to scholars in each classroom. The lesson will be supplemented with activities that reinforce the lesson's essential objectives. At the same time, we will encourage classroom teachers to look for scholars who best exemplify the virtue of the month so that they might be recognized for their efforts during our monthly family meeting. At *Vision Academy*, we also take scholars' pictures and hang them next to the virtue/hero bulletin board to bring ample attention to this distinction and reinforce these virtues. See Attachment L for a detailed **curriculum outline of our Core Virtue program**.

In addition to using projects suggested in the Core Virtues curriculum, we expect to actively encourage teachers to integrate the character qualities into other lessons and everyday activities. For example, as a reflective exercise during the Vision Block, a teacher can assign scholars to write about how the character trait they are studying can affect the action steps to their vision. A music teacher can encourage scholars to write songs with character messages. Our PE teacher might show how one's attitude or approach to the game influences physical performance and team cooperation. On whole, we expect to integrate character education into all aspects of our curriculum. As we create a school-wide curriculum plan, we will also create a Core Virtue Curriculum plan that aligns closely the content on which our teachers are focusing at each grade level.

CURRICULUM AND EXCEPTIONAL LEARNERS

The RtI process will guide all decisions that are made based on the academic service of our scholars. We will include the following aspects of our curricula as we create specific goals for our scholars who go through this process, including those with IEP accommodations.

Vision Academy's curriculum offers supports for English Language Learners and scholars above or below grade level. The Core Knowledge scope and sequence provides teachers with suggestions for ELL scholars and outlines scholars' prior and future learning specific to the content at the present grade level. This allows teachers to engage their prior knowledge, scaffold instruction down to necessary levels, or connect scholars to learning they've done in previous years. Core Knowledge also provides a wealth of background knowledge through literature, sayings & phrases, and spiraling curriculum that assist all scholars in internalizing the content.

The enVisionMATH curriculum offers a supply of ELL and differentiated activities and lesson strategies within each topic of study. The curriculum provides manipulatives, differentiated

workstations and homework, interactive media lessons, and ELL activities. EnVision also offers a curricular track for scholars who are well behind grade level, which has been used at CFA as the scope and sequence for after school math tutoring. *Vision Academy* will support its teachers in using these curricular tools to teach scholars by meeting them at their ability level and appropriately challenging them to achieve their goals.

Before scholars enter *Vision Academy*, we will assess them based on Reading A-Z and an appropriate grade level enVision benchmark. This will allow us to predict the supports needed for each scholar as they enter *Vision Academy*. Individual scholars with IEPs will receive necessary accommodations, including extended time and individualized support. These scholars will receive instruction from classroom teachers as well as our Special Education teacher. We will also support scholars through differentiated, small group, guided reading instruction. Scholars will be grouped based on ability level within each K-5 classroom, and teachers will cater instruction to the level of each group.

E. Assessment

At *Vision Academy*, we will use the tests and evaluations mandated under the Indiana state-testing program. We will adhere to the accountability requirements per Public Law 221 and send reports to the Mayor's Office and the Indiana Department of Education. We will comply with any mandate and will be prepared to assure the confidentiality of scholar records and the anonymity of scholars. See Attachment P for our full assessment calendar.

INDIANA MANDATED ASSESSMENTS

Using the ISTEP+ assessment and the prescribed reporting expectations, *Vision Academy* scholars' results can be easily compared to the students in other schools, other districts, and across the state as a whole. This test will be administered in accordance with the timeline set by the Indiana Department of Education. *Vision Academy* will fully administer the ISTEP+ assessment including the ELA, Math, Science, and Social Studies tests using both the Applied Skills and Multiple Choice assessments for the appropriate scholars.

Vision Academy will also use IMAST and ISTAR for measuring scholar achievement for our scholars who have very specific accommodations based on their IEP, or those whose academic situations may be measured according to state standards besides their own grade level. These determinations are made through Case Conferences and based on student population within each school. Vision will also participate in the state's IREAD-3 assessment, measuring reading proficiency for all third graders.

Vision Academy understands that the federal NCLB legislation mandates the use of one state-testing program for all students. Furthermore that testing program will give the necessary information to assess each scholar, subgroup, and school based on the growth model expectations. *Vision Academy* will abide by these standards. Using these guidelines, we will continually evaluate our success toward moving all scholars to make high academic growth and achieve proficiency in all subjects.

BENCHMARK ASSESSMENTS

We also expect to use ongoing school-wide assessments throughout the school year to ensure we are addressing all scholars' learning needs. At the end of this section, we share a proposed assessment calendar. As is evident in this schedule, we expect to assess all scholars within the first four weeks of school. The Northwest Evaluation Assessment (NWEA) will serve as a baseline measure of scholar growth in Reading and Math. We will then use the data from this assessment to place scholars into instructional grouping, based on strengths and skill needs.

Each winter, we expect to administer the NWEA again in order to measure scholar progress. We will then use these results to create new instructional groupings and interventions where necessary, and further individual growth through the end of the school year. This mid-year assessment will also drive any changes that may be necessary to the curriculum plan for the remainder of the year to make sure that the appropriate amounts of time are spent on each standard. Learning results will also shape our professional development program for teachers. Finally, scholars will take the NWEA assessment again in May so that the faculty can actively monitor their progress during the school year. NWEA results allow us to track scholar progress not only from Fall to Spring, but also from year to year so that we know longitudinally how scholars are progressing. This is a valuable tool for showing parents the progress of their scholar throughout their academic career at *Vision Academy*.

READING A-Z

Teachers will employ the Reading A to Z assessment to monitor scholars' reading levels and group and re-group scholars throughout the school year in order to most effectively address each child's learning needs. Teachers will frequently communicate to scholars and their parents the end of year goal for scholars at that grade level as well as the individual growth each child has for that year. Scholars will be tested twice during each quarter to monitor their progress. Teachers will publicly track this data to celebrate and encourage reading success. Reading A-Z allows all teachers, parents, and scholars to speak a common language regarding reading success.

"LIFE'S WORK"

While we realize the importance of school-wide assessment tools, we also recognize the importance of classroom work in the areas of performance and participation. Grade level teams will create benchmark assessments to be administered at the end of each quarter to help assess scholar mastery of standards for that quarter. Teachers will create, administer, and track standards-based assessments as well. This will provide teachers with the ongoing feedback needed to continue scholar growth. Teachers will also collect classroom samples of scholar work. This will enable the scholars, parents, and teachers to examine a child's improvement as well as his/her areas of weakness in each academic area. The collected and tracked artifacts of work are an important tool in demonstrating academic progress and mastery. Scholars will be responsible for maintaining a portfolio of their "Life's Work" which will contain various classroom assessments and writing samples. These will serve as tools to keep parents, teachers, and scholars informed and on the same page in regards to continued academic progress.

In summary, teachers will use assessment data daily to monitor students' learning and track their progress towards our learning goals. If, based on data, we determine that a child is significantly below grade level or not progressing as quickly or steadily as expected, we will convene a meeting with the grade level team and initiate the RtI process through which we monitor more closely each child's progress.

INSTRUCTIONAL LEADERSHIP TEAM

Throughout the school year, the ILT will convene and analyze all performance data across the school. The team will examine the following:

1. Percentage of scholars meeting academic standards under ISTEP;
2. Percentage of scholars making high, typical and low growth on ISTEP;
3. The School's overall progress toward meeting AYP;
4. Percentage of scholars making one and one and a half year's progress (meeting personal growth goals) on NWEA;

5. Percentage of scholars scoring proficient on Vision Design Project
6. Curriculum supporting the achievement of Common Core Standards;
7. Instructional alignment with School-Wide Curriculum Plan, covering essential Core Knowledge Sequence of concepts and topics.
8. Percentage of Scholars at each tier in RtI system
9. Parental participation level;
10. Safety and discipline goals;
11. Professional Development Participation and Learning Goals;
12. Attendance Rate

Please see Attachment Q for a complete list of the data that we will collect throughout the school year to monitor both the academic progress of our scholars and the overall health of our organization. Based on this information, the ILT will work with staff, parents, and scholars to propose strategies for highlighting strengths and improvement.

PARENT COMMUNICATION

We know that each scholar needs as much adult support as they can receive. At *Vision Academy* we intend to invest in the parents of each scholar as a major stakeholder in their education. We will use parent newsletters, mass and individual phone calls, email, parent conferences, and daily or weekly teacher communication to ensure that they stay well informed and are actively involved. Each section below outlines our major forms of communication to parents.

PARENT/TEACHER CONFERENCES

Parent conferences will be required a minimum of twice each school year. We believe deeply in the importance of partnering with parents in helping our children achieve learning goals. This partnership is most effective when we keep parents abreast of the strategies teachers are using to support their child and encourage growth. Parents must also appreciate their responsibility in supporting scholars from home. Parent-Teacher Conferences are one of the most important places to attend to this partnership and we expect to work especially hard and track closely the percentage of parents who attend conferences to discuss their children's educational goals. During these conferences, which scholars must attend, each scholar will lead the parent and teacher through their current academic performance using their "Life's Work" portfolio and the report card. The parent and teacher will further discuss the scholar's progress and steps to be taken to continue growth.

PROGRESS REPORTS

Teachers will complete and send home at the midpoint in each quarter a report on each scholar's progress that quarter. These reports will detail each scholar's instructional level and their academic growth that quarter. Progress reports include scholars' current grades in each content area (Math, Reading, Language Arts, Science, Social Studies) as well as their progress towards meeting the expectations of the *Vision Academy* Be-Attitudes.

REPORT CARDS

A formal report card will be issued approximately every ten weeks for the forty-week school year. We expect to convene – prior to the school's opening – a committee of parents, teachers and administrators to develop a standards-based report card that effectively communicates a child's progress to a range of constituents, especially parents. It is our intention that through the report cards, parents can know their child's overall progress towards meeting grade-level standards in each content area and, when applicable, each big learning goal.

DATA-DRIVEN INSTRUCTION

All academic decisions made at *Vision Academy* will be informed by data. We believe that decisions regarding grouping of students, RTI decisions, and even the previously created scope and sequence of our curriculum should be driven by scholar data. We will use data from the assessments outlined above to help guide our decisions in regard to each scholar's education. A majority of our Wednesday professional development time will be dedicated to analyzing scholar data and improving our instruction through cluster cycles and PLCs.

The *Vision Academy* administration will also hold Data Days as professional development. During Data Days, which are strategically planned throughout the year, teachers gather with members of the Instructional Leadership Team (ILT) to analyze data and determine instructional adjustments. Teachers conduct item analyses, where they correlate each assessment question to a standards-based objective, assess scholar mastery per the objectives, and determine specific misunderstandings that may exist with groups of scholars or individual scholars to guide re-teaching plans. Scholar data will be reviewed before, during, and after RTI meetings to assure that appropriate action plans are created and progress is being made.

Data Days and RTI meetings are venues in which subgroup data will be disaggregated and analyzed. RTI meetings will have a scholar of focus, but progress of scholars with IEPs will be discussed at every meeting to ensure they are receiving the appropriate levels of support and analyze its affect. Data Days will offer classroom teachers the opportunity to disaggregate all their classroom data and establish their own subgroups within their classroom. ILT members will facilitate this work and assist teachers in determining adjustments to their instruction to ensure all scholars are meeting high academic expectations and receiving a college-preparatory education.

F. Human Resources

Figure Seventeen below presents our proposed staff plan for *Vision Academy*. We follow this with job descriptions of several key members of our team, including our administrative team and teacher leaders. As mentioned elsewhere in this application, a key element of our staffing plan includes two teachers in nearly every classroom, particularly in the early grades where fundamental literacy instruction and intervention is so important to early success of our students.

Figure Twenty: *Vision Academy* Six-Year Staffing Plan

School Year	Year 1 13-'14 (K-3)	Year 2 14-'15 (K-4)	Year 3 15-'16 (K-5)	Year 4 16-'17 (K-6)	Year 5 17-'18 (K-7)	Year 6 18-'19 (K-8)
Administrators						
Principal	1	1	1	1	1	1
Assistant Principal	1	1	1	2	2	2
Dean of Instruction		1	1	1	2	2
Dean of Scholars			1	1	1	1
Registrar/Office Manager	1	1	1	1	1	1
OFFICE TEAM	**3**	**4**	**5**	**6**	**7**	**7**
Teachers						
K Teachers	4	4	4	4	4	4
1st Teachers	4	4	4	4	4	4
2nd Teachers	4	4	4	4	4	4
3rd Teachers	4	2	2	2	2	2
Literacy Specialists		1	1	1	1	1
4th Teachers		2	2	2	2	2
Literacy Specialists			1	1	1	1
5th Teachers			2	2	2	2
Literacy Specialists				1	1	1
6th Teachers				2	2	2
Literacy Specialists					1	1
7th Teachers					2	2
Literacy/Math Specialists						1
8th Teachers						2
Special Area Teachers	1	2	2	3	3	3
Coordinator						
SPED Coordinator/ ELL Teacher	2	2	2	2	2	2
Total Teaching Staff	**19**	**21**	**24**	**28**	**31**	**34**
Total Staff	**22**	**25**	**29**	**34**	**38**	**41**

PRINCIPAL

The Principal reports directly to Executive Director and will oversee *Vision Academy* with direct supervision of the fiscal operation, organizational management and employment. Responsibilities include:

1) Promoting, motivating and maintaining a productive, creative, and caring atmosphere in which every scholar, parent, and educator can experience success;
2) Fostering an environment where scholars and staff are challenged to attain the vision they maintain for their future;
3) Securing and compiling data to determine if the vision, mission, goals, and outcome objectives are being met. Additionally, the school director will:
    - Be responsible for every aspect of the charter school operation and is the primary facilitator of the school's success, quality and character
    - Establish a school culture based on caring, concern, trust, and support for all scholars that adapts to the special needs of our families, and a culture that promotes planning for and attaining the vision of each scholar
    - Establish an educational culture based on caring, concern, trust and support for all educators and staff. Ensures that the charter school supports a meaningful and effective educational experience and operates at the highest level of standards while respecting the need to be financially responsible.
    - Responsible for the development of strong relationships with the media, community partners, business partners, volunteers, other administrators, funders, and the chartering authority
    - Responsible for the reporting, compliance, and evaluation of the school's metrics defined by the Mayor's Office and IDoE
    - Responsible for implementing the accountability plan
    - Responsible for hiring and evaluating all personnel, consultants and vendors
    - Responsible for all day-to-day decision-making, financial transactions, purchase orders, documentation and information requests from the sponsor
    - Responsible for personnel scheduling and benefits acquisition.
    - Adhering closely to the central structure and principles of Core Knowledge

ASSISTANT PRINCIPAL

The Assistant Principal at *Vision Academy* will be a critical member of our leadership team. He/she will work closely with the principal in shaping curricula, instruction, assessment and culture. He or she will employ effective practices of support of *Vision* teachers in the implementation of our curricula and maintain continuous attention to student achievement.
The specific responsibilities of this position include:

- Active participation on our Instructional Leadership Team, responsible for the quality of instruction and development at *Vision Academy*.
- Implementing the overall design of our assessment schedule through which we continuously measure growth and shape the instructional focus, support and professional development priorities across our school.
- Oversee the development and implementation of our intervention curriculum.
- Plan, organize, and oversee Professional Development meetings in which teachers analyze scholar data to promote academic growth.
- Evaluate teacher performance using the RISE Teacher Effectiveness rubric
- Design and implement our school's professional development program for teachers, based on teacher performance and student learning data.
- Promote the active involvement of families, familiarity with Vision's curricula, and capacity to support their children's growth.

- Scrutinize facility and makec recommendations as to facility improvement.
- Prepare annual performance audit in collaboration with the principal
- Other Duties In Support of the Overall Growth and Operations of the *Vision Academy*, including:
    - Managing and following-up on behavior referrals submitted by the teachers
    - Collecting and organizing behavior referrals, Saturday School assignments, and suspension data and reporting this information to administrators and team leaders monthly.
    - Meeting with parents to relay students' progress and issues of concern and, as necessary, crafting behavior or suspension plans in accordance with scholar needs.

REGISTRAR/OPERATIONS MANAGER

The registrar/operations manager is responsible for planning, coordinating, and supervising the day-to-day business operations of the school office. He or she will report to the Board of Directors. The registrar/operations manager will:

- Supervise the enrollment, transfer, discharge, and readmission process for scholars and the preparation of related records and files.
- Supervise requisitions, maintains ongoing inventory, and processes packing slips.
- Coordinate the development of, and prepares the school budget; prepares budget transfers as appropriate; monitors the school budget
- Prepare and maintain purchase orders; approves/monitors expenditures; reconciles site records with monthly reports; resolves discrepancies; and ensures expenditures are within budget allowances for the month and year.
- Act as Human Resources to hire, coordinate benefits for new hires, and provide appropriate new hire training for staff.
- Train new staff on school policies as they apply to school site operations, site rules and procedures, computer operation and software programs used at the school site, proper use of office equipment, and emergency procedures.
- Develop, implement, and monitor work practices, systems, and methods that are consistent with the school's standards, policies, and procedures.
- Prepare purchase order or payment requisitions; and follows up with receipts, invoices, and expense claims.
- Investigate circumstances of employee on-the-job injuries; prepares required documentation; and reports safety hazards to the Executive Director.
- Monitor the school's accountability timelines and coordinates timely completion of administrative/clerical tasks.
- Perform other duties as assigned by the Board of Directors.

EXCELLENT CLASSROOM TEACHERS

Our success rests on our capacity to recruit, develop and retain high quality teachers. We expect to work especially hard to hire teachers who are mission-aligned, and aware of and sensitive to the needs of our target community. Classroom teachers are expected to participate in all professional development opportunities in order to improve their instructional skills and content knowledge. *Vision Academy* teachers will meet the expectations for certification as required by the State of Indiana.

The specific responsibilities of this position include:

- Hold all scholars to high standards, as well as modeling these standards themselves.

- Track scholar data, monitor progress, and adjust instruction to ensure all scholars are receiving the most appropriate and rigorous education possible.
- Communicate scholars' academic and behavioral progress to families regularly.
- Execute the key aspects of balanced literacy within the classroom; and infuse college preparation and literacy into daily lessons within their specific subject, whether that is through reading, writing, or discussion.
- Implement effective instructional strategies within lessons. (See Attachment F below for greater detail on effective instructional strategies.)
- Continuously work toward improving their instructional skills according to the RISE Teacher Effectiveness rubric by participating in professional development
- Implement the *Vision Block*, providing direct instruction on vision setting practices and opportunities for scholars to apply these skill sets.

STAFFING INTERVENTIONS AND SUPPORT FOR SPECIAL POPULATIONS

While we work hard to address the needs of all scholars within the regular classroom, we recognize the varying speeds at which kids learn and the varying levels of support they need. We hold all scholars to high academic expectations, but we realize the process for reaching those expectations may be different for some scholars. Fully enrolled, we expect to have large class sizes (32), yet each scholar will be well supported and challenged at each grade level. K-2 classrooms will have 2 teachers, while we will employ a Literacy Specialist in grades 3 through 8. This provides low scholar-teacher ratios of 16:1 in K-2nd grade and 21:1 in 3rd-8th grade.

LITERACY SPECIALISTS

Our Literacy Specialists (LS) are specifically responsible for providing extra literacy support to exceptional learners through small group instruction. At the elementary level, this support will predominantly focus on phonological and phonemic awareness. At the upper elementary and middle school levels, LSs will collaboratively identify with classroom teachers the areas of growth specific to each scholar. LSs will have the responsibility of providing Tier II support for scholars who need extra assistance in the classroom ("push-in") and outside the classroom (pull-out). On whole, with the intention of challenging all children, our LSs spend 80% of their time supporting scholars not yet performing at grade level and 20% of their time providing extra enrichment to scholars performing significantly above grade level.

SPECIAL EDUCATION TEACHER

Our Special Education Teacher will provide Tier III supports for scholars with special learning needs. This coordinator will be a licensed Special Education Teacher, qualified to provide the services required for scholars with a diagnosed learning disability and an IEP. Literacy Specialists will communicate and collaborate regularly with classroom and Literacy Specialists.

If a scholar whose disability is considered "low incidence" enrolls in our school and requires a teacher with specialized certification or licensure, we expect to contract with appropriate staff to meet the scholars' needs. We have established relationships with Easter Seals Crossroads Rehabilitation Center and Cummins Behavioral Health that allow us to meet the needs of all scholars in our care at *Vision*. Each is aware and fully supportive of our intention to replicate.

ENGLISH LANGUAGE LEARNER TEACHER

Vision Academy is committed to meeting the needs of all learners, including those with limited English proficiency or who speak a language other than English at home. The Home Language Survey, completed as part of our enrollment packet, will help us identify scholars who may require language support. Still, as with every other child in our school, we intend to support our

scholars with limited English proficiency through the RtI system. We will place scholars who require additional assistance in Tier II or, if necessary, Tier III, based on the assessment data; then, during bi-monthly meetings, our Scholar Study Team will meet to identify methods of interventions, goals and the means to assess scholar progress. The Scholar Study Team also takes responsibility for informing parents of their child's initial place in our RtI system and, subsequently, the progress they make each quarter.

Best practices in serving scholars with limited English proficiency require that teachers employ a variety of intentional, language-based strategies towards building scholars' capacity with English, while simultaneously building their mastery of explicit content, as described in the Common Core State Standards and Core Knowledge sequence. Yet, based on the needs of our scholars, we also intend to set aside ample time to provide our teachers with the necessary training and support in implementing teaching strategies to best serve these scholars.

Should the needs of our scholars demand it, we will target through our hiring process educators with expertise in English Language Learning so that we can be sure that we have a resident expert available to support all teachers implementing best practices. Our ELL specialist will be responsible for assisting the classroom teacher in designing a classroom that will meet the needs of these scholars as well as providing individualized support (pull-out or push-in).

STAFF RECRUITMENT AND RETENTION

Vision Academy will actively seek out mission-fit educators and staff members to contribute towards achieving its mission. To accomplish this we will identify highly successful and competent individuals who are dedicated to serving our specific population and helping young scholars achieve their vision. This will require research to find highly successful individuals and a devotion to establishing relationships with them through consistent communication. Our most established means of staff recruitment will come through relationships and partnerships with organizations such as *Teach For America* and *Indianapolis Teaching Fellows*. From these organizations we will identify individuals who meet our expectations. We will also recruit from diverse pools of candidates, seeking qualified teachers that reflect all aspects of diversity. We will recruit active members as well as alumni from these organizations. We will also use our connections through Core Knowledge and TeamCFA to recruit teachers from outside our Indianapolis region. *Vision Academy* encourages the excitement and energy of young educators but also values the experience and expertise of veteran teachers.

It will be the explicit role of the principal and assistant principal to retain the exceptional *Vision Academy* teaching staff. Aspects of the school that will aide in teacher retention will be the ongoing professional development, scheduled weekly and strategically throughout the year. *Vision Academy* will offer opportunities for teachers to assume leadership roles in multiple career paths on our Instructional Leadership Team, such as Mentor Teacher or Instructional Coach. The most important and most influential factor in retaining staff is the culture set within the school. Distributive leadership will be a large part of the school's culture. Teachers will have the opportunity to be a part of and create committees for multiple facets of the school community, including community outreach and hiring. Staff recognition is also critical to making people feel a part of a school's mission. The administration of *Vision Academy* will make it a priority to regularly recognize staff for their efforts and accomplishments.

HIRING

To ensure *Vision Academy* only selects teachers who are mission-fit, we will employ a 3-phase hiring process.

1. An initial conversation will determine if the individual is a possible candidate for teaching or working with the families and staff at *Vision Academy*.
2. An interview by committee will be conducted to gain insight into the mindsets, goals, and personality of the candidate.
3. A classroom observation of the candidate will provide evidence that the candidate is instructionally strong, has classroom leadership, and is mission-fit.

The following information appropriate for the position applied for will be used to evaluate applicants. Evaluation of each application may include, but will not be limited to, the following information as appropriate for the position applied for:

1. Mission-Fit
2. Education background
3. Special training
4. Referrals/recommendations
5. Experience
6. Character background
7. Ability to communicate and work in a team environment
8. Community participation
9. Attitude and Enthusiasm
10. Professional dress and appearance
11. Certification
12. Acceptance of the curriculum and overall objectives of the charter school

Parents will be informed of the qualification of teachers as per the guidelines set forth by the NCLB legislation. Notices will be sent to parents regarding the teacher's qualifications. An outline of the qualifications will be kept on a spreadsheet and will be available for review by parents in the school's administrative offices.

COMPENSATION AND BENEFITS

Teachers of the *Vision Academy* will meet the expectations for certification. If *Vision Academy* receives Title I funds, the school will also meet the standards set by the NCLB Legislation and the Indiana Statutes for hiring qualified personnel. The school administration also understands that 90% of teachers must meet certification requirements by the 2013 school year.

Vision Academy will conduct background checks and fingerprinting in accordance with Indiana Statutes. The school will not violate the anti-discrimination provisions of the Indiana State Law.

The school will reserve the right to discharge employees "at will." Terminated employees will receive earned pay for the next regular pay period.

The school will be a public employer and as such, the employees will be members of the state retirement and benefits system. All school employees will participate in the Public Employees Retirement Fund and the Teacher's Retirement Fund.

The school will offer a Dual Medical Plan for its employees. The school will also offer Short Term Disability, Dental coverage and a Term Life insurance policy. It is our intent to offer a vision plan. Employees will be responsible for 100% of the cost. This plan is dependent on meeting the employee participation requirements.

A salary schedule for all certified staff can be found in Attachment R**.** Administrative positions will negotiate salary with the Board of Directors at the end of every contractual term. Salary increases will be carefully negotiated as the budget allows.

PROFESSIONAL DEVELOPMENT

Vision Academy prioritizes the personal and professional development of its staff. We will provide ongoing professional development for staff on a weekly basis, and at strategically planned intervals throughout the year.

At the beginning of each year, each *Vision* staff member will set his or her own vision for the year. During initial individual check-ins with the principal, staff members will lay out the action steps needed to attain their vision. As the year progresses, this vision will be revisited during individual check-ins and post-conferences to ensure staff members are maintaining alignment with their own visions.

Each Wednesday our scholars will be dismissed at 2:00pm. This is for the purpose of efficiently and effectively providing professional development to our staff in a differentiated and undistracted environment. This option was chosen with the *teachers* in mind, knowing their day-to-day duties require a great deal of mental effort. This early dismissal day allows them to fully dedicate their thoughts toward reflection and development. For forty-five minutes, grade level teams will rotate through a grade level cluster meeting focused on developing strong instructional strategies and practices. They will also convene a professional learning community (PLC) in which they will normalize rubrics and assessments, perform item analyses, etc. Finally, the teams will have team planning time in which grade level teachers or subject departments can do lesson targeting and discuss the upcoming week's lessons. RTI meetings occur with individual classrooms on Tuesdays during prep. All other prep periods are time for co-teaching teams to collaborate and prepare strong instruction.

Other professional development opportunities critical to the success of *Vision Academy* are listed on Attachment S.

STAFF EVALUATION

Vision Academy will employ the RISE Teacher Effectiveness rubric to evaluate teacher. This rubric establishes a common language, which defines expectations of exemplary teaching. This rubric is divided into the three categories that are essential to an effective classroom: planning, instruction, and teacher leadership. Each category is divided into indicators that describe student mastery, discussion, differentiation, and growth. The members of the Instructional Leadership Team (ILT) will evaluate staff three times each year and confer with the teacher following the observation, identifying strengths, growth areas and overall scores.

The administrative staff and other staff members will individually set goals for their professional performance in alignment with school wide goals. These goals will be regularly assessed and monitored during individual check-ins with the principal. When goals are completed or not met, the principal and particular staff member will discuss further action steps and create timelines to accomplish goals.

VISION ACADEMY APPLICATION, SECTION TWO

A. Goals

SCHOOL SPECIFIC GOAL FOR EDUCATIONAL PERFORMANCE

Mission Statement: At *Vision Academy* we provide a college preparatory education through a rigorous, literacy-based, content-rich program that ensures our scholars are prepared to succeed academically on their path to college and attain the vision they create for their future.

PERFORMANCE GOAL #1:

All scholars will achieve personal growth goals in Reading by the end of each school year.

Performance Indicators: Scholars will achieve personal growth goals based on NWEA Map test of each spring, grades 3rd through 8th. Classroom teachers and each scholar will track their scores throughout the year and monitor progress toward goals.

Assessment Tools: NWEA is a standardized test that is designed to assess scholars and set individual growth goals. This test will be used three times throughout each academic year to generate baseline data, monitor progress, and show scholar growth.

Attachments: Attachment T details the assessment tool that helps structure growth goals.

Rationale for Goal and Measures: To assure our scholars are prepared to succeed academically on their path to college and attain their vision for their future, it is integral that they achieve their growth goals. Anything short of this goal would result in scholars falling behind their peers or veering off the path toward their vision. NWEA allows scholars, teachers, and parents to determine the academic standing of their scholars compared to their local and national peers. It is our responsibility as an educational institution to provide scholars with the most rigorous education to support them and their vision. Scholars must be proficient in Mathematics in order to succeed beyond *Vision Academy*.

Assessment Reliability and Scoring Consistency: Based on its adoption by schools nationwide, including several charter school networks and *Challenge Foundation Academy*, NWEA has proven to be a successful way to measure student performance. With more than 4.5 billion pairs of test items and responses collected over more than 12 years, the Growth Research Database (GRD) is the hub of NWEA's research, and the most extensive collection of student growth data in the country. The high quality of the data and the database size makes the GRD immensely valuable to researchers and others interested in the study of student achievement.

Baseline Data: Our baseline data will be generated in September of our first year after the initial NWEA test is administered.

3rd-Year Target:

- *Does not meet standard:* Less than 60% of scholars reach personal growth goals.
- *Approaching standard:* 60%-70% of scholars reach personal growth goals.
- *Meets standard:* 71-80%% of scholars reach personal growth goals.
- *Exceed standard:* 81% or more scholars reach personal growth goals.

6th-Year Target:

- *Does not meet standard:* Less than 70% of scholars have demonstrated mastery of grade level standards and achieved personal growth goals.

- *Approaching standard:* 70%-80% of scholars have demonstrated mastery of their grade level standards or achieved personal growth goals.
- *Meets standard:* 81%-85% of scholars have demonstrated mastery of their grade level standards and achieved personal growth goals.
- *Exceed standard:* 86% or more scholars have demonstrated mastery of their grade level standards and achieved personal growth goals.

PERFORMANCE GOAL #2:
All scholars will achieve personal growth goals for Math by the end of each school year.

Performance Indicators: Scholars will achieve personal growth goals upon completion of the NWEA Spring test of each academic year for grades 3rd through 8th. Classroom teachers and each scholar will track their scores and goals throughout the year to monitor progress toward goals.

Assessment Tools: NWEA is a standardized test that is designed to assess scholars and set individual growth goals. This test will be used three times throughout each academic year to generate baseline data, monitor progress, and show scholar growth.

Attachments: Attachment T details the assessment tool that helps structure growth goals.

Rationale for Goal and Measures: To assure our scholars are prepared to succeed academically on their path to college and attain their vision for their future, it is integral that they achieve their growth goals. Anything short of this goal would result in scholars falling behind their peers or veering off the path toward their vision. NWEA allows scholars, teachers, and parents to determine the academic standing of their scholars compared to their local and national peers. It is our responsibility as an educational institution to provide scholars with the most rigorous education to support them and their vision. Scholars must be proficient in Mathematics in order to succeed beyond *Vision Academy*.

Assessment Reliability and Scoring Consistency: Based on its adoption by schools nationwide, including several charter school networks and Challenge Foundation Academy, NWEA has proven to be a successful way to measure student performance. With more than 4.5 billion pairs of test items and responses collected over more than 12 years, the Growth Research Database (GRD) is the hub of NWEA's research, and the most extensive collection of student growth data in the country. The high quality of the data and the database size makes the GRD immensely valuable to researchers and others interested in the study of student achievement.

Baseline Data: Our baseline data will be generated in September of our first year after the initial NWEA test is administered.

3rd-Year Target:
- *Does not meet standard:* Less than 60% of scholars reach personal growth goals.
- *Approaching standard:* 60%-70% of scholars reach personal growth goals.
- *Meets standard:* 71-80%% of scholars reach personal growth goals.
- *Exceed standard:* 81% or more scholars reach personal growth goals.

6th-Year Target:
- *Does not meet standard:* Less than 70% of scholars have demonstrated mastery of grade level standards and achieved personal growth goals.

- *Approaching standard:* 70%-80% of scholars have demonstrated mastery of their grade level standards or achieved personal growth goals.
- *Meets standard:* 81%-85% of scholars have demonstrated mastery of their grade level standards and achieved personal growth goals.
- *Exceed standard:* 86% or more scholars have demonstrated mastery of their grade level standards and achieved personal growth goals.

PERFORMANCE GOAL #3:
All scholars will participate in the *Vision Block*. All scholars that present a Vision Design Project will score with proficiency. During the Vision Block, scholars will set goals and draft and refine a vision for their future - the capstone project with which scholars synthesize their learning.

Performance Indicator: Participation will be monitored daily by classroom teachers and reported to administrators, parents, and students through weekly reports, progress reports, and report cards.

Assessment Tools: The Vision Block will culminate into a capstone project, which each scholar will create, present, and defend before a panel at the end of each year. Scholars will be assessed regularly to monitor their progress in skill and concept development necessary to completing the Vision Design Project. The projects will be scored by a panel using the Vision Design Rubric.

Attachment: Attachment N details the Vision Design rubric.

Rationale for Goal and Measure: It is our mission to prepare students to succeed academically on their path to college and attain the vision they create for their future. The Vision Block and Design Project will accomplish both of these tasks by developing the skills and concepts necessary to set and achieve goals, as well as help students identify a concrete vision for their future, including high school, college, and beyond.

Assessment Reliability and Scoring Consistency: The Vision Design Projects will be scored based on a Vision Design rubric. This rubric will be reviewed during professional development on Wednesdays as a topic for PLCs. Regular Vision Block assessments will be collected and scored by classroom teachers during the school year. These assessments will also be topics for PLCs.

Baseline Data: The baseline data for the Vision Block will be collected in August of 2013, and compared and monitored throughout the initial school year.

3rd-Year Target:
- *Does not meet standard:* Less than 70% of the scholars in grades K through 5 will score between 21-30 on the Vision Design Rubric.
- *Approaching Standard:* 70%-84% of the scholars in grades K through 5 will score between 21-30 on the Vision Design Rubric.
- *Meets standard:* 85% of the scholars in grades K through 5 will score between 21-30 on the Vision Design Rubric.
- *Exceeds standard:* 86% or more scholars in grades K through 5 will score between 21-30 on the Vision Design Rubric.

6th-Year Target:

- *Does not meet standard:* Less than 80% of the scholars in grades K through 5 will score between 23-30 on the Vision Design Rubric.
- *Approaching Standard:* 80%-91% of the scholars in grades K through 5 will score between 23-30 on the Vision Design Rubric.
- *Meets standard:* 92% of the scholars in grades K through 5 will score between 23-30 on the Vision Design Rubric.
- *Exceeds standard:* 93% or more scholars in grades K through 5 will score between 23-30 on the Vision Design Rubric.

ORGANIZATIONAL VIABILITY, PERFORMANCE GOAL #1:
Vision Academy will retain teachers who perform at or above 3 on the RISE Teacher Effectiveness rubric.

Performance Indicators: We will strive to maintain consistently high teacher retention rates, which may include offering teachers multiple career paths within the school team.

Assessment Tools and Measures: To assess teacher performance we will use the RISE Teacher Effectiveness rubric. This rubric focuses on Instruction, Planning, and Teacher Leadership. Teacher retention reports will be created each year to present to the Board of Directors to determine organizational viability.

Attachment: The RISE Teacher Effectiveness rubric can be found at
http://www.riseindiana.org/how-does-rise-work/training-support-and-resources

Rationale for Goal and Measures: The principal and Instructional Leadership Team must ensure our scholars are exposed the strongest possible instruction. This goals and measures embraced in this framework will help ensure that each *Vision* scholar has a proficient teacher.

Assessment Reliability and Scoring Consistency: Only our Instructional Leadership Team will evaluate teachers based upon the same instructional rubric. This team will receive thorough development and be well versed in the rubric. As an ILT we will perform practice evaluations and team evaluations to ensure inter-rater reliability.

Baseline Data: We will determine our baseline through evaluation data collected in the fall, 2013. We expect to have our first round of complete data in July 2014.

3rd-Year Target:
- *Does not meet standard:* Less than 65% of teachers (ave. score 3+) return the following year.
- *Approaching standard:* 66%-75% of teachers (ave. score 3+) return the following year.
- *Meets standard:* 76%-85% of teachers (ave. score 3 or more) return the following year.
- *Exceeds standard:* 86% or teachers (ave. score 3 or more) return the following year.

6th-Year Target:
- *Does not meet standard:* Less than 70% of teachers (ave. score 3 or more) return the following year.
- *Approaching standard:* 71%-80% of teachers (ave. score 3+) return the following year.
- *Meets standard:* 81%-89% of teachers (ave. score 3+) return the following year.
- *Exceeds standard:* 90% or above of teachers (ave. score 3+) return the following year.

ORGANIZATIONAL VIABILITY, PERFORMANCE GOAL #2:
Vision Academy will retain administrators who perform at or above an average of 3 on the RISE Principal Effectiveness Rubric.

Performance Indicator: We will know we have met this goal by retaining our strongest administrators year after year. For some administrators, retention may mean taking on multiple career paths within the school.

Assessment Tools and Measures: To assess administrator performance, we will use the RISE Principal Effectiveness Rubric, as described elsewhere in this application. We will also present administrator retention reports to the Board yearly to measure organizational viability.

Attachment: The RISE Indiana Principal Effectiveness Rubric can be found at http://www.riseindiana.org/how-does-rise-work/training-support-and-resources .

Rationale for Goal and Measures: To maintain high expectations throughout a school, principals and other administrators should be held accountable. The RISE Principal Effectiveness Rubric was designed specifically to ensure accountability for school leaders. Setting a performance goal for administrators sets the expectation that each member of the *Vision Academy* community will continue to develop for the purpose of improving their practice and impacting student achievement.

Assessment Reliability and Scoring Consistency: Members of the Board will familiarize themselves with and use the RISE rubric to evaluate the principal. They may also contract a consultant to evaluate the school leadership using this rubric. Although anecdotal notes may be taken and reviewed, the indicators on this rubric will be the only factors in scoring the principal. The principal will also use this rubric in the same way to evaluate the assistant principal and any other administrator that would not be sufficiently scored using the Instructional Rubric.

Baseline Data: We will determine our baseline during the 2013-2014 school year. We will have baseline data for administrator retention in August 2014.

3rd-Year Target:

- *Does not meet standard:* Less than 65% of our administrators that average a score of 3 or above return the following year.
- *Approaching standard:* 66%-75% of our administrators that average a score of 3 or above return the following year.
- *Meets standard:* 76%-85% of our administrators that average a score of 3 or above return the following year.
- *Exceeds standard:* 86% or above of our administrators that average a score of 3 or above return the following year.

6th-Year Target:

- *Does not meet standard:* Less than 70% of our administrators that average a score of 3 or above return the following year.
- *Approaching standard:* 71%-80% of our administrators that average a score of 3 or above return the following year.
- *Meets standard:* 81%-89% of our administrators that average a score of 3 or above return the following year.
- *Exceeds standard:* 90% or above of our administrators that average a score of 3 or above return the following year.

ORGANIZATIONAL VIABILITY, PERFORMANCE GOAL #3:
Parents will consistently rate *Vision Academy* a satisfactory school.

Performance Indicator: We will know we have met this goal by the percent of parents who rate *Vision Academy* as satisfactory based on Mayor's survey of charter school parents.

Assessment Tools and Measures: Each year the Mayor's Office surveys the parents of the mayor-authorized charter school that their children attend. This survey gauges parents' satisfaction with the school.

Rationale for Goal and Measures: As an academic institution, *Vision Academy* will not only serve children, but in effect their families. It is important that we know our families are satisfied with the educational services and safety that we provide. To minimize potential bias, we will use the survey created by the Mayor's Office as our primary measure of parent satisfaction.

Assessment Reliability and Scoring Consistency: To ensure consistency, all scoring of the parent satisfaction surveys will be done by the Mayor's Office. These surveys will produce reliable data since they will only be administered to parents or legal guardians of our scholars.

Baseline Data: Our baseline data will be collected at the end of the 2013-2014 school year. The Mayor's Office will provide the results as soon as all data has been compiled.

3rd-Year Target:

- *Does not meet standard:* Less than 75% of parents are satisfied with *Vision Academy*.
- *Approaching Standard:* 75%-80% of parents are satisfied with *Vision Academy*.
- *Meets standard:* 81%-85% of parents report that they are satisfied with Vision Academy.
- *Exceeds standard:* 86% or more of parents are satisfied with *Vision Academy*.

6th-Year Target:

- *Does not meet standard:* Less than 80% of parents are satisfied with *Vision Academy*.
- *Approaching Standard:* 81%-85% of parents are satisfied with *Vision Academy*.
- *Meets standard:* 86%-90% of parents report that they are satisfied with Vision Academy.
- *Exceeds standard:* 91% or more of parents are satisfied with *Vision Academy*.

B. Community Partnerships

We believe in establishing a community school that serves the local neighborhoods, but also the city of Indianapolis. To ensure this happens, the Associate Director and Executive Director have been consistently reaching out to local faith-based organizations, churches, businesses, organizations, and community centers to establish partnerships that will generate a sense of concern, passion, and pride for our school's community. We will continue to build these relationships by engaging ourselves in the work of these groups. For example, we have participated in the IU FiT focus group conversations, we are acquiring donations for a local day care center, and we also supported the grand opening of an after school center by donating needed supplies and time as a sponsor. Our door to door canvassing has connected us with several organizations, one of which is the Riverside Civic League and the Riverside Family Center. We have engaged in conversation with the leaders of both of these organizations as we both seek to help each other and benefit the neighborhood. We will continue to foster these relationships that align both parties to better serve the children and families of our target

neighborhoods and our city. See Attachment V for a list of community partnerships we maintain and intend to expand in our efforts to serve the *Vision* community.

C. Transportation

At this time, we are considering a number of transportation plans, based upon the location of the school, our budget, and parent interest in bus transportation. These options include:

1. Free bus transportation including common pick up and drop off points in targeted neighborhoods.
2. Fee-based bus transportation (on a sliding scale based on income) to students who request it.
3. Parent-generated transportation, coupled with after-school program to care for students beyond school hours (and accommodating parents' work schedules).
4. Public bus transportation, based on location of the school (available to students 12 or older).
5. A combination of any of the options listed above.

Our experience at CFA may prove especially informative in determining which of these options is best. Currently, we do not offer transportation for our families; yet, basic demographic information suggests that our population is no different in educational background or family income from the schools around us. The fact that we are unable to provide school-organized transportation for our students does present challenges for a small number of families; in fact, every year three to five families identify transportation as the primary reason they must withdraw their child from CFA; yet, almost 99% of our families transport their kids daily. Somehow, they are able to devise a number of different strategies to transport their children to school each day.

We have found there to be significant advantages to students and the connection that our parents build with the school, because they must drop off or pick up their children each day. In fact, for safety reasons, we require families to come in and sign out their children each day at the classroom door. This, in turn, allows parents a very short conference or update with their child's teacher each day. Again, while we understand the challenges presented by the fact that the school is not able to formally organize transportation for our students, we also believe there to be a huge upside in that it facilitates such a strong relationship with our families. Whatever option we choose, we will certainly devise creative ways to engage families as effectively as we are connected to parents at our current location.

Finally, should we decide to ask parents to provide their children transportation to and from the school, we will work closely with our parent leaders to organize a car-pooling strategy for interested families. Beginning in our first year, we intend to conduct an inventory of all community resources (i.e. faith based, human services and local recreational organizations) to design a carpooling strategy that meets the before and after school needs of our families. Regardless of the option we choose, it is important that we communicate our commitment to ensuring that all of our families have access to safe, dependable and punctual means of transportation each school day.

D. Timeline

Below is a timeline of tasks and responsibilities. It includes specific tasks associated with a gradual development of a school community, tasks and duties dependent upon acquiring/building a new school facility, and opening a new K-8 school. The timeline focuses almost entirely on the transition between school years and, thus, lacks further development past the start of the '13-'14 school year. This is a working document, and we expect to revise this timeline multiple times, based on feedback from multiple stakeholders in the school's long-term success.

Month	Task	Responsibility
June		
13	Land Opportunity Meeting (16Tech)	Dev. Team
15	Research Targeted Area Data & Community	IY
18	Contact Neighborhood Liaison	Dev. Team
22	Identify and contact Potential Board Members	Dev. Team
July		
15	Secure Budget from Beth Reynolds for Walton	IY
20	Complete Walton Business plan	IY
August		
1	Contact Targeted Board Members	IY
7-9, 14	School Visits	IY
10	Meet with Riverside Civic League	
13	Walton Grant Interview	Dev. Team
15	Hold first Advisory Board Meeting	Board
20-21	Excellent School Visit	IY
25	Deadline for contacting Targeted Church Leader	Dev. Team
September		
3	Excellent School Visit	IY
5	Gather written community support letters	Dev. Team
15	Complete Replication Charter	IY
	Complete Appendix 4: Technical Requirement checklist	IY
	Submit Letter of Intent to Mayor's Office	IY
31	Complete Charter replication document review	IY
October		
5	Replication Application Due to Mayor's Office	IY
	Mayor's Office Reviews Application	Mayor's Office
November		
1	Complete Job Openings/Descriptions	IY
6-7	Excellent School Visit	IY
10-15	Charter Replication Interview	Dev. Team/ Board
10-15	Charter School Advisory Board Review	CSAB
December		
1	Mayoral Decision on Charter	Mayor

15	City-County Council Ratification	City-County Council
January		
1	Launch School Website	IY
6	Hold first Community Awareness Meeting	IY
20	Secure Temporary facility for Year 1	IY
22	Begin Interview process for Secretary and Teachers	Lead Team
February		
15	Deadline for hiring Office Manager	IY
March		
15	Deadline for hiring ILT members	Dev. Team
April		
5-10	Design Staff Induction Process	IY
15-20	Design and plan curriculum institute	IY
May		
5-25	Host family walkthroughs of construction site	IY
	Hold school information sessions	IY
	Finalize Teacher Hiring	IY
June		
19-21	Challenge Foundation Conference	
July		
1	Establish agenda for All Stakeholders Meeting	
4	*Vision* Stakeholders Meeting	
11-16	Curriculum Institute	ILT
11-12, 15	Establish: Curriculum Plan and Assessment Schedule	
16	Formulate '13-'14 Classes and Daily Schedule	ILT
16	Complete Draft of the Culture Rubric	Culture Team
16	Schedule ILT, Culture and Admin. Meetings	Principal
22-26	Plan Teacher PD Week	ILT
29	PD: Teacher Introductions, School Goals/Vision/Community	
30	PD: Teacher Mindsets, Expectations, and Families	Full Staff
31	PD: School Curriculum, Schedule, Expectations	Full Staff
August		
1	PD: School-wide Procedures, Systems,	Full Staff
2	PD: Evaluations/TAP	Full Staff
4	Welcome to School Barbecue	Full Staff
5	PD: Staff Breakfast and Teacher Work Day	Full Staff
6	First Day for Kindergarteners and ½ Day and Staff Meeting	Full Staff
7	First Day for 1st Graders	Full Staff

Vision Academy
Replication Application

Appendices

p. 78- 130

APPENDIX 1: FIRST OPERATIONAL YEAR AND FIVE-YEAR BUDGET

Vision Academy Annual Operating Budget		
		Comments and Underlying Assumptions
Major Assumptions:		
Number of students	256	Year 1 has 2 classroom each for KG - 3rd
Student:teacher ratio	16:1	
Number of teachers	19	2 per classroom KG-3; 1 Physical Education; 2 Special Education
Number of instructional aides	0	
Facility square footage	60,000	Assumes 90 square feet per student, plus common area spaces
Average teacher salary	$42,000	
Average instructional aide salary	$-	
Base State and Local Aid/Student	$6,840	
State Categorical Funding/Student	$563	
Federal Categorical Funding/Student	$2,530	
REVENUES		
Base state and local aid	$1,532,160	
State categorical funding	144,200	
Federal categorical funding	622,680	
Grants and fundraising	220,000	
Total Revenues	**$2,519,040**	
EXPENDITURES		
Salaries		
Director	$140,000	inlcudes principal and assistant principal
Teachers	798,000	includes 19 teachers at $42,000 each
Instructional aides	0	
Secretary	40,000	
Benefits		
Retirement	73,350	TRF/403b
Health	132,000	Assumes $6000 per employee
FICA	74,817	7.65% of wages
Other	8,117	Unemployment
Books and Supplies		
Texts and instructional materials	76,680	Assumes $280 per student plus field trips
Athletics/Clubs	10,240	Based on $40/student
Software	40,000	SIS system, accounting software, basic software on all computers
Classroom paper and supplies	35,840	Assumes $140 per student
Office supplies	12,000	Assumes $1000/month
Janitorial supplies	20,000	Assumes $1500/month plus upfront costs
Services and Contracts		
Custodial and pest control	36,000	Assumes $2500/month plus $200/month for pest control

Bookeeping & Audit	51,100	Assumes $2250/month bookeeping plus $250/month for payroll
Legal	3,000	Overall estimate
Liability & property insurance	30,000	Overall estimate
Bank Fees, Dues & Fees	7,100	Overall estimate
Student Recruiting	10,000	Includes recruiting for 13-14 and 14-15
Staff development	44,175	includes substitute teachers ($875, $1250, $200)
Special education consultant	15,360	Assumes $60 per student average cost
IT Support	15,600	Includes internet service
Student Meal Service	135,936	Based on $2.95 per meal
Postage	3,000	Assumes $250/month
Copier lease	16,200	Assumes $1000/month plus printing costs and equipment repairs
Support Team	61,286	Assumes 5% of state and local aide
Facilities and Capital		
Rent/lease/mortgage	287,000	Assumes $15k per month plus repairs and maintenance
Replace furnishings & equipment	190,464	Startup furniture and computers
Gas/electric	91,400	Includes gas, electric, water and trash removal
Phone	12,000	Assumes $1000 per month
Security alarm	25,600	Includes security staff plus alarm monitoring
Total Expenditures	**$2,496,265**	
Surplus (Deficit)	**$22,774**	

APPENDIX 2: SIX-YEAR OPERATIONAL BUDGET

Vision Academy Five-Year Revenue and Expenditure Projections						
	Year	Year	Year	Year	Year	Year
Assumptions	**0**	**1**	**2**	**3**	**4**	**5**
Revenue Growth (based on increase in # of students)			50.0%	34.0%	25.0%	20.0%
State & local government price deflator (COLA)			2.0%	2.0%	2.0%	2.0%
Number of additional students			64	64	64	64
Number of additional staff			4	4	4	3
REVENUES						
Base state and local aid		$1,532,160	$1,969,920	$2,407,680	$2,845,440	$3,283,200
State categorical funding		144,200	177,378	210,804	244,229	277,655
Federal categorical funding	135,000	622,680	759,000	598,000	687,000	776,000
Grants and fundraising	30,000	220,000	-	-	-	-
Total Revenues	**$165,000.00**	**$2,519,040**	**$2,906,298**	**$3,216,484**	**$3,776,669**	**$4,336,855**
EXPENDITURES						
Salaries						
Director	64,064	$140,000	$202,800	$266,856	$332,193	$398,837
Teachers		798,000	942,480	1,092,421	1,289,982	1,452,168
Instructional aides		-	-	-	-	-
Secretary	8,333	40,000	40,800	41,616	42,448	43,297
Benefits						
Retirement		73,350	88,956	105,067	124,847	142,073
Health		132,000	150,000	174,000	204,000	228,000
FICA		74,817	90,735	107,168	127,344	144,914
Other		8,117	9,920	11,717	13,923	15,844
Books and Supplies						
Texts and instructional materials	40,448	76,680	112,397	134,488	150,625	168,877
Athletics/Clubs		10,240	12,800	15,360	17,920	20,480
Software	2,500	40,000	10,000	10,200	10,404	10,612
Classroom paper and supplies		35,840	44,800	53,760	62,720	71,680
Office supplies	1,000	12,000	15,000	18,000	21,000	24,000

Janitorial supplies		20,000	20,400	20,808	21,224	21,649
Services and Contracts						
Custodial and pest control		36,000	36,720	37,454	38,203	38,968
Bookeeping & Audit	8,275	51,100	52,122	53,164	54,228	55,312
Legal		3,000	3,060	3,121	3,184	3,247
Liability & property insurance		30,000	33,000	36,300	39,930	43,923
Bank Fees, Dues & Fees		7,100	7,242	7,387	7,535	7,685
Student Recruiting	21,500	10,000	5,000	5,100	5,202	5,306
Staff development		44,175	58,125	67,425	79,050	88,350
Special education consultant		15,360	19,200	19,584	19,976	20,375
IT Support		15,600	30,000	30,600	31,212	31,836
Student Meal Service		135,936	170,208	204,250	238,291	272,333
Postage	500	3,000	3,060	3,121	3,184	3,247
Copier lease		16,200	16,524	16,854	17,192	17,535
Support Team	13,200	76,608	98,496	120,348	142,272	164,160
Facilities and Capital						
Rent/lease/mortgage		287,000	319,080	320,182	321,305	482,451
Replace furnishings & equipment		190,464	54,600	55,692	116,806	165,142
Gas/electric		91,400	100,540	110,594	121,653	133,819
Phone		12,000	12,240	12,485	12,734	12,989
Security alarm		25,600	26,112	26,634	27,167	27,710
Total Expenditures	$159,819.92	**$2,496,265**	**$2,786,417**	**$3,181,757**	**$3,697,753**	**$4,316,820**
Surplus (Deficit)	***$5,180.08***	**$22,774**	**$119,881**	**$34,727**	**$78,916**	**$20,035**

APPENDIX 3: FYR 2013-2014 MONTHLY CASH FLOW

Vision Academy Charter School Monthly Cash Flow

	Jul.	Aug.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.	Total	Annual Budget	Variance
REVENUES															
Base state and local aid	102,600	102,600	102,600	102,600	230,850	128,250	128,250	128,250	128,250	128,250	128,250	128,250	$1,539,000	$1,532,160	$6,840
State categorical funding		1,561	14,570	15,070	14,570	13,007	17,007	13,007	13,007	13,007	13,007	13,007	140,820	144,200	(3,380)
Federal categorical funding			197,500	22,500	22,500	142,500	28,750	28,750	31,875	31,875	94,375	31,875	632,500	622,680	9,820
Grants and fundraising	220,000												220,000	220,000	-
Total Revenues	**322,600**	**104,161**	**314,670**	**140,170**	**267,920**	**283,757**	**174,007**	**170,007**	**173,132**	**173,132**	**235,632**	**173,132**	**$2,532,320**	**$2,519,040**	**$13,280**
EXPENDITURES															
Salaries															
Director	11,667	11,667	11,667	11,667	11,667	11,667	11,667	11,667	11,667	11,667	11,667	11,667	$140,000	$140,000	$-
Teachers	66,500	66,500	66,500	66,500	66,500	66,500	66,500	66,500	66,500	66,500	66,500	66,500	798,000	798,000	-
Instructional aides													-	-	-
Secretary	3,333.33	3,333.33	3,333.33	3,333.33	3,333.33	3,333.33	3,333.33	3,333.33	3,333.33	3,333.33	3,333.33	3,333.33	40,000	40,000	-
Benefits															
Retirement	6,113	6,113	6,113	6,113	6,113	6,113	6,113	6,113	6,113	6,113	6,113	6,113	73,350	73,350	-
Health	11,000	11,000	11,000	11,000	11,000	11,000	11,000	11,000	11,000	11,000	11,000	11,000	132,000	132,000	-
FICA	6,235	6,235	6,235	6,235	6,235	6,235	6,235	6,235	6,235	6,235	6,235	6,235	74,817	74,817	-
Other	2,000	1,500	658				2,000	1,500	658				8,316	8,117	199
Books and Supplies															
Texts and instructional materials	6,390	6,390	6,390	6,390	6,390	6,390	6,390	6,390	6,390	6,390	6,390	6,390	76,680	76,680	-
Athletics/Clubs	853.33	853.33	853.33	853.33	853.33	853.33	853.33	853.33	853.33	853.33	853.33	853.33	10,240	10,240	-
Software	40,000												40,000	40,000	-
Classroom paper and supplies	2,986.67	2,986.67	2,986.67	2,986.67	2,986.67	2,986.67	2,986.67	2,986.67	2,986.67	2,986.67	2,986.67	2,986.67	35,840	35,840	-
Office supplies	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	12,000	12,000	-
Janitorial supplies	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	20,000	20,000	-

Services and Contracts															
Custodial and pest control	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	36,000	36,000	-
Bookeeping & Audit	4,258.33	4,258.33	4,258.33	4,258.33	4,258.33	4,258.33	4,258.33	4,258.33	4,258.33	4,258.33	4,258.33	4,258.33	51,100	51,100	-
Legal	250	250	250	250	250	250	250	250	250	250	250	250	3,000	3,000	-
Liability & property insurance	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	30,000	30,000	-
Bank Fees, Dues & Fees	591.67	591.67	591.67	591.67	591.67	591.67	591.67	591.67	591.67	591.67	591.67	591.67	7,100	7,100	-
Student Recruiting	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	10,000	10,000	-
Staff development	3,681	3,681	3,681	3,681	3,681	3,681	3,681	3,681	3,681	3,681	3,681	3,681	44,175	44,175	-
Special education consultant	1,280.00	1,280.00	1,280.00	1,280.00	1,280.00	1,280.00	1,280.00	1,280.00	1,280.00	1,280.00	1,280.00	1,280.00	15,360	15,360	-
IT Support	1,300.00	1,300.00	1,300.00	1,300.00	1,300.00	1,300.00	1,300.00	1,300.00	1,300.00	1,300.00	1,300.00	1,300.00	15,600	15,600	-
Student Meal Service	11,328.00	11,328.00	11,328.00	11,328.00	11,328.00	11,328.00	11,328.00	11,328.00	11,328.00	11,328.00	11,328.00	11,328.00	135,936	135,936	-
Postage	250	250	250	250	250	250	250	250	250	250	250	250	3,000	3,000	-
Copier lease	1,350	1,350	1,350	1,350	1,350	1,350	1,350	1,350	1,350	1,350	1,350	1,350	16,200	16,200	-
Management Fee							10,260	10,260	10,260	10,260	10,260	10,260	61,560	61,286	274
Facilities and Capital															
Rent/lease/mortgage	23,916.67	23,916.67	23,916.67	23,916.67	23,916.67	23,916.67	23,916.67	23,916.67	23,916.67	23,916.67	23,916.67	23,916.67	287,000	287,000	-
Replace furnishings & equipment	186,000												186,000	190,464	(4,464)
Gas/electric	7,250.00	7,250.00	7,250.00	7,250.00	7,250.00	7,250.00	7,250.00	7,250.00	7,250.00	7,250.00	7,250.00	7,250.00	87,000	91,400	(4,400)
Phone	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	12,000	12,000	-
Security alarm	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	24,000	25,600	(1,600)
													-	-	
Total Expenditures	**410,533**	**184,033**	**183,191**	**182,533**	**182,533**	**182,533**	**194,793**	**194,293**	**193,451**	**192,793**	**192,793**	**192,793**	**$2,486,274**	**$2,496,265**	**$(9,991)**
Monthly Surplus (Deficit)	**(87,933)**	**(79,872)**	**131,479**	**(42,363)**	**85,387**	**101,224**	**(20,786)**	**(24,286)**	**(20,319)**	**(19,661)**	**42,839**	**(19,661)**			
Cash in Bank (Cash Deficit)	**(87,933)**	**(167,805)**	**(36,326)**	**(78,690)**	**6,697**	**107,921**	**87,135**	**62,849**	**42,530**	**22,868**	**65,707**	**46,046**			

SUPPORT TEAM RESUMES

Kyle Rouse: Director of Operations

Charlie Schlegel: Executive Director

Ian Yearwood: Associate Director, New School Development

KYLE J. ROUSE

2235 North Talbott Street • Indianapolis, Indiana 46205 • kyle_j2322@hotmail.com • Cell: (317) 371-3929

PERSONAL PROFILE

Ambitious, detailed-oriented professional seeking an opportunity with an established organization in the field of operations management. Notable interpersonal skills with the capacity to relate to all levels of management, staff, and customers. Recognized for outstanding work ethic, integrity, thoroughness, and commitment to meeting company goals. Demonstrated ability of improving business processes while cutting costs. Overcoming challenges and collaborative problem-solving are key attributes.

WORK EXPERIENCE

GEO FOUNDATION, Indianapolis, IN

Program Director, 21st Century Community Learning Center Grant **May 2010-Present**

- Established afterschool programming for 300 students at two sites.
- Constructed $250,000 yearly budget; approved expenditures in accordance with the approved budget; submitted monthly claims for reimbursements to the DOE.
- Developed partnerships with Urban Mission YMCA, AYS, Inc., Girls Inc., College Summit, Peace Learning Center, Indianapolis Art Center, Indiana Repertory Theatre, and FIRST Robotics; ensured compliance of all contracts.
- Oversaw year-end data collection by Center for Evaluation and Education Policy (CEEP).

Operations Manager **May 2008-Present**

- Planned, executed, and monitored transportation contracts for two schools and food service management contracts for three schools.
- Served as Food Service Director for two schools; monitored free and reduced lunch application process including direct certification and verification; submitted monthly claims for reimbursement to the DOE.
- Managed liability insurance policies and claims for five entities; conducted annual reviews of each policy and made recommendation for changes to CFO.
- Supervised facility maintenance needs of four buildings; ensured compliance of HVAC, landscaping, and cleaning service contracts.
- Established relationships with school vendors; obtained competitive quotes for purchases in excess of $1000.

Administrative Support Intern

February 2008-May 2008

- Analyzed and recommended changes to various business processes.
- Word processing production for executive team members.

- Composed data presentations using computer software applications such as Excel and PowerPoint.

APPENDIX 4: LEADERSHIP INFORMATION - SUPPORT TEAM *(CONTINUED)*

- Performed photocopying and other production services.

IHSAA, Indianapolis, IN
Licensed Basketball Official **November 2002-Present**

- Combined knowledge of the rules and the game itself with proper officiating mechanics.
- Communicated effectively with coaches, players, administration and fans to ensure proper game management.
- Handled criticism from coaches and fans in a positive, professional manner.

- One of the youngest officials in the state of Indiana selected to work both the boy's and girl's state tournament in 2011 and 2012.

EDUCATION

Kelley School of Business, Indiana University, Indianapolis
Bachelor of Science in Business
Majors: Management and Human Resource Management

Director of Operations
Job Description and Responsibilities

The Chief Operations Officer reports to the Principal/Director regarding all fiscal, operational and business operations of the Challenge Foundation Academy. The person who assumes this position will play a critical role in the leadership of our schools and, essentially, manage all operational matters central to the smooth and efficient operations of our respective schools.

The responsibilities for this position include, but are not limited to:

School Treasurer
The Director of Operations will serve as the official fiscal officer for the state Board of Accounts, the Indiana Department of Education, and the various county auditors. The Treasurer's work includes:

- *SBA Audit*: The Director of Operations shall keep a check list of all documents and records that will be necessary for the Biennial Audit. Further, the Director of Operations shall have a working knowledge of SBA regulations and shall advise the School Leader and the Board of Directors about all fiscal practices that are/are not congruent with SBA regulations.
- *Accounts Payable/Receivable*: The Director of Operations will ensure timely payment of our school's bills that all revenues due to CFA have been received, and that revenue and expense variances are duly noted (with assistance from *Bookkeeping Plus*).
- *Bookkeeping Plus*: Director of Operations will also serve as the primary point of contact with Bookkeeping Plus. For efficiency's sake, we expect our Operations Director to assume increasing responsibilities for financial management when possible previously. This includes:
  - Payroll adjustments
  - Warrants for payment
  - Budget maintenance (by line item)
  - Budget creation (in consultation with the Principal/Director of each school)
  - Deposits and Receipts
  - Purchase Orders

State Reporting:
- *Student Count*: The Director of Operations will certify the student count each fall and report it to the appropriate state department and chartering authority.
- *Federal and State Grants*: The Director of Operations will monitor compliance with all public grants CFA receive.
- *School Lunch Program*: The Director of Operations will serve as the primary point of contact for the State School and Nutrition Programs division through the Department of Education. The Director of Operations will manage:
  - The system through which these CFA confirms the status of each family in regards to the Federal Free/Reduced Lunch Program and file this information with the Department of Education.
  - The reimbursement rates with the school food service vendor.
  - The system through which we record food service and relay it to our provider.
  - The collection of lunch money from CFA families each week.

Human Resources:
The Director of Operations will serve as the primary human resources professional for the Challenge Foundation Academy. In this capacity, he/she will:

- Maintain employee enrollments in all benefit programs (PERF/TRF; Major Medical; Dental; Optical; Life; AD&D; Short Term/Long Term Disability; etc.).
- Meet with each new employee and provide him/her with the appropriate forms and payroll information.
- Oversee the process through which we conduct a limited criminal history through the State Police Department on each employee (as well as specific volunteers).
- Consult with insurance brokers and, subsequently, the School Leader in negotiating the competitive health, property and liability insurance coverage
- Keep record of proof of degree and licensing for each employee.

Physical Plant:
The Director of Operations shall maintain a safe and comfortable school environment in overseeing matters related to:

- HVAC
- Grounds
- Custodial Services
- Plumbing, electrical and other mechanical work
- Interior Maintenance (i.e. walls, floors, ceiling tiles, doors, etc.)
- All other building issues as assigned

He/she will be expected to contact the appropriate vendors or service providers tending to the building and ensure schools are receiving timely, cost-effective service.

Vendor Relations:
The Challenge Foundation Academy works with a variety of providers to make our school successful. The Director of Operations will need to maintain a transparent, fiscally-conservative relationship with each vendor, including:

- Food Service
- Custodial
- Textbook publishers
- Furniture vendors
- Insurance brokers
- Information Technology
- Other vendors as assigned

Qualifications:
The ideal candidate for this position will hold, at least, a baccalaureate degree and meet the following qualifications:

- Exceptional skills in resource allocation, time management, finance and organization.
- Experience and interest in serving within a mission driven organization committed to students and families, previously underserved by local educational institutions.
- Excellent writing and overall communication skills
- A cooperative, energetic disposition and capacity to work in concert with our team.
- A deep interest in working in a fast-paced, collaborative environment relentlessly focused on high standards and achieving ambitious performance goals.
- Leadership potential and willingness to take initiative in addressing a wide array of management and operational issues in order to continuously improve the overall quality of the CFA program and service to students and families.

CHARLIE SCHLEGEL

8266 N. Washington Blvd.
Indianapolis, IN 46240

Email: charlieschlegel@post.harvard.edu
Cell Phone: (617) 834-9941

Education:

Harvard University, Graduate School of Education

Doctor of Education; Administration and Social Policy — May 2003
Thesis: *Bridging Difference: Interaction and Learning through Civic Work*

Stanford University

Masters of Administration and Policy Analysis; School of Education — June 1995

University of Michigan

Bachelor of Arts in History; College of Literature, Science and Arts — May 1992

Work Experience:

7/08 - Present

Principal & CEO, Challenge Foundation Academy

Indianapolis, IN

- Lead a K-5 charter school (475 students; 85% low-income), transformed from a school with the state's 5th worst test scores in'08 to one that is now "A-rated" and among top 8 in Indiana, based on students' academic growth.
- Manage a $4.3 million budget, a quarter of which we raise each year through grants and private donations. Increased by 300% the cash reserves in just three years.
- Designed and implemented systems to support 50-member faculty, including merit-based pay, performance evaluation and teacher leadership.
- Oversee 20+ community partnerships, bringing critical support to students and families, and supervise family engagement initiatives, including parent workshops focuses on home practices that support students' success.
- Serve as an important leader within an emerging school network and principal among a coalition of agencies, working to transform a community that has struggled for years with poverty, violence and joblessness.

7/10 – Present

Instructor, Marian University

Indianapolis, IN

- Develop and implement the university's new *Academy for Teaching and Learning Leadership*, an innovative graduate program designed to prepare candidates to turn around under-performing schools.
- Design bi-weekly seminars, studying central issues of "turn-around leadership," including teacher selection and evaluation, curriculum assessment and data-based decision making.
- Coordinate, connect and supplement lessons from national faculty, who regularly join the group to lend special expertise in critical areas of transformative leadership in urban schools.

7/04 – 6/08

Principal, Wayland Middle School — Wayland, MA

- Led middle school (700 students, grades 6-8) that consistently placed among the top 10 in the state, based on common measures of student achievement.
- Managed a $7 million budget. Supervised, evaluated and promoted the professional growth of over 70 teachers and 105 total staff members, a third of who were hired under my tenure.
- Addressed and improved district's attention to diversity. Increased by 300% the number of faculty of color. Led a district-wide team, working to improve the performance of Black and Latino students.
- Excelled in communications with parents, through the publication of a highly-regarded monthly newsletter and organizing well-attended community events.

7/00 – 5/04 **Director of Research and Evaluation, Citizen Schools** Boston, MA

- Managed evaluation and assessment systems for after-school program, operating at 20 sites.
- Oversaw the design and implementation of rigorous external evaluation. Assessed impact upon students' academic and social development.
- Developed internal systems to collect and disseminate learning data to inform program practices, interventions, and resource allocation.
- Managed 5 campus directors, responsible for the success of specific programs, and served on the Leadership Team, responsible for the overall management and direction of organization.

9/03 – 5/04 **Evaluation Consultant, New Leaders for New Schools** New York, NY

- Initiated and implemented plan for selection of external evaluator to assess the quality and impact of organization's principal training program.
- Created internal evaluation tools to assess leadership in participating schools and to provide data-based feedback on the quality of organization's selection, training and support models for new principals.

9/02 – 5/03 **Instructor, Harvard University/Boston Public Schools** Boston, MA

- Designed, with three others, series of workshops in effective way to use assessment data to improve classroom instruction.
- Developed and refined processes for analyzing data and supported school teams, devising data-based research in ways that address central instructional issues.
- Contributed to research that led to the publication of Data-Wise: A Step-by-Step Guide to Use Assessment Results to Improve Teaching and Learning, (Boudet, City & Murnane, 2005).

8/95- 6/97 **Elementary School Teacher, New Orleans Public Schools** New Orleans, LA

8/92-
6/94

- Organized and directed learning activities for 4 self-contained classes – the final two of which were top performing in school. Managed administration and analysis of test data.
- Initiated a school-wide science fair and led committee responsible for curricula as well as steering committee overseeing all school affairs.
- Chosen by colleagues as school's 1996 Teacher of the Year.

5/96- 7/96 **School Director, Teach For America**

Houston, TX

- Directed six-week summer program, designed to both educate 250 students and develop skills of 35 teacher candidates, and evaluated candidates' instructional skills and readiness.
- Served on leadership team responsible for overall structure and operations of Summer Institute, preparing 550 members teaching placements.
- Developed and co-instructed several seminars and two college courses as an adjunct professor at Cal State - Dominquez Hills.

6/95- 8/95 **Project Assistant, Council of Chief State School Officers** Washington, D.C.

- Coordinated committee developing teaching standards for licensure.
- Analyzed research on effective teaching practices in science and elementary reading.
- Produced a report detailing state-level issues in establishing performance standards for teachers.

Additional Information: Overwhelmed father of three young girls, ages 2, 5 and 7
References available upon request

IAN YEARWOOD

5102 Melbourne Rd.
Indianapolis, IN 46228

Email: iyearwood@teamcfaindy.org
Cell Phone: (317) 442-0311

EDUCATION

2005 – 2009 **DePauw University** Greencastle, IN
Bachelor of Arts Major: Education Studies Minor: Spanish GPA: 3.49

2009 – 2011 **Marian University** Indianapolis, IN
Masters of Arts in Teaching GPA: 3.76

2011 – present **Teachers College of Columbia University** New York, NY
Masters of Education in Public School Building Leadership

LEADERSHIP EXPERIENCE

Challenge Foundation Academy Indianapolis, IN

2012 – present *Associate Director, New School Development*

- Authored the mission and vision for new K-8 school.
- Recruited and acquired advisory board members.
- Established relationships with targeted community leaders.
- Secured grants for school startup funds and facilities funds.
- Developed and executed timeline for founding new K-8 school.

2011 – 2012 *Mentor Teacher*

- Conducted evaluations of classroom teachers in grades 4 and 5 based on instruction, planning, and classroom environment.
- Coached and supported professional growth of classroom teachers in grades 4 and 5 through observations, feedback, and individual meetings.
- Analyzed teacher performance data to determine action steps for growth based on an instructional rubric.
- Designed vertically aligned reading unit plans broken down from Common Core and State Standards into daily objectives, and guided professional development in the subject area.

2010 – 2011 *4th Grade Team Leader*

- Designed scope and sequence of Reading and Math curriculum, which led to 90% grade level proficiency in ELA based on the ISTEP+.
- Managed curriculum implementation amongst three classrooms.
- Directed intervention teacher responsibilities and integrate them into grade-level schedules to maximize teacher-to-student time.
- Served as administrative representative for grade-level.
- Coordinated grade-level events such a field trip to the Indiana State Museum.

2009 – 2012 *4th Grade Classroom Teacher*

APPENDIX 4: LEADERSHIP INFORMATION - SUPPORT TEAM *(CONTINUED)*

- Created a positive and achievement-oriented classroom culture. Key components include modeling core values, a sense of urgency, and high expectations.
- Delivered backwards planned, differentiated instruction to 26 students, which resulted in over 1.5 years of growth in reading and math based on NWEA.
- Designed and manage multiple in-class workshops for 26 students targeting ability levels for reading and heterogeneous groups for math and writing.
- Organized and directed Challenge Foundation Academy's first gospel choir.
- Developed and implemented a Dad's Day Breakfast program once a month at which the attendance averaged over 100 father figures and students.
- Instituted and coached in Challenge Foundation Academy's inaugural intramural basketball league.

Teach For America Indianapolis, IN

2010 – 2o11 *Upper Elementary Team Leader*

- Modeled best practices for instructional and motivational strategies.
- Facilitated discussion among corps members on improving teacher performance.

2010 – 2011 *Book Study Leader: Classroom Culture and Motivation*

- Synthesized applicable strategies from research-based texts.
- Facilitated discussion among corps members on implementing motivational strategies to improve classroom culture.

2010 *Transition Team Leader*

- Generated positive morale among new members of a team.
- Provided planning support to new corps members.
- Coordinated logistics of events for training seminars.

BOARD OF DIRECTORS RESUMES

Rose Mays, PhD. (Board Chair): Professor of Nursing, IUPUI (Retired)

John Ackerman: Managing Director, Cardinal Equity Partners

Tracy Banker: Partner, Warren & Banker PLC; Advisory Board, *Challenge Foundation*

Charlie Garcia: CEO, Garcia Construction Group

Judith Hall: Veteran Educator and Coach in IUPUI's Teacher Preparation Program

Lois Johnson: Educator, Camp Director and CFA Grandparent

Anne Knall: Philanthropist with extensive experience in K-12 education.

Owen (Bud) Melton: CEO First Indiana Bank (Retired)

William (BJ) Steinbrook: Executive Director, Challenge Foundation

Shirley Thomas: Environmental Health Specialist, PTO Executive and CFA parent

Darrel (Gene) Zink: CEO, Strategic Capital Partner

Rose M. Mays Career Biography – 2012

A native of Evansville, IN, Dr. Rose M. Mays earned her bachelor degree in nursing from the University of Evansville and her masters in pediatric nursing from Indiana University Purdue University at Indianapolis (IUPUI). Her PhD in nursing science is from the University of Texas at Austin. Presently she is Professor Emeritus, Indiana University School of Nursing. Dr. Mays' teaching specialty is pediatric nursing and from 2001 to 2009 she also served as the school's Associate Dean for Community & International Affairs.

Aside from her teaching and administrative responsibilities, Dr. Mays carried out a program of research and professional service focused on health promotion and disease prevention for vulnerable adolescents. Her various projects were supported by the National Institutes of Health, Robert Wood Johnson Foundation, Lilly Endowment, Pfizer Foundation, Merck & Company, and Indiana State Department of Health. In 2002 she received the Tony and Mary Hulman Preventive Medicine and Public Health award from the Indiana Public Health Foundation for her efforts to improve health care for the underserved. In 2003, she was elected to the American Academy of Nursing for her success in establishing community programs that serve homeless youth and teen mothers and in 2008 she was named a Fellow by the Society for Adolescent Health & Medicine.

Over the course of her career Dr. Mays has served as a board member of a number of community and professional service organizations. Presently she is on the boards of the Methodist Hospital Foundation, Indiana University Foundation, and Goodwill Industries, is Board Chair of the Challenge Foundation Academy, and serves as a Trustee of the University of Evansville. Additionally, she serves her community through various organizations, which include the Indianapolis Chapter of Links, National Coalition of 100 Black Women, Chi Eta Phi nursing sorority, and Alpha Kappa Alpha sorority.

For her community involvement, she has received recognition from several organizations, including the Boy Scouts (Whitney Young, Jr. Service Award) Indiana Historical Society (Living Legend), the Center for Leadership Development, the *Indiana Minority Magazine* (Rosa Parks Trailblazer Award), *Who's Who in Black Indianapolis*, the Girl Scouts, and Heritage Place.

Mr. John F. Ackerman serves as Managing Director of Cardinal Equity Partners.

Mr. Ackerman has been engaged in sourcing, evaluating, and numerous private equity investments, also in the purchase and management of middle market businesses. Prior to his private equity experience, he was at The Quaker Oats Company, Inc. from 1983 to 1993. While at Quaker, he managed a variety of its brands, and ran the consumer marketing activities of Gatorade Thirst Quencher. He was a Commercial Lender with The National Bank of Detroit.

He serves as the Chairman of New Aqua LLC and Williams Sound, LLC (also known as Williams Sound Corporation). He served as Chairman and Director of BFG Supply Co., LLC. He was Chairman of The Villages of Indiana. He serves as a Director of Williams Sound, LLC, Guardian Pharmacy, LLC and Cardianal Golf LLC. He serves as a Director of New Aqua, L.L.C. He serves as an Advisory Board Member of Walker Information, Inc. and M&I Bank, Indiana. He is a Board Member of The Villages of Indiana. He served as a Director of Angie's List, Inc. (also known as Brownstone Publishing LLC) until August 2011.

Mr. Ackerman was on the Board of ASPEX, Inc, Bank One, Michigan and FURminator, Inc. He was President and Board Member of the Venture Club of Indiana. He serves on the Boards of Purdue's Burton D. Morgan Center for Entrepreneurship, the Junior Achievement Foundation, and is the Vice-Chairman and Board Member of the Educational Choice Charitable Trust Foundation, Hoosiers For Economic Growth Network, Brebeuf High School, the Junior Achievement Foundation, the Indianapolis 500 Festival, the Indiana chapter of Young President’s Organization (YPO) and is the Vice-Chairman and Board Member of the Educational Choice Charitable Trust Foundation.

He served in board leadership roles in Conner Prairie Museum and Foundation. Mr. Ackerman earned an M.B.A. at Northwestern's J.L. Kellogg Graduate School of Management, where he graduated in the top 5 percent of his class and received a B.B.A. degree from The University of Michigan.

2230 Paula Lane So. Drive
Indianapolis, Indiana 46228
Jhall2230@aol.com

Judith E. Hall

Professional Profile	Educator with over 30 years of experience in public and private elementary education. Assignments include classroom teacher, reading specialist, vice principal, principal, and director.
Summary of Qualifications	BA Elementary Education – Kentucky State University MS Elementary Education – Indiana University Reading Endorsement – Indiana University Administrative License – Indiana University
Work Experience	1967-1994 – Indianapolis Public Schools Elementary Teacher, Reading Specialist, Vice Principal 1994 -2004 – The Orchard School Director of Lower School (Grades 3-5) 2005- present – Indiana University/Purdue University at Indianapolis Elementary Coach for Student Teachers
Memberships	Covenant Community Church – Founding Member, Care Partner, Treasurer Town of Wynnedale – President, Town Council Asante Children's Theater – Board Member Circle City Chapter, Links, Inc. – Member Alpha Kappa Alpha Sorority – Member

OWEN B. "BUD" MELTON, JR.

Owen B. (Bud) Melton, Jr. retired on December 31, 2003 as President and Chief Executive Officer and a member of the Board of Directors of First Indiana Bank, N.A., a national bank, and as President and Chief Operating Officer and a member of the Board of Directors of First Indiana Corporation, (NASD – "FINB"), having served in those positions since October, 1983. First Indiana Corporation was the holding company for First Indiana Bank, N.A. First Indiana Bank was, until its sale to Marshall & Isley Corporation (NYSE – "MI") in January 2008, the largest commercial bank headquartered in Indianapolis, with 26 offices in Central Indiana. M&I Bank was subsequently sold to the Bank of Montreal in 2011. Under Mr. Melton's leadership, First Indiana Bank grew its asset base from $400 million to nearly $2.2 Billion with over $208 million in capital. In addition to its retail banking operations, First Indiana had construction, commercial lending and consumer loan service offices capabilities throughout Indiana and in subsidiary offices in Arizona, Florida, Illinois, North Carolina, Oregon, and Ohio. First Indiana Corporation, under Mr. Melton's leadership, also offered a full array of tax planning, business issue consulting, wealth management, and investment advisory and complete trust services through Somerset Financial Services and FirstTrust Indiana.

Before being elected President of First Indiana in October 1983, Mr. Melton held the position of Chairman, President and Chief Executive Officer of Diamond Savings and Loan Company, Findlay, Ohio, a wholly owned subsidiary of the Dana Corporation, (NYSE – "DCN").

Prior to his arrival at Diamond Savings and Loan Company, Mr. Melton held the position of Executive Vice President and Chief Operating Officer of Skokie Federal Savings and Loan Association, Skokie, Illinois, a privately held stock association.

Before his experience at Skokie Federal, under the administration of President Jimmy Carter, Mr. Melton served as the Assistant to the Chairman and Chief Administrative Officer of the Federal Home Loan Bank Board in Washington, D.C. The Federal Home Loan Bank Board was the predecessor independent Federal regulatory agency to the current Office of Thrift Supervision in the Department of the Treasury. As the "Chief of Staff" of the Federal regulatory agency then charged with the supervision and regulation of all Federally chartered savings and loan associations and Federal insurance of accounts for all Federal and State Chartered savings and loan associations in the nation, his responsibilities also included the Federal Savings and Loan Insurance Corporation, the Federal Home Loan Mortgage Corporation, the Neighborhood Reinvestment Corporation and the twelve regionally located Federal Home Loan Banks.

APPENDIX 5: LEADERSHIP INFORMATION – BOARD OF DIRECTORS *(CONTINUED)*

Mr. Melton spent the first two years of his formal education at Indiana University in Bloomington, Indiana. He elected to join the U.S. Air Force at that time. Subsequent to his discharge from the U.S. Air Force, he resumed his secondary education at IUPUI and graduated in 1973 with a B.S. degree in Finance. He completed the graduate program of the Graduate School of Savings and Loan at Indiana University, Class of 1982, and was elected President of his Class.

As noted, Mr. Melton served in the active duty of the U.S. Air Force in various Air Force Bases including Illinois, California, Okinawa, Republic of South Vietnam, Thailand and Delaware. He was honorably discharged in 1970.

Mr. Melton was awarded the distinction of being honored as a Sagamore of the Wabash by Governor Frank O'Bannon in 2000. This is the highest honor a governor may bestow on a citizen of the State of Indiana. Bart Peterson, Mayor of the City of Indianapolis, honored Mr. Melton as a Distinguished Citizen in 2003. Mr. Melton is a 2002 inductee into the IUPUI Athletics Hall of Fame, and also was included as a member of the inaugural 1972 IUPUI Basketball Team which was inducted as a team into the IUPUI Athletics Hall of Fame in 2010. In 2006, Mr. Melton was awarded the Maynard K. Hine Medal from IUPUI. This is the highest honor bestowed to an alumnus by the Alumni Association for the IUPUI campus. In 1979, Mr. Melton became a Charter Member of the Senior Executive Service of the United States by President Jimmy Carter. In 1972, then Indianapolis Mayor Richard G. Lugar proclaimed April 12, 1972 to be "Owen Melton Day" in the City of Indianapolis as a tribute to his participation on the first intercollegiate basketball team at IUPUI.

Mr. Melton currently serves as a member of the Board of Trustees, (3rd Term) appointed by the Governor, of the State of Indiana's Indiana Finance Authority; a member of the Board of Directors and a member of the Credit Risk Committee of Star Financial Bank, a publicly held commercial bank headquartered in Ft. Wayne, Indiana; a member of the Board of Directors and the immediate past Chairman of the Goodwill Industries of Central Indiana, Inc.; a member of the Board of Trustees of Union Presbyterian Seminary in Richmond, Virginia; a member of the Conner Prairie Museum Board of Directors; a member of the Board of Directors and past President of the Indianapolis Office of the Federal Bureau of Investigation Citizens' Academy; a member of the Board of Visitors of the Indiana University Kelley School of Business-Indianapolis; and a founding member of the Board of Directors and Treasurer of the Challenge Foundation Academy, Inc., an elementary charter school located in the Meadows area of Indianapolis. He is a past President and two-term Program Chairman of the Economic Club of Indiana and has served on its Board of Directors and as its Treasurer; currently serves as a Director Emeritus of the Chamber of Commerce of Greater Indianapolis and is a past member of the Board of Trustees of the Chamber of Commerce of Greater Indianapolis Political Action Committee. Mr. Melton currently serves on the coaching staff of the Carmel, Ind., High School

Girls Soccer Team as their statistician. Mr. Melton is also a member of the Indianapolis One Hundred Club.

He is a past Chairman of the St. Vincent Health Board of Directors (1995-2008); was the 2002 Chairman for the United Way of Central Indiana General Campaign and currently serves as a Director Emeritus of the United Way of Central Indiana and continues as a member of their Audit Committee. Mr. Melton is a past member and past Vice Chairman of the Board of Directors of St. Vincent's Hospital as well as a past President of their Advisory Board. He is a past member of the Board Directors of America's Community Bankers, a national banking trade association; a past Director of the Indiana Bankers Association; a past Chairman of the Board of Directors of the Indianapolis Neighborhood Housing Partnership's Board of Directors; a past Chairman of the Executive Trustees for the Indiana Savings Associations Committee on Public Affairs (IndSACPA); a past four term President of the State of Indiana's Teacher's Retirement Fund Board of Trustees appointed by and serving under two different Governors; a past chairman of the Insured Thrift Institutions of Marion County; a past member of the Board of Directors of the Indiana Community Business Credit Corporation; a past member of the Advisory Board of The Indianapolis Salvation Army and was their 1999 Tree of Lights Christmas Campaign Chairman; a past member of the Board of Directors of the Greater Indianapolis Progress Committee; a current member and past President of the Board of

Directors of the Indiana University-Purdue University of Indianapolis (IUPUI) Jaguar Athletic Club; a past member of the Board of Directors of the Carmel United Soccer Club; a current member and past Chairman of the Indiana Chapter of the World Presidents Organization; and a past Chapter Chairman of the Indiana Chapter of the Young Presidents Organization. He is a Life Member of the Indiana University Alumni Association.

Mr. Melton resides with his wife Christine (Chris) in Carmel, Indiana. They have a son Scott, and two daughters, Melissa and Katie. They are members of Second Presbyterian Church where Mr. Melton is a past Elder (two different terms) and served both times as Chairman of the Business Affairs Committee. He was Vice-Moderator of the Board of Deacons; was a member of the Executive Steering Committee of the 150th Anniversary Capital Funds Campaign; was a past Chairman of the Stewardship Committee; was a past Treasurer of the church; past President of its Endowment Board of Trustees, and currently is serving a second non consecutive term on the Endowment's Board of Trustees and as its president, and a past Chairman of the Stewardship Ministry Team. He also served as Chairman of the Associate Pastor Nominating Committee for the Church's current Executive Pastor and as Chairman of the search for its second Endowment Steward and a member of the search committee for its 3rd Endowment Steward.

Biographical Information

Rev. William M. Steinbrook, Jr.

Rev. William M. Steinbrook, Jr., or "B. J." as he is known, is a graduate of Oklahoma State University and Princeton Theological Seminary. An ordained minister in the Presbyterian Church USA, he has served pastorates in Bryn Mawr, Pennsylvania, and Atlanta, Georgia. Since 1989 he has served as the Executive Director of the Challenge Foundation, a private charitable trust seeking to enhance the quality and opportunity of K-12 education on a national scale. Grantmaking focuses on support for charter schools, voucher programs, and other important education reform efforts.

Rev. Steinbrook is also a board member and Treasurer of the TeamCFA Foundation, a newly-formed operating foundation developing a national network of charter schools in partnership with Dr. E. D. Hirsch's Core Knowledge Foundation. The TeamCFA network (Together Each Achieves More – Challenge Foundation Academies) now includes eight schools; one in Indianapolis, IN, five in the greater Charlotte, NC area, and two in Phoenix, AZ. The long range goal is to open fifteen schools by 2014, most of which will be clustered school expansion sites in cities with existing CFAs. More information about the schools and the growth plan is available at www.teamcfa.org

GARCIA
CONSTRUCTION GROUP

Charles J. Garcia
President and CEO

Charles J. "Charlie" Garcia has been the Chief Executive Officer for Garcia Construction Group, Inc. since its founding in 1989. Born in San Francisco, CA, he attended the College of San Mateo, and graduated from the Way College of Biblical Research with a Bachelor's in Theology. He also attended Butler University, and graduated from Dartmouth University, and University of California, Los Angeles Executive Programs. He was named *Entrepreneur of the Year* in 1994 by Ernst and Young, and *Small Businessman of the Year* in 2000 by the SBA. Other awards earned by Mr. Garcia include:

La Plaza Community Leader of the Year '12
IMSDC 2011, Indiana Corporate Plus Member
Madame Walker Spirit Award '02
Whitney M. Young, Jr., Boy Scouts of America
IRMSDC Supplier of the Year Award '00
MICCS Safety Award '00
Entrepreneur of the Year Award, State of Indiana
Regional Construction Company of the Year Award, SBA
Growth 100 Award; one of top 10 fastest growing companies in Indiana
Center for Leadership Development Entrepreneur of the Year

Mr. Garcia believes that his greatest contribution is his effort to mentor aspiring entrepreneurs. The mentoring program he developed has been adopted by the Greater Indianapolis Chamber of Commerce to assist minority and women owned businesses to grow at rates ranging from 20 to 60 percent. As a founder of the Indiana Hispanic Scholarship Foundation La Plaza, he also helped to increase educational opportunities for first-generation college students.

Mr. Garcia's corporate recognitions included recognition by the Indianapolis Business Journal as Indiana's third largest minority-owned business in 2002 and 2003, and being listed continually in the top 25 companies in Indianapolis. Mr. Garcia's directorships include:

Butler University	Boy Scouts of America	St. Vincent Hospital
Bank One	Challenge Found. Academy	IUPUI Advisory Board
Fifth Third Bank	LYNK	University of Indianapolis
Hispanic Business Council	Strategic Capital Partners	Indpls. Symphony Orchestra
Greater Indianapolis COC	Indianapolis Priv. Ind. Council	City of Indianapolis DEO
State of Indiana COC	Nat. Assoc. Minority Contr.	IU Kelly School of Business
Indianapolis Museum of Art	State Comm. Minority Affairs	Ivy Tech Foundation
Eiteljorg Museum	IN Small Business Admin.	Equal Opportunity Advisory
La Plaza	IMSDC	IN Progress Industry Comm.
Indianapolis Contactor Board	Indianapolis 500 Festival	Central IN Corp. Partnership

Care · Customers · Community · Collaboration

5349 Leone Drive
Indianapolis, IN 46226
(317) 547-4310

L. Lois Johnson

SUMMARY OF QUALIFICATIONS

- Proven leadership skills, perform multiple tasks in an expedient manner.
- Team player with excellent human relation skills, effectively relate to, train and motivate staff and co-workers while maintaining high morale.
- Flexible, dependable, thorough and eager to accept new challenges.

WORK HISTORY

Camp Director
Freetown Village Inc, Indianapolis, Indiana *1998-present*

- Assist in planning and coordinating the Summer Youth Program
- Assist in the interview process for camp staff
- Supervise and instruct the program staff
- Prepare and submit a weekly report to the Educational Specialist
- Purchase supplies and materials as needed
- Evaluate data to improve program and staff
- Assist with coordination of activities

Assistant Educator
(seasonal)
Early Childhood Development-Warren Township Schools
Indianapolis, Indiana *1998-1999*

- Prepared lesson plans
- Prepared and instructed craft activities
- Assisted with preparation of snacks

Academy Director
Willowbrook Christian Academy, Indianapolis, Indiana *1994-1997*

- Pioneer in the coordination and planning of Willowbrook Christian Academy
- Assisted in the interview and hiring process for staff
- Collect and posted tuition payments
- Assisted with curriculum training for teachers
- Assisted with food service order
- Provided back-up for teachers as needed
- Supervised team of teachers and support staff

ADDITIONAL EXPERIENCE

- Twenty+ years as christian educator
- Five years as superintendent of christian education
- Three years as girl scout leader

VOLUNTEER AND COMMUNITY ACTIVITIES

- Freetown Village Childrens Ensemble Administrative Support
- Friends of Freetown Village Fundraiser Organization

5524 Rue Marceau
Indianapolis, IN 46220
Hm. (317) 802-7971 C (317) 903-2415
E-mail: sathomas3039@yahoo.com

Shirley A. Thomas

Objective

Seeking position, which will utilize my skills and experience as well as enhance professional and personal growth.

Professional experience

02/2007 – Present Marion County Health Department, Health and Hospital Corporation, Indianapolis, IN
Environment Health Specialist – Housing Department

- Conducts on-site inspections and surveys
- Evaluate conditions that fail to meet environmental health and safety, and public health codes
- Facilitate periodic surveys that will be utilized to evaluate the environmental health status of the neighborhoods and communicate the results to the community served

01/2006 – 03/2007 Charles Schwab Co., Fishers, In
Senior Administrator – Retirement Operations Services

- Processed IRA distributions
- Scanned and indexed variety of documents related to retirement plans
- Trained new contract employees

8/2004 – 7/2005 Disciples Home Missions, Christian Church (DOC) Indianapolis, IN
Administrative Assistant

- Provided administrative support to the VP of Finance, Director of Black Ministries, and the Minister of Evangelism
- Performed various administrative duties: word processing correspondence letter memos, spreadsheets, medical and travel reimbursement vouchers, prepare financial items for A/P & A/R, and customer service.
- Assist in coordination of special events

11/2000 – 02/2004 Detroit Public School Detroit, MI
Long-term Substitute Teacher

- Taught Social Studies in Jr./Sr. High School
- Developed and facilitated weekly Lesson Plans
- Maintained student attendance records and evaluated progress.

09/2002 – 02/2004 Fitzgerald Public Schools-LINKS Program Warren, MI

Curriculum Coordinator

- Managed LINKS After-school Program: Homework center

- Supervised tutors, volunteers, and 80-100 fourth and fifth grade participants
- Assisted in securing donations through fundraisers and special events

01/2001 – 03/2002 & 10/2005 – 9/2007 Charming Shoppes, Inc. Bensalem, PA

Part-time Floor Sales Supervisor, Detroit and Indianapolis Stores

- Opened and closed store
- Balance cash registers, prepare bank deposits, and run end-of-day sales reports
- Exceeded weekly sales goals for more than 26 consecutive weeks

08/1997 – 09/2000 Indianapolis Public Schools Indianapolis, IN

Teacher of Students with Disabilities

- Taught English in secondary setting
- Managed and maintained Annual Case Conferences (ACR) and Individual Educational Plans (IEP)
- Supervised Class of 2003 fundraising venues (Faculty Sponsor)

07/1990 – 08/1997 Temporary Employment Indianapolis, IN

Administrative Assistant

- Performed various administrative duties: word processing correspondence letter memos, spreadsheets, legal, financial, and medical documentation, reimbursement vouchers, full-charge bookkeeping, and customer service.
- Scheduled meetings, appointment, and travel accommodations
- Contracted by several well-known staffing agencies to fulfilled work assignments in a variety of corporate settings

Education

2008 – 2011 Martin University, Indianapolis, IN

Currently enrolled in Community Psychology Graduate Studies Program

Certified RAPT (Resource and Adoptive Parent Training) Trainer

1990 – 1997 I.U.P.U.I., Indianapolis, IN

BA General Studies: Art and Humanities Graduated August, 1997

2008 – 2011 Martin University, Indianapolis, IN

Currently enrolled in Community Psychology Graduate Studies Program

- Anticipated Graduation May 2011

1990 – 1997 I.U.P.U.I., Indianapolis, IN

BA General Studies: Art and Humanities Graduated August, 1997

Computer Skills

Intermediate to advance proficiency in Windows XP, Microsoft Office 2007 and MS Publishing 2007. Lotus Suites, GroupWise, JavaScript, ClarisWorks, Microsoft Works, Print Shop, and working with shared directories and files. Intermediate knowledge of databases and webpage design.

Professional Affiliation

Licensed Foster Parent, 2008

Indiana Counseling Association, 2008

References

Available upon request

Darell E. "Gene" Zink, Jr.

Chairman and Chief Executive Officer

strategic capital partners

Gene Zink is Chairman and CEO of Strategic Capital Partners, LLC, a privately-held real estate investment management firm. SCP is a money management firm representing state and corporate pension funds with approximately $1 billion in managed assets. SCP is also active in holistic urban redevelopment with approximately $150 million of current projects in various phases of the development process.

Prior to founding SCP, Gene spent 26 years with Duke Realty Corporation, a $10 billion real estate investment trust (DRE:NYSE) specializing in industrial, office and retail properties. Prior to taking Duke public in 1993, Gene was a general partner in the private predecessor to Duke. After 1993, Gene served as CFO, Executive Vice President and Vice Chairman of the Company.

Gene joined Duke Realty Corporation in 1982 after practicing law with Bose McKinney & Evans, where he was a partner in the firm. Prior to practicing law he was a Captain in the United States Air Force. Gene received a Bachelor of Arts degree from Vanderbilt University in 1968; a Master of Business Administration degree from the University of Hawaii in 1973 and a Doctor of Jurisprudence degree from Indiana University in 1976.

In addition to being Chairman and CEO of SCP, Gene is a Director and member of the Compensation and Real Estate Committees of hhGregg, Inc. (HGG-NYSE) and a Director and member of the Audit Committee of Kite Realty Group (KRG-NYSE). He is part owner and a Director of Midwest Ready Mix. He is past Chairman and current Director and member of the Executive Committee of the Greater Indianapolis Chamber of Commerce, and Past President of the Park Tudor School Board of Trust, the Park Tudor Foundation, the CICOA Foundation and the Pleasant Run Foundation. He is a Director of Goodwill Industries of Central Indiana and in the past served as a Director at Fifth Third Bank (Indiana), People's Bank, VEI, Duke Realty Corporation and Windrose Medical Properties Trust.

Gene is a co-founder, past President of the Board and current Board member of the Challenge Foundation Academy. CFA is an inner city charter school which has received both State and national recognition for successfully educating children from challenged urban neighborhoods.

APPENDIX 6: ASSURANCES FORM

Assurances Form

This form must be signed by a duly authorized representative of the applicant and submitted with the Full Application. An application will be considered incomplete if it is not accompanied by the Assurances Form signed by an authorized individual.

As the authorized representative of the applicant, I hereby certify that the information submitted in this application for a charter for Vision Academy (name of school) to be located at W. 16th St. & E. Riverside Dr. is true to the best of my knowledge and belief; and further I understand that, if awarded a charter, the school:

1. Will not charge tuition, fees, or other mandatory payments for attendance at the charter school, or for participation in its programs, except for a preschool program or a latch key program. IC 20-5.5-8-2
2. Will enroll any eligible student who submits a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case, each timely applicant will be given equal chance of admission. IC 20-5.5-5-4
3. Will provide the number of students enrolled in the charter school, the name of each student and the school corporation in which each student resides to the Indiana Department of Education by the date established thereby. IC 20-5.5-7-3
4. Will submit an annual report to the Indiana Department of Education in the form required thereby. IC 20-5.59-1
5. Will submit attendance records, student performance data, financial information, any information necessary to comply with state and federal government requirements, and any other information specified in the charter to the Mayor's Office. IC 20-5.5-9-5
6. Will participate in the Indiana State Teachers' Retirement Fund in accordance with IC 21-6.1 and the Public Employees Retirement Fund in accordance with IC 5-10.3. IC 20-5.5-6-7, and/or another comparable and appropriate pension or retirement fund approved by the Mayor's Office.
7. Will maintain separate accountings of all funds received and disbursed by the school. IC 20-5.5-7-1
8. Will ensure 90% of individuals who teach hold a license to teach in a public school in Indiana under I.C. 20-6.13 or are in the process of obtaining a license to teach in a public school in Indiana under the transition to teaching program set forth in IC 20-6.1-3.11. IC 20-24-6-5
9. Will permit certified employees at the charter school the opportunity to organize and bargain collectively under I.C. 20-7.5. IC 20-5.5-6-3
10. Will operate with the organizer serving in the capacity of fiscal agent for the charter school and in compliance with generally accepted government accounting principles.
11. Will at all times maintain all necessary and appropriate insurance coverage.
12. Will indemnify and hold harmless the City of Indianapolis (including without limitation, the Mayor's Office), the State of Indiana, all school corporations providing funds to the charter school, and their officers, directors, agents and employees, and any successors and assigns from any and all liability, cause of action, or other injury or damage in any way relating to the charter school or its operation.

13. Will follow all federal and state laws and constitutional provisions that prohibit discrimination on the basis of the following: disability, race, color, gender, national origin, religion and ancestry. IC 20-5.5-2-2
14. Will adhere to all provisions of federal law relating to students with disabilities, including the IDEA, section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, that are applicable to it.
15. Will be non-religious in its programs, admissions policies, governance, employment practices and all other operations, and its curriculum will be completely secular.
16. Will adhere to all provisions of federal law relating to students who are limited English proficient (LEP), including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974, that are applicable to it.
17. Will follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the charter school.

Dan Yeawood — 10/3/2012

Authorized Representative's Signature — Date

AMENDED AND RESTATED

BYLAWS OF

CHALLENGE FOUNDATION ACADEMY, INC.

ARTICLE I

General

Section 1. Name. The name of the corporation is Challenge Foundation Academy, Inc. (the "Corporation").

Section 2. Registered Office and Agent. The post office address of the Corporation's registered agent at the time of adoption of these Amended and Restated Bylaws (the "Bylaws") is 300 N. Meridian Street, Suite 2700, Indianapolis, Indiana 46204. The registered agent in charge of the registered office at the time of adoption of these Bylaws is Joseph E. Miller, Jr.

Section 3. Fiscal Year. The fiscal year of the Corporation shall begin on the first day of July and end on the last day of June next succeeding.

ARTICLE II

Board of Directors

Section 1. Directors. The affairs of the Corporation shall be managed, controlled, and under the supervision of the Board of Directors, subject to the provisions of the Articles of Incorporation and these Bylaws. At all times, the Board of Directors shall have no fewer than three (3) members. At the time of adoption of these Bylaws, the Board of Directors has eight (8) members. After the initial acceptance of the Corporation's charter application by the Mayor's Office of the City of Indianapolis, the Board of Directors

shall have no fewer than seven (7) and no more than eleven (11) members (the "Operational Board Members").

Three (3) of the Operational Board Members (the "Parent-Elected Directors") shall be elected by and from among the parents of children enrolled in Challenge Foundation Academy (the "Academy"), one vote per household for each enrolled student (e.g., spouses with two children enrolled in the School have two total votes, while spouses with one child enrolled in the School have one vote). During the initial year of the Academy's operation, all three Parent-Elected Directors may be elected from the general population of Academy parents. Once the Academy enrolls students in the sixth grade, however, at least one (1) Parent-Elected Director must be the parent of a student in the Academy's middle grades (6-8), and at least one (1) Parent-Elected Director must be the parent of a student in the Academy's elementary grades (K-5). Except for one (1) director who shall be appointed by the Challenge Foundation (the "Appointed Director"), the remaining Operational Board Members (the "Board-Elected Directors") shall be elected by the directors of the Corporation. The School Director of the Academy shall serve as an ex officio, non-voting member of the Board of Directors. At no time may two (2) parents who are spouses serve simultaneously on the Board of Directors, irrespective of whether one parent is a Parent-Elected Directors and the other is a Board-Elected Director.

To stagger their terms of service, Operational Board Members may divide themselves into classes having terms of one (1), two (2), or three (3) years, each having (as nearly as possible) an equal number of directors. Placement into such classes on the Board of Directors shall be determined by a lottery drawing.

Notwithstanding the foregoing, the Appointed Director shall remain on the Board of Directors for the first five (5) years after the Corporation's charter application is approved by the Mayor's Office of the City of Indianapolis. A Parent-Elected Director or a Board-Elected Director may serve any number of consecutive or nonconsecutive terms.

Section 2. Quorum and Voting. A majority of directors with voting rights who are in office immediately before a meeting begins shall constitute a quorum for the transaction of any business properly to come before the Board of Directors. Except as otherwise provided in these Bylaws or in the Corporation's Articles of Incorporation, the act of a majority of the directors with voting rights who are present at a meeting at which a quorum exists shall be the act of the Board of Directors.

Section 3. Regular and Special Meetings. The Board of Directors may hold regular meetings, as fixed by these Bylaws or by resolution of the Board of Directors, for the purpose of transacting such business as properly may come before the Corporation's Board of Directors. Except as otherwise provided in these Bylaws, such regular meetings of the Board of Directors may be held without notice to directors of the date, time, place, or purpose of the meeting.

The Board of Directors also may hold special meetings for any lawful purpose upon not less than two (2) days' notice to directors, as described in Section 5 of this Article II, upon call by the Chair or by not fewer than two (2) members of the Board of Directors with voting rights. A special meeting shall be held at such date, time, and place within or without the State of Indiana as is specified in the call and notice of the meeting provided to directors. Except as otherwise provided in these Bylaws, the purpose of any special meeting need not be specified in such call and notice to directors.

Section 4. Compliance with Indiana Open Door Law. Notwithstanding any other provision of these Bylaws, the Corporation shall comply in all respects with the Indiana Open Door Law (currently codified at Indiana Code section 5-14-1.5, et seq.), and any corresponding provision of subsequent Indiana law, in connection with all regular or special meetings of the Board of Directors.

Section 5. Notice to Directors of Special Meetings. Oral or written notice of the date, time, and place of each special meeting of the Board of Directors shall be communicated, delivered, or mailed by the Secretary of the Corporation, or by the person or persons calling the meeting, to each member of the Board of Directors so that such notice is effective at least two (2) days before the date of the meeting. The notice need not describe the purpose of the special meeting. Oral notice shall be effective when communicated. Written notice shall be effective at the earliest of the following:

(a) When received;

(b) Five (5) days after the notice is mailed, as evidenced by the postmark or private carrier receipt, if mailed correctly to the address listed in the most current records of the Corporation;

(c) On the date shown on the return receipt, if sent by registered or certified United States mail, return receipt requested, and the receipt is signed by or on behalf of the addressee; or

(d) Thirty (30) days after the notice is deposited with a method of the United States Postal Service other than first class, registered, or certified postage affixed, as evidenced by the postmark, if mailed correctly addressed to the address listed in the most current records of the Corporation.

Section 6. Waiver of Notice. Notice may be waived in a writing, signed by the director entitled to notice, and filed with the minutes or the corporate records. Attendance at or participation in any meeting of the Corporation's Board of Directors shall constitute a waiver of notice of such meeting unless the director shall, at the beginning of the meeting or promptly upon the director's arrival, object to holding the meeting and does not vote for or assent to any action taken at the meeting.

Section 7. Means of Communication. The Board of Directors, or a committee thereof, may (a) permit a director or a committee member to participate in a meeting by or (b) conduct a meeting through the use of any means of communication by which all directors or committee members participating may simultaneously hear each other during the meeting. A director or a committee member participating in a meeting by such means shall be considered present at the meeting.

Section 8. Action by Written Consent. Any action required or permitted to be taken at any meeting of the Board of Directors, or any committee thereof, may be taken without a meeting if a written consent describing such action is signed by each director or committee member with voting rights and such written consent is included in the minutes or filed with the corporate records reflecting the action taken. Action taken by written consent shall be effective when the last director or committee member with voting rights signs the consent, unless the consent specifies a prior or subsequent effective date. A consent signed as described in this Section 8 shall have the effect of a meeting vote and may be described as such in any document.

Section 9. Resignation, Removal, and Vacancies. A director may resign at any time by giving written notice of such resignation to the Board of Directors, the Chair, or the

Secretary of the Corporation. Such resignation shall take effect at the time specified therein, or if no time is specified, at the time of its receipt by the Board of Directors, the Chair, or the Secretary.

An Appointed Director may be removed, with or without cause, by Challenge Foundation, Inc. A Parent-Elected Director or a Board-Elected Director may be removed upon the affirmative vote of a majority of the directors with voting rights who are then in office. A director automatically shall be removed (unless the Board of Directors, in its discretion, determines otherwise) if he or she is absent from three (3) consecutive regular meetings of the Board of Directors or one-half (1/2) of the regular meetings of the Board of Directors within one (1) fiscal year.

A vacancy created by the resignation or removal of an Appointed Director shall be filled by Challenge Foundation, Inc. A vacancy created by the resignation or removal of a Parent-Elected Director, or by a Parent-Elected Director's automatic removal, shall be filled by a vote of parents of children enrolled in the Academy. A vacancy created by the resignation or removal of a Board-Elected Director, or by a Board-Elected Director's automatic removal, shall be filled by the Board of Directors. The Board of Directors may, in its discretion, re-elect a director who has been automatically removed.

ARTICLE III

Officers

Section 1. In General. The officers of the Corporation shall be a Chair, two (2) co-Vice Chairs, a Secretary, a Treasurer, and such other officers as the Board of Directors may otherwise elect. An officer may simultaneously hold more than one (1) office. Each officer shall be elected by the Board of Directors at a regular or special meeting

and shall serve for one (1) year, or such other period as prescribed by the directors at the time of such election, and until the officer's successor is elected and qualified. An officer may, but need not be, a member of the Board of Directors of the Corporation. Any vacancy occurring in any office shall be filled by the Board of Directors, and the person elected to fill such vacancy shall serve until the expiration of the term vacated and until his or her successor is elected and qualified.

Section 2. Chair. The Chair shall preside at all meetings of the Board of Directors of the Corporation and shall be responsible for implementing policies established by the Board of Directors. The Chair shall perform such other duties as the Board of Directors may prescribe.

Section 3. Co-Vice Chairs. In the absence of the Chair, or in the event of the Chair's inability or refusal to serve, one (1) of the Co-Vice Chairs, as selected by the Board of Directors, shall perform all the duties of the Chair and, when so acting, shall have all the powers and authority of the Chair. Such Co-Vice Chair shall have such other powers and perform such other duties as the Board of Directors or Chair may prescribe.

Section 4. Secretary. The Secretary of the Corporation shall be the custodian of all papers, books, and records of the Corporation other than books of account and financial records. The Secretary shall prepare and enter in the minute book the minutes of all meetings of the Board of Directors. The Secretary shall authenticate records of the Corporation as necessary. The Secretary shall perform the duties usual to such position and such other duties as the Board of Directors or the Chair may prescribe.

Section 5. Treasurer. The Treasurer shall prepare and maintain correct and complete records of account showing accurately the financial condition of the Corporation.

All notes, securities, and other assets coming into the possession of the Corporation shall be received, accounted for, and placed in safekeeping as the Treasurer may from time to time prescribe. The Treasurer shall furnish, whenever requested by the Board of Directors or the Chair, a statement of the financial condition of the Corporation and shall perform the duties usual to such position and such other duties as the Board of Directors or the Chair may prescribe.

Section 6. Other Officers. Each other officer of the Corporation shall perform such duties as the Board of Directors or the Chair may prescribe.

ARTICLE IV

Committees

Section 1. Executive Committee. The Board of Directors may, by resolution adopted by a majority of the directors then in office, designate two (2) or more directors of the Corporation to constitute an Executive Committee, which shall have and exercise, to the extent provided in such resolution and consistent with Indiana law, all of the authority of the Board of Directors in the management of the Corporation's affairs during intervals between the meetings of the Board of Directors. The Executive Committee shall be subject to the authority and supervision of the Board of Directors.

Section 2. Other Committees. The Board of Directors may establish other committees, in addition to the Executive Committee, to accomplish the goals and conduct the programs of the Corporation. Such committees shall have such responsibilities and powers as the Board of Directors shall specify. Members of such other committees may, but need not, be members of the Board of Directors. A committee member appointed by the Board of Directors may be removed by the Board of Directors, with or without cause.

ARTICLE V

Indemnification

Section 1. Indemnification by the Corporation. To the extent not inconsistent with applicable law, every person (and the heirs and personal representatives of such person) who is or was a director, officer, employee, or agent of the Corporation shall be indemnified by the Corporation against all liability and reasonable expense that may be incurred by him or her in connection with or resulting from any claim, action, suit, or proceeding (a) if such person is wholly successful with respect thereto or (b) if not wholly successful, then if such person is determined (as provided in Section 3 of this Article V) to have acted in good faith, in what he or she reasonably believed to be in the best interests of the Corporation (or, in any case not involving the person's official capacity with the Corporation, in what he or she reasonably believed to be not opposed to the best interests of the Corporation) and, with respect to any criminal action or proceeding, is determined to have had reasonable cause to believe that his or her conduct was lawful (or no reasonable cause to believe that the conduct was unlawful). The termination of any claim, action, suit, or proceeding by judgment, settlement (whether with or without court approval), or conviction, or upon a plea of guilty or of nolo contendere or its equivalent, shall not create a presumption that a person did not meet the standards of conduct set forth in this Article V.

Section 2. Definitions.

(a) As used in this Article V, the terms "claim, action, suit, or proceeding" shall include any threatened, pending, or completed action, suit, or proceeding and all appeals thereof (whether brought by or in the right of the Corporation, any other

corporation, or otherwise), civil, criminal, administrative, or investigative, whether formal or informal, in which a person (or his or her heirs or personal representatives) may become involved, as a party or otherwise:

(i) By reason of his or her being or having been a director, officer, employee, or agent of the Corporation or of any corporation where he or she served as such at the request of the Corporation; or

(ii) By reason of his or her acting or having acted in any capacity in a corporation, partnership, joint venture, association, trust, or other organization or entity where he or she served as such at the request of the Corporation; or

(iii) By reason of any action taken or not taken by him or her in any such capacity, whether or not he or she continues in such capacity at the time such liability or expense shall have been incurred.

(b) As used in this Article V, the terms "liability" and "expense" shall include, but shall not be limited to, counsel fees and disbursements and amounts of judgments, fines, or penalties against, and amounts paid in settlement by or on behalf of, a person.

(c) As used in this Article V, the term "wholly successful" shall mean (i) termination of any action, suit, or proceeding against the person in question without any finding of liability or guilt against him or her, (ii) approval by a court, with knowledge of the indemnity herein provided, of a settlement of any action, suit, or proceeding, or (iii) the expiration of a reasonable period of time after the making

of any claim or threat of any action, suit, or proceeding without the institution of the same, without any payment or promise made to induce a settlement.

Section 3. Entitlement to Indemnification. Every person claiming indemnification hereunder (other than one who has been wholly successful with respect to any claim, action, suit, or proceeding) shall be entitled to indemnification if (a) special independent legal counsel, which may be regular counsel of the Corporation or other disinterested person or persons, in either case selected by the Board of Directors, whether or not a disinterested quorum exists (such counsel or person or persons being hereinafter called the "referee"), shall deliver to the Corporation a written finding that such person has met the standards of conduct set forth in Section 1 of this Article V and (b) the Board of Directors, acting upon such written finding, so determines. The person claiming indemnification shall, if requested, appear before the referee and answer questions which the referee deems relevant and shall be given ample opportunity to present to the referee evidence upon which he or she relies for indemnification. The Corporation shall, at the request of the referee, make available facts, opinions, or other evidence in any way relevant to the referee's findings that is within the possession or control of the Corporation.

Section 4. Relationship to Other Rights. The right of indemnification provided in this Article V shall be in addition to any rights to which any person may otherwise be entitled.

Section 5. Extent of Indemnification. Irrespective of the provisions of this Article V, the Board of Directors may, at any time and from time to time, approve indemnification of directors, officers, employees, agents, or other persons to the fullest

extent permitted by applicable law or, if not permitted, then to any extent not prohibited by such law, whether on account of past or future transactions.

Section 6. Advancement of Expenses. Expenses incurred with respect to any claim, action, suit, or proceeding may be advanced by the Corporation (by action of the Board of Directors, whether or not a disinterested quorum exists) prior to the final disposition thereof upon receipt of an undertaking by or on behalf of the recipient to repay such amount unless he or she is entitled to indemnification.

Section 7. Purchase of Insurance. The Board of Directors is authorized and empowered to purchase insurance covering the Corporation's liabilities and obligations under this Article V and insurance protecting the Corporation's directors, officers, employees, agents, or other persons.

ARTICLE VI

Contracts, Checks, Loans, Deposits, and Gifts

Section 1. Contracts. The Board of Directors may authorize one (1) or more officers, agents, or employees of the Corporation to enter into any contract or execute any instrument on its behalf. Such authorization may be general or confined to specific instances. Unless so authorized by the Board of Directors, no officer, agent, or employee shall have any power to bind the Corporation or to render it liable for any purpose or amount.

Section 2. Checks. All checks, drafts, or other orders for payment of money by the Corporation shall be signed by such person or persons as the Board of Directors may from time to time designate by resolution. Such designation may be general or confined to specific instances.

Section 3. Loans. Unless authorized by the Board of Directors, no loan shall be made by or contracted for on behalf of the Corporation and no evidence of indebtedness shall be issued in its name. Such authorization may be general or confined to specific instances.

Section 4. Deposits. All funds of the Corporation shall be deposited to its credit in such bank, banks, or depositaries as the Board of Directors may designate. Such designation may be general or confined to specific instances.

Section 5. Gifts. The Board of Directors may accept on behalf of the Corporation any gift, bequest, devise, or other contribution for the purposes of the Corporation on such terms and conditions as the Board of Directors shall determine.

ARTICLE VII

Amendments

The power to make, alter, amend, or repeal the Bylaws is vested in the Board of Directors of the Corporation; provided, however, that any meeting of the Board of Directors at which the Bylaws are amended must be preceded by a notice sent to each director that sets forth verbatim the existing language to be changed and the proposed new language to be inserted.

ARTICLES OF INCORPORATION

OF

CHALLENGE FOUNDATION ACADEMY, INC.

The undersigned Incorporator, desiring to form a corporation (the "Corporation") pursuant to the provisions of the Indiana Nonprofit Corporation Act of 1991, as amended (the "Act"), hereby executes the following Articles of Incorporation:

ARTICLE I

Name

The name of the Corporation is Challenge Foundation Academy, Inc.

ARTICLE II

Purposes

This Corporation is a public benefit corporation that shall be organized and operated exclusively to conduct, support, encourage, and assist such charitable, educational, religious, and other programs and projects as are described in Sections 170(c)(2)(B), 501(c)(3), 2055(a)(2), and 2522(a)(2) of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent federal tax laws (the "Code"). Without limiting the foregoing, and to the extent permitted by the Code sections cited above, the Corporation shall be organized and operated to own, establish, develop, operate, and promote a charter school for the instruction of children in Indianapolis, Indiana.

ARTICLE III

Powers

Notwithstanding any other provision of these Articles of Incorporation, neither the Board of Directors nor the Corporation shall have the power or authority to do

any act that will prevent the Corporation from being an organization described in Code sections 170(c)(2)(B), 501(c)(3), 2055(a)(2), and 2522(a)(2). Subject to the foregoing statement, and subject to and in furtherance of the purposes for which it is organized, the Corporation shall possess all of the rights, privileges, and powers conferred by the Act or by other law and, in addition, the following rights, privileges, and powers:

Section 1. To indemnify any person against liability and expenses, and to advance the expenses incurred by such person, in connection with the defense of any threatened, pending, or completed action, suit, or proceeding, whether civil, criminal, administrative, investigative, or otherwise, and whether formal or informal, to the fullest extent permitted by applicable law, or, if not permitted, then to any extent not prohibited by such law.

Section 2. To cease its activities and to dissolve and surrender its corporate franchise.

ARTICLE IV

Period of Existence

The period during which the Corporation shall continue is perpetual.

ARTICLE V

Initial Registered Agent and Initial Registered Office

Section 1. The name and address of the initial registered agent in charge of the Corporation's initial registered office are Joseph E. Miller, Jr., 300 North Meridian Street, Suite 2700, Indianapolis, Indiana 46204.

Section 2. The street address of the initial registered office of the Corporation is 300 North Meridian Street, Suite 2700, Indianapolis, Indiana 46204.

ARTICLE VI

Incorporator

The name and address of the Incorporator of the Corporation are John Bryan, P.O. Box 1668, Lake Oswego, Oregon 97035.

ARTICLE VII

Members

The Corporation shall not have members as that term is defined in the Act. The Corporation shall, upon the resolution of the Board of Directors, have "members" for the purposes of Title 4, Article 32, of the Indiana Code, or for other Corporation purposes. Such "members" shall be those individuals, corporations, or other associations and organizations who satisfy certain criteria established by the Board of Directors and who support the purposes and programs of the Corporation. Such designation shall carry no legal significance under the Act and shall not entitle such "members" to any vote on Corporation matters or to attendance at Corporation meetings.

ARTICLE VIII

Directors

The exact number of directors of the Corporation shall be specified in or fixed in accordance with the Bylaws of the Corporation at a number no smaller than three (3).

ARTICLE IX

Election or Appointment of Directors

The directors of the Corporation shall be elected or appointed in the manner and for terms as specified in or fixed in accordance with the Bylaws of the Corporation.

ARTICLE X

Initial Board of Directors

The names and addresses of the members of the initial Board of Directors are as follows:

Joan Lange
23760 Merano Court #201
Bonita Springs, Florida 34134

William M. Steinbrook, Jr.
PMB 302
1900 Preston Road #267
Plano, Texas 75093

Darrell E. Zink
600 E. 96th Street, Suite 100
Indianapolis, Indiana 46240

ARTICLE XI

No Private Inurement

None of the Corporation's net earnings shall inure to the benefit of any private individual.

ARTICLE XII

Regulation of Corporate Affairs

The affairs of the Corporation shall be subject to the following provisions:

Section 1. The Corporation shall admit students of any race, color, gender, national or ethnic origin, religion, and ancestry to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. The Corporation shall not discriminate on the basis of race, color, gender, disability, national or ethnic origin, religion, or ancestry in the administration of its educational policies, admissions

policies, scholarship and loan programs, and athletic or other school-administered programs.

Section 2. The Corporation shall comply with all Indiana laws applicable to charter schools, including (but not limited to) the following provisions of the Indiana Code ("IC"), or corresponding provisions of subsequent Indiana law:

(a) IC 5-14-1.5, et seq. (Indiana's Open Door Law); and

(b) IC 20-5.5-8-5 and all IC provisions referenced therein.

Section 3. Notwithstanding any other provision of these Articles of Incorporation, if for any taxable year the Corporation is deemed a "private foundation" described in Code section 509(a), the Corporation shall make distributions at such time and in such manner as not to subject the Corporation to the tax imposed by Code section 4942.

Section 4. Notwithstanding any other provision of these Articles of Incorporation, at any time the Corporation is deemed a "private foundation" described in Code section 509(a), the Corporation shall not:

(a) Engage in any act of self-dealing as defined in Code section 4941(d);

(b) Retain any excess business holdings as defined in Code section 4943(c);

(c) Make any investment in such manner as to subject the Corporation to tax under Code section 4944; or

(d) Make any taxable expenditure as defined in Code section 4945(d).

Section 5. Except as otherwise permitted by Code section 501(h), no substantial part of the activities of the Corporation shall be or consist of carrying on propaganda, or otherwise attempting, to influence legislation.

Section 6. The Corporation shall not participate or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Section 7. Subject to the provisions of these Articles of Incorporation and applicable law, the Board of Directors shall have complete and plenary power to manage, control, and conduct all the affairs of the Corporation.

Section 8. The power to make, alter, amend, and repeal the Bylaws shall be vested in the Board of Directors.

Section 9. No director of the Corporation shall be liable for any of its obligations.

Section 10. Meetings of the Board of Directors may be held at any location, either inside the State of Indiana or elsewhere.

Section 11. All parties dealing with the Corporation shall have the right to rely upon any action taken by the Corporation pursuant to authorization by the Board of Directors by resolution duly adopted in accordance with these Articles of Incorporation, the Bylaws, and applicable law.

Section 12. The Board of Directors may from time to time, in the Bylaws or by resolution, designate such committees as the Board of Directors may deem desirable for the furtherance of the purposes of the Corporation.

ARTICLE XIII

Dissolution of the Corporation

If the Corporation is dissolved,

(a) All remaining funds received by the Corporation from the Indiana State Department of Education (the "Department") shall be returned to the Department not more than thirty (30) days after such dissolution; and

(b) All of the Corporation's property remaining after payment and discharge of its obligations (including, but not limited to, the obligation described in section (a) of this Article XIII) shall be transferred and conveyed, subject to any contractual or legal requirement, to the Metropolitan School District of Pike Township, located in Indianapolis, Indiana ("MSD Pike Township"), or, if MSD Pike Township is no longer in existence at the time of the Corporation's dissolution, to the public school district in Indianapolis, Indiana, in which the charter school operated by the Corporation is or was located.

The undersigned Incorporator hereby adopts these Articles of Incorporation and presents them to the Secretary of State of the State of Indiana for filing.

IN WITNESS WHEREOF, the undersigned Incorporator hereby verifies and affirms, subject to penalties of perjury, that the representations contained herein are true, this _____ day of _____, 2004.

_____
John Bryan, Incorporator

This instrument was prepared by Joseph E. Miller, Jr., Attorney at Law, Baker & Daniels, 300 North Meridian Street, Suite 2700, Indianapolis, Indiana 46204.

ATTACHMENT A: CFA'S AYP PERFORMANCE IN DETAIL

The table below relays average reading and math proficiency as well as the "adequate yearly progress" threshold for each of the last five years in CFA's history.[23]

School Year	English/Lang. Arts		Math	
	CFA	AYP	CFA	AYP
Fall 2007	44.9	56.2	48.9	54.7
Fall 2008	46.1	64.6	53.0	63.4
Spr. 2010	66.0	65.0	65.1	63.8
Spr. 2011	74.8	73.1	67.9	72.2
Spr. 2012	80.2	77.5	79.3	73.5

Adequate Yearly Progress Update 2012

The tables below summarize the latest round of our AYP results for CFA. Based upon our 2010 ISTEP results, CFA made "adequate yearly progress" on all 15 measures tracked through the No Child Left Behind legislation. This is the first time that CFA has made AYP on all 15 measures. In past years, we made our goals in 10 or 11 of 15 categories but never in English or math performance. Obviously, we are very proud of our students and the way that they have grown as readers, writers, and math students and believe that the significant improvements that they made on ISTEP is a result of the hard work they and their teachers put forth this past school year.

	English Performance				Math Performance			
Student Group	# of Stdts	Pass %	Target Pass %	Made	# of Stdts	Pass %	Target Pass %	Made
Overall	188	**66.0**	65.0	Y	189	**65.1**	63.8	Y
Black	80	**61.3**	61.0	Y	81	**72.8**	59.8	Y
F/R Meals	146	**66.4**	64.0	Y	147	**64.6**	62.8	Y
Special Ed.	33	**54.5**	54.5	Y	33	**60.6**	53.2	Y

[23] Results from Fall 2006 serve as a baseline, as the students took ISTEP in 2006 just a month into the school year.

ATTACHMENT B: CFA'S ACCOUNTABILITY GRADE IN DETAIL

2011-2012 Results: CFA

Below is the step-by-step breakdown of the *Challenge Foundation Academy's* standing on the A-F grading system for the 2011-2012 school year.

English/Language Arts Grade

	ELA Grading Criteria	Results	Points
Step One	Assign an initial score based on the percentage of students who passed the ISTEP+	80.2%	3.0
Step Two	If the percentage of bottom 25% who were high growth exceeds 42.5%, earn one point.	36.4%	
Step Three	If the percentage of top 75% who were high growth exceeds 36.2%, earn one point.	25.2%	
Step Four	If the percentage of students who showed low growth exceeds 39.8%, subtract one point.	38.9%	
Step Five	If the percentage of students who did not take the ISTEP exceeds 5.0%, subtract one point.	99.4%	
	ELA Total		**3.0**

Math Grade Calculations

	Math Grading Criteria	Results	Points
Step One	Assign an initial score based on the percentage of students who passed the ISTEP+	79.3%	2.5
Step Two	If the percentage of bottom 25% who were high growth exceeds 44.9%, earn one point.	51.5%	1.0
Step Three	If the percentage of top 75% who were high growth exceeds 39.2%, earn one point.	36.4%	
Step Four	If the percentage of students who showed low growth exceeds 39.2%, subtract one point.	28.0%	
Step Five	If the percentage of students who did not take the ISTEP exceeds 5.0%, subtract one point.	99.0%	
	Math Total		**3.5**

CFA's Final Grade:

3.25 = *B*

2011-2012 Results: CFA

Below is the step-by-step breakdown of the Challenge Foundation Academy's standing on the A-F grading system that the state adopted in May 2012. On the '10-11 system (dictated by PL 221), CFA earned an A. The '10-'11 results in this new system would result in a C grade.

English/Language Arts Grade

	ELA Grading Criteria	Results	Points
Step One	Assign an initial score based on the percentage of students who passed the ISTEP+	74.5%	2.0
Step Two	If the percentage of bottom 25% who were high growth exceeds 42.5%, earn one point.	46.7%	1.0
Step Three	If the percentage of top 75% who were high growth exceeds 36.2%, earn one point.	29.2%	
Step Four	If the percentage of students who showed low growth exceeds 39.8%, subtract one point.	21.%	
Step Five	If the percentage of students who did not take the ISTEP exceeds 5.0%, subtract one point.		
	ELA Total		**3.0**

Math Grade Calculations

	Math Grading Criteria	Results	Points
Step One	Assign an initial score based on the percentage of students who passed the ISTEP+	67.6%	1.5
Step Two	If the percentage of bottom 25% who were high growth exceeds 44.9%, earn one point.	55.2%	1.0
Step Three	If the percentage of top 75% who were high growth exceeds 39.2%, earn one point.	35.9%	
Step Four	If the percentage of students who showed low growth exceeds 39.2%, subtract one point.	29.0%	
Step Five	If the percentage of students who did not take the ISTEP exceeds 5.0%, subtract one point.		
	Math Total		**2.5**

CFA's Final Grade: 2.75 = C

ATTACHMENT C: CFA TYPICAL AND HIGH GROWTH PERCENTAGES

In the tables below, we relay the percentage of CFA students making typical or high growth on the Reading and Math ISTEP during the '09-'10 and '10-'11 school years.[24] (Growth figures are not yet available for the '11-'12 school year.) For comparison's sake, we also offer a comparison between the percentage of students at CFA who made "sufficient gains" to similar figures for the district in which 92% of CFA students reside as well as the state at large.[25]

Figure 2: Percentage of CFA Students Making High or Typical Growth on ISTEP Reading and Math

School Year	High/ Typ. Growth Reading	High/ Typ. Growth Math	High/ Typ. Growth Ave.
2009-2010	74.5	84.1	79.3
2010-2011	76.8	80.7	78.9
2011-2012	N/A	N/A	N/A
Multi-Year Ave.	76.5	82.6	79.6

Figure 3: Average Growth Comparison Between CFA Students, the Local District schools and schools across the state

School Year	High/ Typ. Growth CFA Ave.	High/ Typ. Growth District Ave.	High/ Typ. Growth State Ave.
2009-2010	79.3	55.8	66.6
2010-2011	78.9	53.8	66.6
2011-2012	N/A	N/A	N/A
Multi-Year Ave.	79.6	54.8	66.6

As is evident in each of the tables above, the percentage of CFA students making typical or high growth, as determined through the Indiana Growth Model, exceeds both the district and state averages. In other words, CFA students are growing each year in reading and math at rates far greater than students nearly anywhere else.[26]

[24] Source: https://learningconnection.doe.in.gov/growthmodel/growthchart.aspx

[25] Note: we were not able to compare average growth percentages within each grade at the district or state level. Thus, given CFA students serve grades K-5, we were only able to compare the growth our fourth and fifth graders made to students in grades 4-8 in schools within the surrounding district and the state.

[26] As noted earlier in our report, State Superintendent, Tony Bennett, recognized the Challenge Foundation Academy and seven other schools at a special ceremony for the exceptional growth our students made on the ISTEP in 2010. Interestingly, our growth data was actually even stronger the following year.

ATTACHMENT D: CORE KNOWLEDGE SCOPE AND SEQUENCE

We provide just the first three months of the CFA/Vision curriculum map as an example of a longer document that extends the entire school year. A full copy of our curriculum map is available upon request.

NOTE: Each math topic has 1 day included for assessment of the topic.

	Week	READING	MATH	Social Studies	Science	Grammar	Writing	Sayings/Phrases	*Poems*	*Fiction Read Aloud*
August/September	15-Aug	**Making Connections** (8/15-8/19)	**ISS** 4.2.2, 4.2.4, and 4.2.7	**Spatial Sense:** World Maps (8/9-8/19)		Parts of Speech nouns, verbs, adj, adv	**Launching Workshop: Narratives** I-STEP Prompt	"An ounce of prevention is worth a pound of cure	*Clarence*	*Legend of Sleepy Hollow*
	22-Aug	**Asking Questions** (8/22-8/26)	**Multiplication and Division** Topic 1 *10 lessons* (8/22-9/2)		**Geology:** Earth's Layers (8/22-9/16)	Greek/Latin Roots 4.1.4		"Bury the hatchet"	*Humanity*	
	29-Aug	**Making Connections** (8/29-9/2)				Using Root Words for Unknown Words 4.1.3		"Can't hold a candle to"	*A Tragic Story*	
	5-Sep	**Monitor and Clarify** (9/5-9/9)	**Generate and Analyze Patterns** Topic 2 *6 lessons* (9/6-9/16)			Synonyms/ Antonyms 4.1.2 Thesaurus 4.1.5	**Personal Narrative:** Earth's Layers: explain a time you had an experience with the Earth's crust. Then, explain why it's not any of the other layers. (dig, plant, bury)	"Break the ice"		*Rip Van Winkle*
	12-Sep	**Asking Questions** (9/12-9/22)				Idioms 4.1.2				
	19-Sep		**Place Value** Topic 3 *6 lessons* (9/19-9/28)	**Mtn Ranges** (9/19-9/30)	**How Mtns Form** (9/19-9/30)	Homographs 4.1.2 Mult Meaning Words 4.1.6		"As the Crow Flies"	*Afternoon on a Hill*	

	26-Sep	**Summarizing** (9/26-10/7)	**Addition and Subtraction**Topic 4*6 lessons*(9/29-10/7)			Figurative Language4.3.5Similes, Metaphors, Hyperbole, Personification, Onomatopoeia, Alliteration, Imagery		"Don't count your chickens before they hatch"		
October (Q1 ends 10/19)	**3-Oct**				**Geology**: Rocks, Weathering, & Erosion (10/3-10/14)		**Summaries** I-STEP Prompt			*Gulliver's Travels*
	10-Oct	**Fact and Opinion** (10/10-10/14)	**Number Sense** Topic 5 *6 lessons* (10/10-10/18)					"The bigger they are, the harder they fall"		
	17-Oct	**Sequencing** (10/17-10/21)				Compound, Simple, and Run-On Sentences 4.6.2				
	24-Oct	**Compare and Contrast** (10/24-10/28)	**Developing Fluency: Multiplying** Topic 6 *6 lessons*		**Human Body** (10/24-11/4)	Regular/ Irregular Verbs 4.6.4		"Beauty is only skin deep"		*Pollyana*

ATTACHMENT D: CORE KNOWLEDGE SCOPE AND SEQUENCE *(CONTINUED)*

	Week	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
August	8/15	Nursery Rhymes/The Five	Fables (3 weeks)	Spatial Sense (2 weeks)	Geography (2 weeks)	Spatial Sense (2 weeks)	World Geography (2 weeks)

	8/22 8/29 9/5 9/12 9/19 9/26	Senses (4 weeks) Plants (3 weeks)	The Human Body (4weeks)	Geography (2 Weeks) Cycles in Nature (3 Weeks) Constitution (1 Week)	Animal Classification (3 weeks) Ecology (4 weeks)	Geology (4 weeks) Mountains and Mountain Ranges (2 weeks)	Classifying Living Things (2 weeks) Meso-American Civilizations (1 week) Native American Cultures and Conflicts (2 weeks)
October	10/3 10/10 10/17 10/24 10/31 11/28	Farms/Animal Needs (3 weeks) Native Americans (3 weeks)	Different Lands Similar Stories (3weeks) Early World Civ (3 weeks)	War of 1812 (3 Weeks) Westward Expansion (3 Weeks)	Ancient Rome (3 weeks)	Geology (2 weeks) Human Body (2 weeks)	Cells: Structures and Processes (1 week) European Exploration, Trade, and the Clash of Cultures (4 weeks)

		Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
December	12/5	Kings and Queens (3 weeks)	Matter (2 weeks)	Simple Machines (2 Weeks)	Light and sound (2 weeks)	Meteorology (2 weeks)	Early Presidents and Politics (1 week)
	12/12			Living Non-Living (1 Week)			
	12/19						Life Cycles and Reproduction (1 week)
January	1/2	Stories (2 weeks)	Astronomy (2 weeks)	Immigration (2 Weeks)	Human Body (3 weeks)	Chemistry (2 weeks)	England from the Golden Age to the Glorious Revolution (3 weeks)
	1/9		Birth of Our Nation (4 weeks)	Magnets (2 Weeks)		African Kingdoms (2 weeks)	
	1/16	Columbus and the Pilgrims (4 weeks)			Astronomy (3 weeks)		
	1/23			China (1 Week)			The Human Body (1 week)
	1/30						
February	2/6	Colonial Towns and Townspeople (3 weeks)	Frontier Explorers (2 weeks)	Japan (1 Week)	Native Americans (3weeks)	Electricity (2 weeks)	Economics (4 weeks)
	2/13		Mozart and Music (2 weeks)	Civil Rights (3 Weeks)		Spread of Islam (2 weeks)	
	2/20			Digestive System (3 Weeks)		Scientific Method (1 week)	
	2/27						
March	3/5	Taking Care of the Earth (4 weeks)	Animals/Habitats (4 weeks)	Insects (2Weeks)	Explorers (3 weeks)	**ISTEP**: Applied Skills (1 week)	Russia: Early Growth and Expansion (3 weeks)
	3/12			Life Cycles (2 Weeks)			
	3/19					China	

	3/26			Charlotte's Web (7 Weeks)		(2 weeks)	Chemistry: Matter and Change (2 weeks)
		Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
April	4/9	Presidents/American Symbols (4 weeks)	Fairy Tales (3 weeks)	Ancient India (3 Weeks)		Living Environment (2 weeks)	Feudal Japan (3 weeks)
	4/16						
	4/23			Ancient Greece (3 weeks)	13 colonies (3 weeks)	ISTEP: multiple choice (1 week)	
	4/30					Europe and the Middle Ages (3 weeks) Science Fair (1 week)	
May	5/7	Magnetism (3 weeks)	History of the Earth (4 weeks)	Greek Myths (3 Weeks)			The Renaissance and the Reformation (4 weeks)
	5/14						
	5/21						
	5/28						

ATTACHMENT E: CULTURE RUBRIC

Vision Academy Culture Rubric

School Wide Systems	Exemplary	Proficient	Unsatisfactory
Leader Tone	• Leaders are always upbeat, motivational, and inspiring • Leaders always narrate the positive student behaviors (rather than calling out the negative) and use praise, challenge and aspiration to motivate the students • Leaders are attentive to every indicator and address those that are out of place immediately • Leaders carry themselves with confidence and authority so that students are keenly aware of their presence	• Leaders are most often upbeat, motivational, and inspiring with occasional moments of ineffective tone, language, or delivery • Leaders almost always narrate the positive student behaviors (only rarely calling out the negative) and use praise, challenge and aspiration to motivate the students • Leaders are attentive to most indicators and address those that are out of place quickly • Leaders carry themselves with confidence and authority so that students are aware of their presence	• Leaders seem overwhelmed and only make occasional attempts at being motivational and inspiring • Leaders rarely narrate the positive student behaviors (usually calling out the negative) and are negative in their interactions with students, teachers, and parents • Leaders are inconsistent with recognizing indicators and addressing those that are out of place • Acts of student misbehavior occur within the presence of school leaders
Physical Space Of Hallways	• Bulletin boards are attractive, promote student learning and the school's mission, and are changed monthly • Clutter-free: IT work stations are organized and neat; with personal belongings stored out of public view	• Bulletin boards are filled, promote student learning and the school's mission, and are changed monthly • Mostly clutter –free: IT work stations are organized and neat with personal belongings stored out of public view	• Bulletin boards are inconsistently used to promote student learning and the school's mission • Cluttered: IT work stations are not organized and neat; bags, coats, and other objects do not have a designated place
Dress Code	• 100% shirts tucked in • 100% of students are in full uniform • 100% No extras (coats, non-uniform sweaters, etc.) • All uniform discrepancies are identified and acted upon immediately (including spiritwear & college gear)	• 95% shirts tucked in • 95% of students are in full uniform • 95% No extras (coats, non-uniform sweaters, etc.) • Most uniform discrepancies are identified and acted upon (Including spiritwear & college gear)	• 90% or less shirts tucked in • 90% or less of students are in full uniform • 90% or less No extras (coats, non-uniform sweaters, etc.) • Uniform discrepancies are inconsistently identified and acted upon
Family Meetings	• Family Meetings are organized such that all students can see and actively participate in activities • All family meeting topics address core values, college, or community needs	• Family Meetings are organized such that almost all students can see and actively participate in activities • Almost all family meeting topics address core values, college, or community needs	• Family Meetings are poorly organized limiting students' ability to see and actively participate in activities

School Wide Systems	Exemplary	Proficient	Unsatisfactory
	• 100% of students are silent and tracking the speaker • Students are engaged and participating • Leader encourages student participation through relevant questions and/ or student presentation • Leader provides opportunity for teachers to present or give input • Teachers/Staff are seated with the students • Transitions are silent, smooth, and efficient	• 90% of students are silent and tracking the speaker • Students are engaged and participating • Leader encourages student participation through relevant questions and/ or student presentation • Leader provides opportunity for teachers to present or give input • Teachers/Staff are seated with the students • Transitions are mostly silent, smooth, and efficient	• Family meeting topics are not connected to core values, college, or community needs • 80% of students are silent and tracking the speaker, side conversations disrupt the meeting • Students are not engaged and do not participate • Leader does not encourage student participation through relevant questions and/ or student presentation • Leader infrequently provides opportunity for teachers to present or give input • Teachers/Staff are not seated with the students (staff members are not paying attention and modeling expectations for students) • Transitions are noisy and take too long
Transitions	• 100% of the students are silent and in HALLS • 100% of students are walking urgently to class or their specific destination • 100% of students have a hall pass or are sent back to their classroom to get one • Teachers recognize and model positive hallway behavior	• 90% of the students are silent and in HALLS • 90% of students are walking urgently to class or their specific destination • Students usually have a hall pass and are sent back to the classroom to get one when they don't • Teachers usually recognize and model positive hallway behavior	• 80% of the students are silent and in HALLS • 80% of students make transitions to class within a reasonable time frame • Students rarely have a hall pass and are not sent back to their classroom to get one • Teachers inconsistently recognize and model positive hallway behavior • Students are purposely walking slowly and are not re-directed • Students are running or roughhousing on the way to class
Breakfast	• Breakfast tables are ready before 7:30 • Teacher monitors are in the cafeteria at 7:35 and are actively monitoring students • Cafeteria is silent, or level one, depending on the monitors instructions • 100% of students are seated correctly, or moving with permission	• Breakfast tables are ready at 7:30 • Teacher monitors are in the cafeteria at 7:35 and are mostly actively monitoring students • Cafeteria is silent, or level one, depending on the monitors instructions with few reminders • 90% of students are seated correctly, or moving with permission	• Breakfast tables are not ready at 7:30 • Teacher monitors are late and/or not actively monitoring students • Frequent reminders must be made to keep the cafeteria silent, or level one • 80%, or less, of students are seated correctly or moving with permission

School Wide Systems	Exemplary	Proficient	Unsatisfactory
	• Transitions to morning lines, or class, are quiet (VL1) and orderly • Students leave the eating area clean • Students remain in their morning lines until they are picked up/released by a staff member	• Transitions to morning lines, or class, are mostly quiet (VL1) and orderly • Students leave the eating area clean • Students remain in their morning lines until they are picked up/released by a staff member	• Transitions to morning lines, or class, are noisy(VL2 or louder) and disorderly • Students leave the eating area messy (trash/food on floor and tables) • Students get up and leave the gym before being picked up/released by a staff member
Lunch	• All tables are set up before hand by custodian • Students arrive on time for lunch • Teacher monitors arrive to their duty on time • Teacher monitors observe and use cafeteria procedures • Lunch is served to each grade level within 5 min • All students are seated at their assigned tables during lunch according to their seating chart • All students stay in their seats unless they have permission to get up • Teachers are on time for pick up from lunch • Transition to clean up and dismissal is silent and occur with little to no teacher intervention • Students are engaged in polite conversation at a level 1 while eating • Students leave their table and floor area clean • 100% of students respond to High 5 signaling the end of lunch • Entry and dismissal is silent • Dismissal is complete in less than 3 min	• All tables are set up on time by custodian • Students arrive on time for lunch • Most teacher monitors arrive to their duty on time • Most teacher monitors observe and use cafeteria procedures, some create their own procedures • Lunch is served to each grade level within 10 min • Students are seated at their assigned tables during lunch according to their seating chart • Most students stay in their seats unless they have permission to get up • Teachers are mostly on time for pick up from lunch • Transition to clean up and dismissal is mostly silent and occur with little to no teacher intervention • Students are engaged in polite conversation at a level 1 while eating • Students leave their table and floor area clean • 95% of students respond to High 5 signaling the end of lunch • Entry and dismissal is silent • Dismissal is complete within 3 min	• Lunch is not yet set up when students arrive • Students arrive late for lunch • Teacher monitors arrive late to their duty • Teacher monitors do not observe or use cafeteria procedures, each monitor has his/her own way to dismiss, seat, get quite, etc • Lunch is not served to each grade level within 10 min • Students are not seated at their assigned tables during lunch according to their seating chart • There is an excess of student movement without permission • Teachers are not on time for pick up from lunch • Transition to clean up and dismissal is noisy and requires teacher intervention • Students are engaged in inappropriate conversation or are louder than a level 1 while eating • Students do not clean up on their own • High 5 must be repeated in order for students to respond • Entry and dismissal is noisy • Dismissal is not complete within 3 min
Beginning of Day Entry	• All students enter the building quietly (VL1) • All students report to the gym and sit in their grade level lines (if they arrive before 7:45) • Students are not running or horse playing • At 7:45, students report directly to class (no wandering around the halls/restrooms) • All students are greeted by every adult that they pass • All students return the greeting in a proper manner • All staff members are at their posts at 7:35 • At 8:05, classroom doors close. Students not in the	• Most students enter the building quietly (VL1) • Most students report to the gym and sit in their grade level lines (if they arrive before 7:45) • Students are not running or horse playing • At 7:45, most students report directly to class (little to no wandering around the halls/restrooms) • Most students are greeted by every adult that they pass • Most students return the greeting in a proper manner • Most staff members are at their posts at 7:35	• Students enter the building noisily (VL2 or higher) • Students do not report to the gym and sit in their grade level lines (if they arrive before 7:45) • Students are running or horse playing • At 7:45, students leave the gym, but do not report to class • Students are not greeted by every adult that they pass • Students do not return greetings or do so in an inappropriate way • Staff members are not at their posts at 7:35

School Wide Systems	Exemplary	Proficient	Unsatisfactory
	classroom are sent to the office for a late pass, parents and guests are sent to the office for a visitors pass	• At 8:05, most doors close. Most students not in the classroom are sent the office for a late pass, most parents and guests are sent to the office for a visitors pass	• At 8:05, doors are still open, students are allowed to enter the classroom without a late pass, parents and guests are in the building after 8:05 without a visitors pass
End of Day Dismissal	• All students/families are quiet (VL1) in the hallway and during the checkout process • All students are with a guardian or staff member and not wandering the hallways • All teachers walk their YMCA/ enrichment students, in HALLS, to the gym and then walk the remaining students to the late pick up room at 3:45 • Students are not running or horse playing • All students respond immediately to adult instructions • Atmosphere is quiet and businesslike • All staff members are at their posts at 3:25	• Most students/families are quiet (VL1) in the hallway and during the checkout process • Most students are with a guardian or staff member and not wandering the hallways • Most teachers walk their YMCA/ enrichment students, in HALLS to the gym and then walk the remaining students to the late pick up room at 3:45 • Students are not running or horse playing • Most students respond immediately to adult instructions • Atmosphere is quiet and businesslike • Most staff members are at their posts at 3:25	• Students/families are noisy (VL2 or higher) in the hallway and during the checkout process • Students are not with a guardian or staff member and are wandering the hallways • Few teachers walk their YMCA/ enrichment students to the gym and then walk the remaining students silently to the late pick up room at 3:45, the students are not in a line • Students are running or horse playing • Students do not respond immediately to adult instructions • Atmosphere is noisy and chaotic • Staff members are not at their posts at 3:25

ATTACHMENT F: EFFECTIVE INSTRUCTIONAL STRATEGIES

TECHNIQUE	DESCRIPTION
Positive Framing	Technique in which teachers make corrections constructively and positively, narrating explicitly what they want scholars to do instead of what they are not doing. A teacher would say, "Isaac, sit up straight," instead of "Isaac, stop slouching."
Sweat the Details	This approach encourages teachers to enforce scholars' behavioral compliance, with all expectations, including aspects that may seem minor.
Do It Again	Technique in which a teacher instructs scholars to complete a procedure or process that has been practiced and demands that students repeat the process if it is not done well or by all scholars.
100%	Method in which a teacher demands everyone's full participation to complete a task or activity associated with learning and will not continue instruction until all students have complied.
Right is Right	There is a difference between right and partially right. When responding to an answer in class the teacher holds out for an answer that is 100% right. Scholars should not be told an answer is correct when it is not.
Stretch it	Many teachers respond to a correct answer by saying "good" or "correct." With this technique a teacher can push scholars to higher standards by asking them to *stretch* their answer by explaining how they arrived at an answer or asking them to answer a more complex question that builds on that same concept or standard.
Ratio	Method in which the teacher purposefully minimizes the time spent talking to afford more opportunities for the class to lead instruction by answering questions as a group or individually.
No Opt Out	Process in which a scholar who answers incorrectly is not able to give up on the learning process. We have high expectations for scholar performance and a teacher should not accept "I don't know" for an answer. Instead the teacher should prompt the scholar to answer a clarifying question, or push the scholar to attempt to answer. If the scholar genuinely does not know the answer, the teacher will call on a fellow classmate to assist, and then the teacher will return to the scholar to ask the same or a similar question, for which the scholar has been supported to be able to answer it correctly.
Warm/Strict	Strategy that combines a caring tone with a "no exceptions" standard of behavioral expectations. Often used by teachers to build culture and set the tone inside their classrooms.
Precise Praise	Technique used by teachers to reward scholars with praise using very specific examples that are meaningful and genuine. For example, a teacher would say, "Heather, you did a great job classifying common nouns and proper nouns correctly."

ATTACHMENT G: VISION ACADEMY VOLUNTEER AGREEMENT

Vision Academy Parent/Volunteer Contract

As a parent and/or volunteer at the Vision Academy, I agree to adhere to this agreement at all times.

I agree to:

- To model, support and affirm the principles that Vision Academy instills. Principles such as,
  - Be Prepared
  - Be Respectful
  - Be Engaged
  - Be Professional
  - Be Polite
  - Walk in HALLS in the hallway
- To maintain strict confidentiality when necessary
- To maintain a professional appearance both in my attire and my interactions
- To fulfill the volunteer hours agreed upon
- To make clearly visible my volunteer nametag/badge
- To sign in and out in the main office
- To adhere to the smoke/drug free environment
- Cell phones will be turned off or muted
- **Communication with all children is entirely positive and encouraging.**

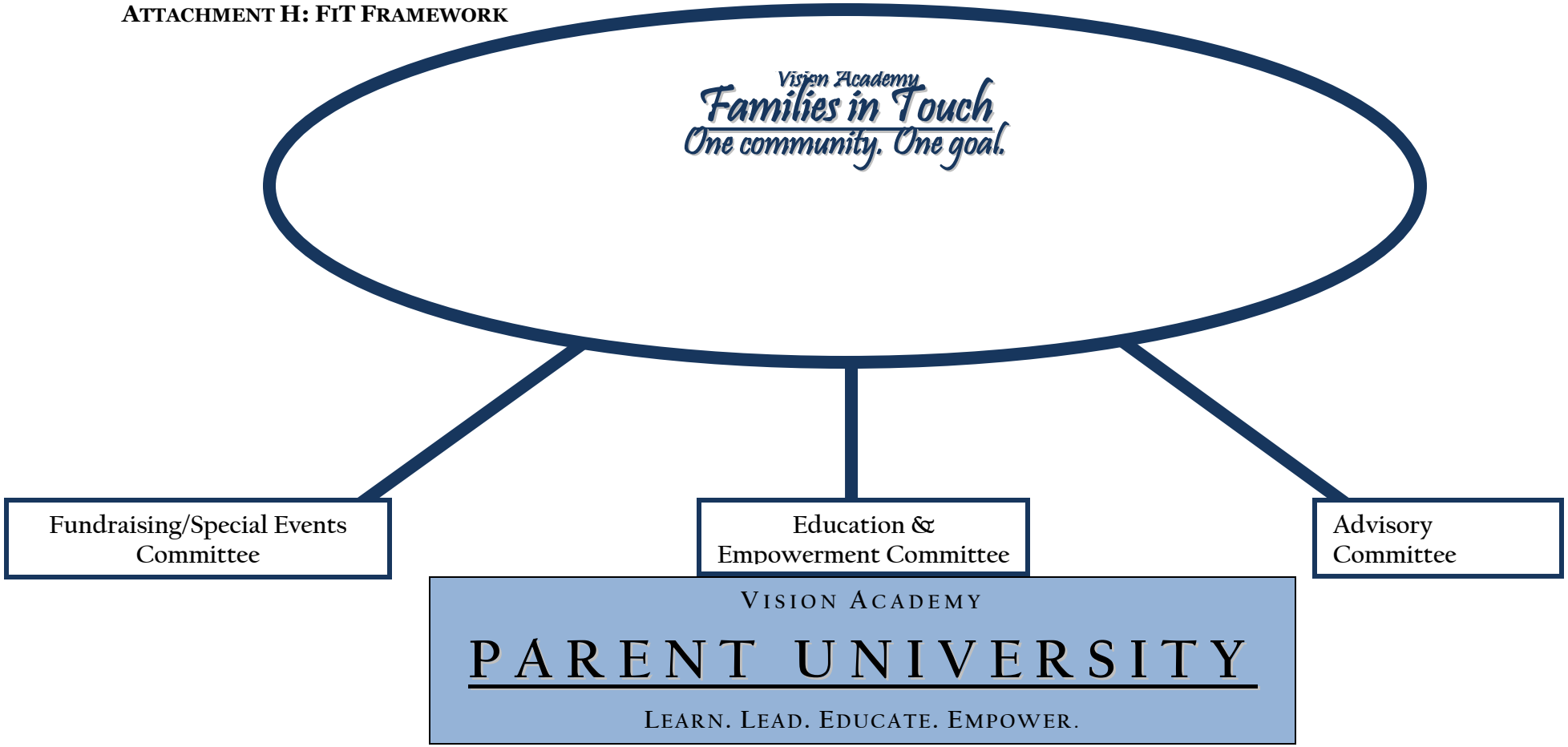
Volunteer Name: _____

Volunteer Signature: _____ Date:_____

Emergency Contact: _____

Emergency Contact Number: _____

ATTACHMENT H: FIT FRAMEWORK



Mission:

To educate, equip and empower Vision families to be leaders in their child's academic success.

Quarterly Meetings will answer four main questions:

1) How does my child stand academically?
2) What are my child's academic strengths and weaknesses?
3) What are activities or tools I can use at home to support my child's academic success?
4) How can I empower and educate other Vision families?

ATTACHMENT I: SAMPLE LESSONS FROM CFA/VISION CURRICULUM

These lessons illustrate the strong alignment between the Core Knowledge Sequence and Common Core Standards.[27] The first plan is for a fifth grade Social Studies lesson; the second plan is a second grade Language Arts lesson.

Fifth Grade History
Lesson One: Geography of the Thirteen Colonies

A. *Daily Objectives*

1. Concept Objective(s)
    a. Students will know how to use and construct maps, globes, and other geographic tools to locate and derive information about people, places and environments.
2. Lesson Content
    a. Geography of Thirteen Colonies (not listed in *Core Knowledge*
        i. *Sequence)*
3. Skill Objective(s)
    a. The student will be able to identify the colonies by region: New England, Middle, or Southern regions.
    b. The student will be able to locate the thirteen colonies on a given map and realize that many Revolutionary War events occur in this region.
4. Indiana Academic Standards
    a. 5.1.7 Identify and locate the 13 British colonies that became the United States and describe daily life (political, social, and economic organization and structure).

B. *Materials*

1. *US Kids History: Book of the American Revolution* p.14-15 (reference copy for teacher)
2. One enlarged map of the thirteen colonies per group of 2-4 students (may use Appendix B to enlarge)
3. One set of cards with directions per group (explained in procedure)
4. Appendix B: Thirteen Colonies worksheet (one copy for each child)
5. Large wall map of the United States (reference for teacher and students to use)

C. *Key Vocabulary*

1. New England Colonies- Massachusetts, Connecticut, Rhode Island, New Hampshire
2. Middle Colonies- New York, Pennsylvania, New Jersey, Delaware
3. Southern Colonies- Virginia, Maryland, North Carolina, South Carolina, Georgia

D. *Procedures/Activities*

1. Orally review all of the states. This can be done the first few minutes of your history lesson each day. This should take no longer than five minutes and is to familiarize students with the region being discussed.
2. After the first two weeks, you may wish to only review orally the thirteen colonies. Mention that the thirteen colonial regions will be the locale of many Revolutionary War events covered over the next few weeks.
3. Play Revolutionary Body Parts game from *US Kids History: Book of the American Revolution* p. 14-15. This game is similar to Twister. Students will be in groups of 2-4. Each group will need an enlarged map of the thirteen colonies and a set of direction cards. These will include directions such as:

[27] Please note: the Fifth Grade Lesson is based on Indiana State Standards in Social Studies. The Common Core State Standards in social studies are still being developed.

a. Place your right hand on New Hampshire, place your left foot on Massachusetts,
b. Place your left hand on Connecticut, etc. Players will take turns reading a card from the stack and follow the directions. When a player falls, the number of colonies he/she touches is added up. The player who has touched the most colonies wins.
c. When all cards in the set have been read once, reshuffle the deck and start again.
d. May play as many times as desired.

4. Give students a worksheet (Appendix B). Have students list colonies under the categories of New England, Middle, or Southern. Tell them to color New England colonies blue, Middle colonies red, and Southern colonies green.

E. *Assessment/Evaluation*

1. Students will categorize the colonies according to New England, Middle, or Southern and color these regions on a worksheet (Appendix B.)

F. Modifications

1. Teacher will give students a list of the colonies and the states that are included in each. This will help students when they work on coloring and identifying the colonies.

Second Grade Language Arts Lesson
Two: Fern Meets Wilbur: Chapters One – Three (60 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
   a. Students develop an awareness of how to enhance their reading comprehension skills orally and in written form.
   b. Students develop an understanding of plots and major characters.
   c. Students develop an appreciation of literature by relating to it through background knowledge and personal/life experiences.
2. Lesson Content
   a. *Charlotte's Web* by E.B. White
3. Skill Objective(s)
   a. Students will use word attack skills to read new and unfamiliar words.
   b. Students will use a variety of comprehension strategies before, during, and after reading.
   c. Students will identify the elements of plot, character, and setting in a story.
   d. Students will use and integrate background knowledge, experience, and context to construct meaning.
   e. Students will read, respond to, and discuss literature.
   f. Students will develop listening skills and recall skills from materials presented over multiple days.
   g. Students will demonstrate the use of the advanced vocabulary introduced through the text.
4. Indiana Academic Standards
   a. **2.RL.3** Describe how characters in a story respond to major events and challenges.
   b. **2.RL.5** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

B. *Materials*

1. *Charlotte's Web* by E.B. White (one copy for each student, one copy for the teacher)
2. Appendix E – "Pass the Pig"

3. Any musical cassette tape/ tape player
4. Chart paper and marker
5. Chart from Lesson One
6. Appendix F – Predictions Worksheet (one copy for each student, front to back)
7. Appendix G – Vocabulary: Chapters Four – Six (one copy for each student)

C. *Key Vocabulary*

1. Compunctions – uneasiness caused by guilt
2. Decency – meeting acceptable moral and social standards
3. Detested – to dislike a lot
4. Glutton – one who eats large amounts of food; someone who can withstand a lot of something
5. Goslings – a young goose
6. Inheritance – to come into the possession of from another person
7. Lair – the den of a wild animal
8. Scheming – to make secret plans

D. *Procedures/Activities*

1. Read chapters one through three to the students. Review/discuss the vocabulary words used in Lesson One or any words that the students may not be familiar with, as you read the book aloud.
2. Play "Pass the Pig": Give one pig pattern to a student. The students will pass the pig to the left, around the room as the music plays. Once you stop the music, (after about 15-30 seconds), the student holding the pig needs to read the question aloud. That student also gets to call on someone to answer the question.
    a. If the student answers the question incorrect or needs further help, let them call on another student. Repeat this process with each pig question, making sure that a variety of students get a turn.
3. Discuss the friendship between Fern and Wilbur.
    a. What qualities do Wilbur and Fern each possess as a friend? Write the answers on a piece of chart paper labeled: "Fern and Wilbur's Friendship".
    b. Compare this chart to the chart from Lesson One on friendship. Save both of these charts for later use.
4. Review what happened in chapters one – three. Come up with one to three sentences that summarize these chapters. Write them on the board and have the students copy them onto Appendix F.
5. Using Appendix F, discuss predictions and what they are. As a class, make predictions about what will happen next. Write the predictions on the board (this should be one to three sentences) and have the students copy them onto Appendix F. The students will need to save Appendix F for future use.
6. Pass out Appendix G, and read the directions with the students. Discuss the vocabulary with the students. Have the students complete it independently and go over the answers in class. Send this worksheet home to be used while reading chapters four through six.
7. Assign chapters four through six to be read as homework.

E. Assessment/Evaluation

1. Monitor the student responses when playing "Pass the Pig".
2. Monitor the students as they work on Appendix G independently.

F. Modifications:

1. For Appendix G- Give students pictures of the vocabulary words and sentence usage so students can easily identify the meaning and then put the new word into the sentence.

ATTACHMENT J: RESPONSE TO INSTRUCTION, IN DETAIL

Vision Academy

Response To Instruction

"Over every blade of grass, an angel whispers, 'Grow.'"

Tier One

*Tier one includes classroom supports that benefit the growth and development of **all students.** Teachers may adjust or tweak these supports to address the academic and behavioral needs of specific students or groups of students; yet, they occur within regular classroom level systems and supports for young learners.*

Academic:	Conduct/Behavior:
Regular Classroom Systems and Practices Skills Grouping (Reading Grps., Differentiated Math Activities, etc.) Partner Reading	General Classroom Rules and Management Teacher-Initiated Conduct Contracts and Incentives Spec. Programs Addressing Classroom and School-wide Concerns

Universal Screener:
NWEA Results (K-8),
RAZ & PASI/PSI Screeners
Benchmark Assessment Results
Behavior and Counseling Referrals
Teacher Referrals (proposed during RTI Mtgs)

30 minutes per day in addition to Core

Tier Two

Tier two includes special supports and interventions designed to address the specific needs a subset of students within a small group setting. These students are generally below or significantly above grade level, or they have distinct behavior needs. They receive special support through small group interventions outside of core academic time.

Academic:	Conduct/Behavior:
Parent Involvement/ Home Support Plans Small Group Intervention After-school Academic Boost Programs Monday Club Enrichment Opportunities	Parent Involvement/ Home Support Plans Small Group Counseling Behavior Contracts and Special Incentives (Managed through Counselor)

Monitoring and Assessment Data:
Progress in T2 Interventions
RAZ & PASI/PSI Screeners
Response to Counseling, Behavioral Contracts,
Student-Support Team Assessments

Two 30 min. instruct. blocks per day in addition to Core

Tier Three

Tier three includes individualized supports and interventions designed to address the specific needs of students in a special setting. T3 students are significantly behind, or they have distinct behavior needs that require significant individualized attention. Along with tailored T2 supports, T3 students received individualized assistance in class as well as outside core academic time with our Literacy Specialists. T3 students may or may not have a diagnosed learning disability.

Academic:	Conduct/Behavior:
Specialized Daily Interventions Targeted Skills Grade Retention Special Classroom Accommodations Modified Curriculum (Based on IEP Goals)	Individual Daily Counseling Check-ins Special Contracts, Incentives etc. Behavioral Adjustment Plan Therapeutic Family Counseling

Monitoring and Assessment Data:
Progress in T3 Interventions,
GEI's and Child Study Team
SPED Assessment

ATTACHMENT K: BEST PRACTICES IN ELL

TECHNIQUE*	DESCRIPTION
Activating Prior Knowledge And Building Background Knowledge	When hearing or reading information in a second language, it is easy to stumble on an unfamiliar word or phrase, which usually causes a complete breakdown in understanding. This can be avoided if the learner is somewhat familiar with the intended message. It is, therefore, important to explicitly link what the student already knows to what is to be taught next. If it is important to link existing knowledge to new material to be learned, how much more important it becomes to fill gaps that students have as a result of interrupted or no prior education. For myriad reasons, this is frequently the case with families of English learners.
Cooperative Learning	An umbrella term for classroom grouping strategies and learning activities which maximize student interaction to enhance learning. Heterogeneous grouping allows students to support one another in mutual accountability for individual learning. Students are assigned specific group roles (director, checker, timer, materials, etc...) and are encouraged to use social skills to foster postitive interdependence within the group.
Cues, Questions, and Advanced Organizers	Cues (hints), questions, and advance organizers (statement of those elements that the learner will be required to master in the lesson) are used at the beginning of a lesson to connect to students' prior knowledge and to make connections to new learning. This also reveals to teachers what students already know and what they need to know (Hill and Flynn, 2006; Orlich, et al, 2001).
Identifying Differences and Similarities	Students build understanding of complex concepts by focusing on their similarities and differences and classifying them using key attributes. Language tasks associated with these processes include describing, classifying, comparing, and contrasting.
Nonlinguistic Representation	Knowledge is stored in two forms - a linguistic form and an imagery form. The more we use both forms, the better we are able to think about and recall knowledge. Studies show that teachers rely primarily on linguistic representations to present new information. The non-linguistic form is the imagery mode of representation; primarily mental pictures and physical sensations.
Reinforce and Recognize Effort	These strategies address students' attitudes and beliefs. Most students are not aware of the importance of believing that their level of effort is related to their achievement. When students are rewarded or praised for achieving specific goals, their level of achievement is higher.

* Northwest Regional ESD. (2012). *Best Practices for ELLs* . Available from http://ell.nwresd.org/

ATTACHMENT L: CORE VIRTUE CURRICULUM

	Week	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
August RESPECT Mahatma Gandhi	**8/15** **8/22** **8/29**	***"We respect each other and treat each other with manners".*** • Cinderella (LA) • The Ugly Duckling (LA) • Aesop's Tortiose and the Hair(LA)	***"Treating others with high regard regardless of their race, their place, or the color of their face!"*** • "Fish out of water."	***"Treating others with high regard!"*** • "Don't judge a book by its cover."	***"Treating others with high regard!"***	***"Treating others with high regard!"*** • Elma Stuckey. Humanity (LA) • Louisa May Alcott. Little Women (LA) • "Beauty is only skin deep."	***"Treating others with high regard!"*** • Laura Ingalls Wilder. Little House on the Prarie (LA) • Louisa May Alcott. Little Women (LA)
September Responsibility Michelle Obama	**9/5** **9/12** **9/19** **9/26**	***"Doing your part for your family, friends and school."***	***"Doing your part for your family, friends and school."*** • "Never leave till tomorrow what you can do today."	***"Doing your part for your family, friends and school."*** • America (M) • This Land is Your Land. (M)	***"Doing your part for your family, friends and school."*** • Ali Baba and the Forty Thieves (LA) • Damon and Pythias (LA)	***"Doing your part for your family, friends and school."*** • "Through thick and thin."	***"Doing your part for your family, friends and school."***
October PERSEVERANCE/COMMITMENT	**10/3** **10/10** **10/17** **10/24**	***"Sticking to it, even when you'd rather give up." "Pushing on despite difficulty and hardship."*** • The Three Little Pigs (LA) • The Little Red Hen (LA)	***"Sticking to it, even when you'd rather give up." "Pushing on despite difficulty and hardship."*** • Age of Exploration. Columbus. (WC) • "If at first you don't succeed, try, try	***"Sticking to it, even when you'd rather give up." "Pushing on despite difficulty and hardship."*** • "Where there's a will there's a way." • "Easier said than done."	***"Sticking to it, even when you'd rather give up." "Pushing on despite difficulty and hardship."*** • Aeneas Foresakes Dido (WC) • Jean Millet. The Gleaners (FA)	***"Sticking to it, even when you'd rather give up." "Pushing on despite difficulty and hardship."*** • Jonathan Swift. Gulliver's Travels (LA) • Robert Louis	***"Sticking to it, even when you'd rather give up." "Pushing on despite difficulty and hardship."***

	10/31	• George Washington Carver (S) • Wilbur and Orville Wright (S) • "Practice makes perfect." • Where there's a will, there's a way." • "The early bird catches the worm."	again." • "Early to bed, early to rise makes a man healthy, wealthy, and wise." • "The early bird gets the worm."	• "Back to the Drawing Board."	• Vermeer. Milkmaid (FA)	Stevenson. Treasure Island (LA)	
	Week	**Kindergarten**	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**
November KINDNESS Jane Addams	**11/7** **11/14** **11/21** **11/28**	***"Caring for each other in all we do and say. Kindness is finding the gentle way to work and play."***	***"Caring for each other in all we do and say. Kindness is finding the gentle way to work and play."*** • The Dog in the Manger. • Mufaro's Beautiful Daughter. (LA) (Play is May 9 @Butler)	***"Caring for each other in all we do and say. Kindness is finding the gentle way to work and play."***	***"Caring for each other in all we do and say. Kindness is finding the gentle way to work and play."***	***"Caring for each other in all we do and say. Kindness is finding the gentle way to work and play."***	***"Caring for each other in all we do and say. Kindness is finding the gentle way to work and play."***
December GENEROSITY Bill Cosby	**12/5** **12/12** **12/19**	***"Giving without thinking about getting."*** • The Legend of Jumping Mouse.	***"Giving without thinking about getting."***	***"Giving without thinking about getting."*** • Dickens. A Christmas Carol. (LA)	***"Giving with an open hand and an open heart."***	***"Giving with an open hand and an open heart."***	***"Giving with an open hand and an open heart."***

January SELF DISCIPLINE/ SELF CONTROL	**1/2** **1/9** **1/16** **1/23** **1/30**	**"Stopping to think about my actions before I do them." "Giving the best of ourselves, and saying "no" to our weaknesses."** • "Look before you leap." • "Better safe than sorry."	**"Stopping to think about my actions before I do them." "Giving the best of ourselves, and saying "no" to our weaknesses."**	**"Stopping to think about my actions before I do them." "Giving the best of ourselves, and saying "no" to our weaknesses."**	**"Stopping to think about my actions before I do them." "Giving the best of ourselves, and saying "no" to our weaknesses."**	**"Stopping to think about my actions before I do them." "Giving the best of ourselves, and saying "no" to our weaknesses."** • "Haste makes waste."	**"Stopping to think about my actions before I do them." "Giving the best of ourselves, and saying "no" to our weaknesses."** • Earnest Lawrence Thayer. Casey at the Bat. (LA)
February JUSTICE Sojourner Truth	**2/6** **2/13** **2/20** **2/27**	***"Giving the other his/her do." "Making a space for the rights and needs of others."*** • Johnny Appleseed (LA) • This Land is Your Land (M)	***"Giving the other his/her do." "Making a space for the rights and needs of others."***	***"Giving the other his/her do." "Making a space for the rights and needs of others."***	***"Giving the other his/her do." "Making a space for the rights and needs of others."***	***"Giving the other his/her do." "Making a space for the rights and needs of others."***	***"Giving the other his/her do." "Making a space for the rights and needs of others."***
	Week	**Kindergarten**	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**
March FORGIVENESS Desmond Tutu	**3/5** **3/12** **3/19** **3/26**	***"Freeing yourself form anger and the other from guilt." "Being able to forget wrongs done to us." "Having enough heart to let go of hurt."***	***"Freeing yourself form anger and the other from guilt." "Being able to forget wrongs done to us." "Having enough heart to let go of hurt."***	***"Freeing yourself form anger and the other from guilt." "Being able to forget wrongs done to us." "Having enough heart to let go of hurt."***	***"Freeing yourself form anger and the other from guilt." "Being able to forget wrongs done to us." "Finding it in your heart to excuse."***	***"Freeing yourself form anger and the other from guilt." "Being able to forget wrongs done to us." "Finding it in your heart to excuse."*** • "Bury the hatchet." • "Live and let live."	***"Freeing yourself form anger and the other from guilt." "Being able to forget wrongs done to us." "Finding it in your heart to excuse."***
April CO	**4/9**	***"Doing what is right in the face of fear."***	***"Doing what is right in the face of fear."***	***"Doing what is right in the face of fear."***	***"Doing what is right in the face of fear."***	***"Doing what is right in the face of fear."***	***"Doing what is right in the face of fear."***

	4/16 4/23 4/30	***"Moving beyond fear."*** ***"Finding the strength to venture and persevere."*** • Little Red Riding Hood • Chicken Little	***"Moving beyond fear."*** ***"Finding the strength to venture and persevere."*** • Hansel and Gretel. (LA) • Jack in the Beanstalk (LA)	***"Moving beyond fear."*** ***"Finding the strength to venture and persevere."*** • "Cold feet"	***"Moving beyond fear."*** ***"Finding the strength to venture and persevere."*** • Jason and the Golden Fleece (LA) • William Tell (LA) • Pocahantas (AC)	***"Moving beyond fear."*** ***"Finding the strength to venture and persevere."*** • Maya Angelou. Life Doesn't Frighten Me. (LA) • Concord Hymn (LA) • Paul Reveres Ride (LA) • Give Me Liberty or Give Me Death. (LA)	***"Moving beyond fear."*** ***"Finding the strength to venture and persevere."*** • Julia Ward Howe. Battle Hymn of the Republic. (LA) • Narrative Life of Frederick Douglass (LA)
May **JOY/ WONDER** **Langston Hughes**	5/7 5/14 5/21 5/28	***"The fullness of spirit that blooms from the loving heart."*** ***"To delight in beauty and mystery."*** ***"To stop and say "Wow!""***	***"The fullness of spirit that blooms from the loving heart."*** ***"To delight in beauty and mystery."*** ***"To stop and say "Wow!""*** • The wonder of exploring a new world.	***"The fullness of spirit that blooms from the loving heart."*** ***"To delight in beauty and mystery."*** ***"To stop and say "Wow!""*** • Christina Rossetti. Who Has Seen the Wind? (LA) • James Barrie. Peter Pan. • Federico Garcia Lorca. Seashell. (LA) • Rachel Field. Something Told the Wild Geese. (LA) • Pamdora's Box (LA) • Van Gogh. The Starry Night (FA) • Thomas Cole. The Oxbow (FA)	***"The fullness of spirit that blooms from the loving heart."*** ***"To delight in beauty and mystery."*** ***"To marvel at mystery and to stand in awe before the unexplained."*** • Sergeant Joyce Kilmer. Trees (LA) • The Hunting of the Great Bear (LA) • Henry Wadsworth Longfellow. Song of Hiawatha (LA)	***"The fullness of spirit that blooms from the loving heart."*** ***"To delight in beauty and mystery."*** ***"To marvel at mystery and to stand in awe before the unexplained."*** • Langston Hughes. Dreams (LA) • Eleanor Porter. Pollyanna • "Laugh and the world laughs with you."	***"The fullness of spirit that blooms from the loving heart."*** ***"To delight in beauty and mystery."*** ***"To marvel at mystery and to stand in awe before the unexplained."*** • Emily Dickenson. A Bird Came Down the Walk (LA)

ATTACHMENT M: FACILITY TIMELINE

16 Tech Charter School
Preliminary Project Schedule

7/17/2012

SCHMIDT ASSOCIATES

PRELIMINARY APPROVALS

August 2012	Week of 8/6/2012	Receive Approved Owner/Architect Agreement
	Date TBD	Present to Metropolitan Development Commission
	Date TBD	Present to Parks Board
	Week of 8/13/2012	Initial Owner Design Meeting - Confirm Scope, Schedule, and Budget
	Week of 8/20/2012	Design Team to hold initial meeting with IDNR - Construction in a Flood Plain
	Week of 8/20/2012	Obtain Land Survey & Soil Borings
	Week of 8/20/2012	Pre-Submittal Conference with City Reviewers (ILP, Drainage, Utilities, etc.)

PD - PRELIMINARY DESIGN

	8/27/2012	Begin Preliminary Design
September 2012	9/20/2012	Complete Preliminary Design
	9/25/2012	Owner Approval of Preliminary Design
	9/26/2012	Submit to IDNR for Flood Plain Permit Approval - 90 day process

CD - CONSTRUCTION DOCUMENTS

October 2012	10/1/2012	Begin Construction Documents
November 2012	11/21/2012	Complete Construction 95% Documents
	11/22/2012	Owner Approval of CD's and Begin Final Review
	11/23/2012	Submit Site Drawings for City Approvals (ILP, Drainage, Utilities) - 30 day process
	11/26/2012	Complete Final Review
	11/30/2012	Complete 100% Construction Documents for Bidding

BIDDING

December 2012	12/3/2012	Begin Bidding / Negotiations
	12/3/2012	Submit for State Design Release
	12/27/2012	Receive State Design Release
January 2012	1/5/2013	Receive IDNR Flood Plain Approval and City Approval
	1/5/2013	Receive Bids

CONSTRUCTION

1/8/2013	Begin Construction (7 months for Substantial Completion)
August 2013	Substantial Construction Completion for Student Occupancy School year 2013 *(Scope of this to be determined through design process)*
December 2013	Final Construction Completion
July 2014	One Year Warranty Walk Through

ATTACHMENT N: VISION DESIGN RUBRIC

	1	2	3	4	5
Elocution and Eye Contact	Student mumbles, speaks to quietly for audience to hear. Student reads all of report with no eye contact.	Student's voice is low. Audience members have difficulty hearing. Student occasionally uses eye contact, but still reads most of report.	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation. Student occasionally uses eye contact, but still reads most of report.	Student uses a clear voice and correct pronunciation of terms so that all audience can hear presentation. Student maintains eye contact with audience, seldom returning to notes.	Student uses a strong voice with appropriate inflection so that all audience can hear. Student maintains eye contact with audience, seldom returning to notes.
Organization	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around.	Student presents information in logical sequence, with few lapses, but audience can still follow.	Student presents information in logical, interesting sequence which audience can follow.	Student presents information in logical, interesting sequence and ties aspects of presentation back to main idea.
Investment in Vision	Student does not have grasp of information; student cannot answer questions about vision.	Student is uncomfortable with information and is able to answer only rudimentary questions about vision.	Student seems invested in vision and answers questions on surface level, but fails to elaborate.	Student has clearly thought through vision and is able to answer and elaborate on questions.	Student demonstrates in depth knowledge of vision and is able to answer and elaborate on questions.
Graphics	Student uses superfluous graphics or no graphics.	Student's graphics relate to vision and presentation but are not	Student's graphics relate to text and presentation. Graphics are	Student's graphics explain and reinforce vision and presentation.	Student's graphics explain and reinforce vision and presentation.

		referenced.	referenced illogically.	Student references graphics logically.	Student uses graphics to enhance audience's understanding of vision and presentation.
Understanding of Vision	Student has included, but does not reference or explain action steps to accomplish vision.	Student lists action steps to accomplish vision, but does not explain.	Student explains action steps to accomplish vision.	Student lists and explains action steps to accomplish vision, which include educational accomplishments.	Student lists and explains action steps to accomplish vision, including educational accomplishments. Student refers back to steps during presentation to strengthen understanding of vision.
Connection to Vision	Student has included, but does not reference or explain academic connections to accomplishing vision.	Student lists academic connections to accomplish vision, but does not explain.	Student explains academic connections to accomplish vision.	Student explains academic connections to accomplish vision. Student also explains character value connections.	Student explains academic and character value connections to accomplish vision. Student refers back to steps during presentation to strengthen understanding of vision.

Core Knowledge®

Core Knowledge Preschool Objectives	Common Core State Standards *English Language Arts & Literacy in History/Social Studies, and Science, and Technical Subjects*	Core Knowledge Kindergarten Language Arts
	READING STANDARDS FOR INFORMATIONAL TEXT	
	Key Ideas and Details	
Oral Language I-OL9.23 Ask or answer questions beginning with who, what, where, when, why. I-OL9.24 Ask or answer increasingly detailed, elaborated questions (other than those beginning with who, what, where, when, why). *Storybook Reading and Storytelling* I-SR1.4a Answer who, what and where questions about a read-aloud. II-SR1.4b Answer who, what, where, when and why questions about a read-aloud.	RI.K.1. With prompting and support, ask and answer questions about key details in a text.	*Listening and Learning* • Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.K.14) • Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering "why" questions that require recognizing cause/effect relationships (L.K.17) • Retell key details *Skills* • Answer questions requiring literal recall and understanding of the details and/or facts (i.e., who, what, where, when, etc.) about a text that has been read independently. • Ask questions to clarify information in a read-aloud.
Oral Language I-OL4.3a Sequence & describe 3 images of events or phases of a single event that have been experienced, occurring at temporally distinct times of the day. II-OL4.3b Sequence & describe 3 – 5 images of events or phases of a single event that have been experienced.	RI.K.2. With prompting and support, identify the main topic and retell key details of a text.	*Listening and Learning* • Sequence four to six pictures illustrating events from a nonfiction read-aloud (L.K.31) • Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.K.14) • Retell key details

Core Knowledge Sequence Grade 6	CCSS MP	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
VII. Pre-Algebra			
Recognize uses of variables and solve linear equations in one variable.	6, 7, 8	**6.EE 6.** Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.	**8.EE 7.** Solve linear equations in one variable. **a.** Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form x = a, a = a, or a = b results (where a and b are different numbers). **b.** Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.
Solve word problems by assigning variables to unknown quantities, writing appropriate equations, and solving them.	2, 4	**6.EE 2.** Write, read, and evaluate expressions in which letters stand for numbers. **6.EE 7.** Solve real-world and mathematical problems by writing and solving equations of the form x + p = q and px = q for cases in which p, q and x are all nonnegative rational numbers.	
Find the value for an expression, given replacement values for the variables; for example, what is 7/x - y when x is 2 and y is 10?	8	**6.EE 2** Write, read, and evaluate expressions in which letters stand for numbers. **a.** Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation "Subtract y from 5" as 5 – y. **c.** Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole- number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). For example, use the formulas V = s3 and A = 6 s2 to find the volume and surface area of a cube with sides of length s = 1/2.	

ATTACHMENT P: ASSESSMENT SCHEDULE

Month	NWEA (K-8)	RAZ (K-5)	Quarterly Benchmarks (K-8)	6 Traits Writing Prompts	ISTEP+ (3-8)	Grades Go Home
Aug.	8/26-9/6	8/7-8/30				
Sept.				9/2-9/6		1st Qtr Progress Reports 9/13
Oct.		10/7-10/18	10/7-10/18			1st Qtr Report Cards 10/25
Nov.				11/4-11/8		2nd Qtr Progress Reports 11/15
Dec.		12/9-12/20	12/16-12/20			
Jan.	1/6-1/17					2nd Qtr Report Cards 1/10
Feb.		2/17-2/28		2/3-2/7		3rd Qtr Progress Reports 2/7
Mar.			3/3-3/7		3/3-3/14 IREAD-3 (3/19-3/21)	3rd Qtr Report Cards 3/14
Apr.	4/28-5/16			4/14-4/18	4/28-5/9	4th Qtr Progress Reports 4/25
May		5/12-5/30	5/19-5/23			

ATTACHMENT Q: DATA TO BE COLLECTED

Keeping Track of Our Performance Data

Challenge Foundation Academy, Indianapolis

Below is a list of the data that we track and communicate to our stakeholders. The frequency and style of reporting depends on the measure. For instance, cash flow is reported monthly; grade retention data is reported in February (when "letters of concern" go out) and June (when we finalize retention decisions). Collectively, these measures provide us with one of many means of explaining our progress throughout the school year.

1. Student Achievement
    a. IREAD Performance
    b. ISTEP Results: Percentage Proficient, Ave. Growth Percentiles
    c. NWEA: Growth, ISTEP Pass Projections,
    d. Reading A-Z: Percentage on grade level; percentage reaching yearly goals
    e. Reading Data: Students Above, At, Approaching and Below Grade Level
    f. Grade Retention: Number Recommended for Retention
    g. Grades: Percent of A's, B's etc.
    h. Alumni Matriculation: Where do they go? How are they doing?
2. Curriculum
    a. Curriculum Map Implementation
    b. Adherence to School-Wide Curriculum Plan
    c. Number of Completed Domain Maps By Grade, By Subject
    d. College Visits
3. Demographics
    a. Free-Reduced Lunch Profile
    b. Zip Codes (i.e. where they live)
4. Discipline
    a. Number of Referrals (by month; by teacher)
    b. Number of First Responder Calls (by student, month and teacher)
    c. Number of students with good conduct ("on blue"), organized by month and teacher
    d. Number Attending Saturday School
    e. Students Suspended
5. Enrollment
    a. Total Enrollment (by month)
    b. Next Year's Enrollment Projections
        i. Current Waitlist
    c. Year-to-Year Retention of Students
        i. Record of Students Exiting
    d. Attendance
        i. Percentage Tardy
        ii. Students with 10 or more absences or 20 tardies

6. Faculty
    a. Year-to-Year Retention
        i. Openings and New Positions
    b. Evaluation Results (Available through C.O.D.E.)
7. Financial
    a. Accounts Receivable
    b. Budget to Actual Comparisons
    c. Cash Flow Statements
    d. Funds Raised
8. Interventions
    a. After-School Tutoring
        i. Enrollment
        ii. Attendance
    b. RTI: Number Served in Level 2; number served in level 3
    c. Special Education: Number/percent with IEP's
9. Extra-curricular Activities
    a. Monday Clubs
        i. Clubs offered
            1. Community Partnerships
        ii. Students Participating
        iii. Student attendance
    b. Athletics
        i. Sports offered
        ii. Students Participating (by grade)
10. Parent/Community Partnerships
    a. Parent Teacher Conference Attendance
    b. Back To School Night and Family Night Attendance
    c. Home Literacy Visits
    d. Parent University Participation
    e. Number of Active Partnerships
        i. Number of Read-up Tutors
        ii. Survey results

ATTACHMENT R: SALARY SCHEDULE

Experience Levels	Basic	Proficient	Advanced	Distinguished
0	$ 36,000			
1	$37,000	$ 38,000		
2	$38,250	$ 39,250	$40,500	
3	$39,500	$ 40,500	$41,750	$43,750
4	$40,750	$ 41,750	$43,000	$ 45,500
5	$41,750	$42,750	$ 44,000	$ 46,750
6	$ 42,750	$43,750	$45,000	$ 47,750
7	$ 43,500	$44,750	$46,250	$ 49,000
8	$ 44,400	$45,750	$47,500	$ 50,500
9	$45,300	$46,750	$48,750	$ 52,000
10	$ 46,200	$47,700	$50,000	$ 53,500
11	$47,100	$48,400	$51,500	$ 55,000
12+	$48,000	$49,000	$53,000	$ 56,750

The figures above reflect the upper limit for salaries at each step and lane. Budget restrictions may require Vision administrators to set annual salaries at rates lower than the upper limit but above the salary of the previous step. In addition to the salary figures listed above, teachers are eligible after their first year on staff for a performance bonus based on the parameters outlined in the bonus rubric and the funding set aside in the bonus pool. Vision Academy contributes to the Teacher Retirement Fund. Challenge Foundation Academy teachers are eligible for employee medical, dental, and basic life benefits.

ATTACHMENT S: PROFESSIONAL DEVELOPMENT OPPORTUNITIES AT VISION ACADEMY

PROFESSIONAL DEVELOPMENT PRACTICES	
Classroom Observation Debriefs, Pre-, and Post-Conferences	The Instructional Leadership Team (ILT) conduct regular classroom observations. Teachers receive feedback through written follow-ups and debrief conversations around strengths and areas for growth within observed lessons. All feedback is based on the Vision Instructional Rubric. Achievement data from the lesson's objective is discussed, and both teacher and scholar actions are correlated to the data to determine trends. Next steps are derived from these debrief conversations and follow-up observations are conducted to ensure a frequent observation-feedback loop. Observations range from 5 minutes to 30 minutes. The ILT identify teachers demonstrating strong instructional practices in specific areas, and provide coverage for teachers to observe these practices in actions.
Data Days	During Data Vision Days, which are strategically planned throughout the year, teachers gather with the Principal, Assistant Principal, or Instructional Coaches to analyze data and determine instructional adjustments. Teachers conduct item analyses, where they correlate each assessment question to a standards-based objective, assess scholar mastery per the objectives, and determine specific misunderstandings that may exist with groups of scholars or individual scholars to guide re-teaching plans. A system similar to this is applied to student writing samples. Teachers will have opportunities to grade and score writing samples from their students, while analyzing areas of strengths and growth for groups of students compared with the 6+1 Traits of writing rubric. Further action plans will be made for each compiled group.
Curriculum Development and Review	Curriculum development is prioritized heavily throughout the summer and consists of standards alignment and the development of a scope and sequence, which prioritizes the order by which objectives should be taught throughout the year. Adjustments are made to these on an on-going basis throughout the year based on achievement data and scholar progress to ensure we are meeting the needs of every Vision scholar.
Unit Review and Analysis	The ILT conduct a thorough review of unit plan drafts and provides feedback to teachers before the submission of the final version. During grade level team meetings, teachers gather to discuss upcoming lesson plans and changes to be made based on current student achievement trends.
Lesson Targeting	Teachers gather weekly to discuss next week's lessons. Teachers rehearse specific portions of lessons to receive feedback from the instructional leadership team and fellow teachers. "Breaking points" or areas of the lesson where scholar confusion may be peaked, are identified, discussed, and sections are practiced to ensure optimum clarity for scholars.
Professional Learning Communities (PLCs)	PLCs provide the opportunity for teachers to problem-solve and action plan around ways to enhance instruction. The format may vary per the specific outcome needing to be achieved, but may involve teachers (a) gathering within and across grade levels to discuss, plan, and analyze lessons, (b) creating exemplars for writing instruction per student ability group, (c) collaboratively grading writing samples and other qualitative

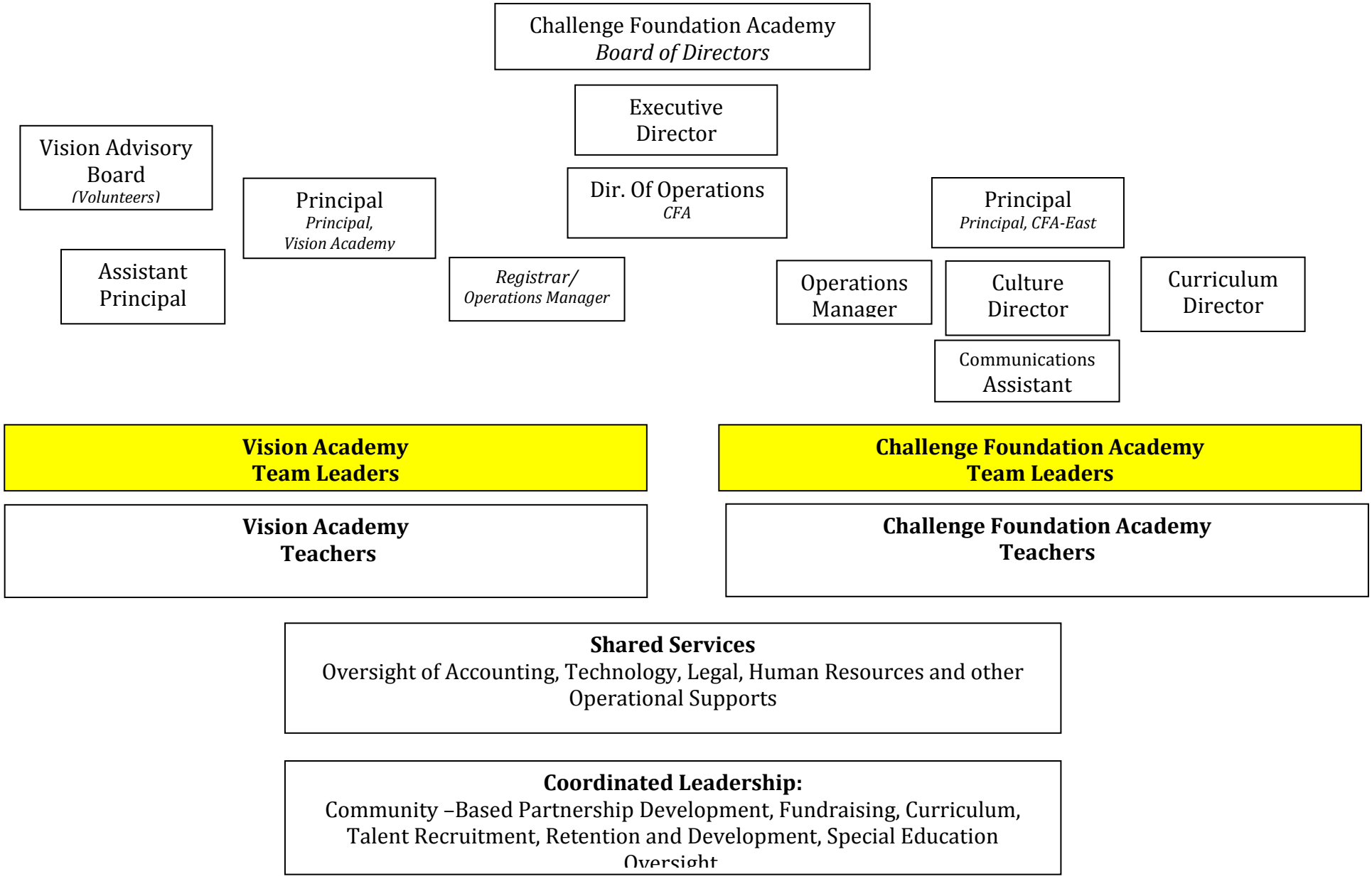
	assignments, and (d) reviewing the progress of instructional action plans.
Video Lessons	A teacher has a lesson that is video recorded at least once per month, and instructional leaders and teachers gather to watch the video and debrief the lesson by discussing areas of strength and areas for growth. We build a resource bank of instructional videos, which include clips of exemplar strategies from our teachers as well as teachers from other schools.
Reflective Action Journals (RAJ)	Each faculty member will have one journal in which they can reflect on their classroom culture, instruction, and personal development. The RAJ will also be used to give observation feedback and create a written dialogue between the teacher and any observer who comes into the classroom.
Individual Check-Ins	The principal conducts bi-weekly check-ins with each teacher. There are many purposes of these meetings: 1) get a pulse on staff morale; 2) outline and discuss professional growth goals and the progress made to date; 3) address specific questions and concerns; and 4) provide support, advice, or insight with any challenges.

ATTACHMENT T: NWEA GOALS SHEET

WINTER READING					SPRING READING				
206	*6*	*5*	*0.8*		*214*	*14*	*6.6*	*2.8*	
Mid-Year RIT Score	**Overall Fall to Winter RIT Growth**	**Mid-Year Grade Level Equivalent**	**Mid-Year Growth Achieved (yrs)**	**Progress to Date**	**Ending RIT Score**	**Overall Fall to Spring RIT Growth**	**End of Year Grade Level Equivalent**	**End of Year Growth Achieved (yrs)**	**Overall Gain (yrs)**
198	-4	3.8	-0.5	Below Target	215	13	6.9	2.6	
194	-1	3.3	-0.1	Below Target	209	14	5.5	2.1	
182	-19	2.2	-1.9	Below Target	200	-1	4.0	-0.1	
193	6	3.2	0.6	Below Target	203	16	4.4	1.8	
206	-1	4.9	-0.2	Below Target	216	9	7.2	2.1	
209	5	5.5	0.9	On Target	210	6	5.7	1.1	

ATTACHMENT U: ORGANIZATIONAL STRUCTURE

THE CFA TEAM



ATTACHMENT V: SAMPLE DAILY SCHEDULE AND PROPOSED CALENDAR

Sample Schedule Grade K-3

Monday, Tuesday, Thursday, Friday		Wednesday	
7:30 - 7:50	**Morning Activities** Breakfast, Brain Work, Homework Collection	**7:30 - 7:50**	**Morning Activities** Breakfast, Brain Work, Homework Collection
8:00 - 8:10	**SCHOOL DAY BEGINS** Daily Vision Setting	**7:50 - 8:00**	**SCHOOL DAY BEGINS** Daily Vision Setting
8:10 - 8:30	**Morning Calendar Meeting**	**8:00 - 8:30**	**Morning Calendar Meeting**
8:30 - 8:55	**Read Aloud** **Vocabulary Development**	**8:30 - 8:55**	**Read Aloud** **Vocabulary Development**
8:55 - 9:40	**Phonics** **Instruction**	**8:55 - 9:40**	**Phonics** **Instruction**
9:40 - 10:25	**ELA Minilesson**	**9:40 - 10:25**	**ELA Minilesson**
10:25 – 10:35	Snack/Restroom	**10:25 - 10:35**	Snack/Restroom
10:35 - 11:20	**Guided Reading**	**10:35 - 11:20**	**Guided Reading**
11:20 - 11:50	**Vision Block**	**11:20 - 11:50**	**Vision Block**
11:50 - 12: 15	Lunch	**11:50 -12:15**	Lunch
12:15 - 1:15	**Math**	**12:15 – 12:55**	**SPECIALS**
1:15 - 2:15	**Writing**	**12:55 - 1:55**	**Math**
2:15 - 2:35	Recess	**1:50 – 2:00**	**Community Closing/ Dismissal**
2:35 - 3:00	**Science/ Social Studies**	**2:00 - 2:30**	**TEACHER PLANNING TIME**
3:00 - 3:50	**SPECIALS**	**2:30– 5:00**	**WHOLE STAFF PROFESSIONAL DEVELOPMENT**
3:50 - 4:00	**Community Closing/Dismissal**		

This table outlines a sample schedule for scholars in grades K-3. All times are provided, and cumulatively exceed all requirements for instructional time and exceed those provided within local public school opportunities. All literacy-based instruction is highlighted, as is all professional development time for teachers.

Vision Academy Proposed School Calendar
2013-2014

July 15	First Day for Teachers
July 15- August 5	All Staff Orientation
August 7	First Day of school for students
August 22	Back to School Night for Parents (6:30-8PM)
September 2	No School for Students – Staff Prof. Dev. Day
September 2	No School – Labor Day
October 17	No School for Students – Fall Break
October 18	No School for Students – Fall Break
October 25	Parent-Teacher Conf.; No School for Students
November 8	No School for Students – Staff Prof. Dev. Day
November 27	Noon Dismissal for Thanksgiving Break
November 28-29	Thanksgiving Recess
December 2	Classes resume
December 20	Noon Dismissal for Winter Break
Dec. 21 – Jan. 3	Winter Break
January 6	Classes resume
January 13	No School - Martin Luther King Day
February 21	No School for Students – Staff Prof. Dev. Day
March 22	No School for Students – Staff Prof. Dev. Day
March 28	Flex Day
March 31- April 4	Spring Break – No School
April 7	Classes resume
April 11	Parent-Teacher Conf.; No School for Students
May 2	No School for Students – Staff Prof. Dev. Day
May 23	Flex Day
May 26	No School – Memorial Day
May 30	Last Day of School – Dismissal, 12 Noon
June 6	Report Cards Mailed

ATTACHMENT W: COMMUNITY PARTNERSHIPS

Name of Organization	Representative from Organization & Email Address	Address & phone number	Nature of the partnership with the school
Girls Inc.	**Latasha Hudson,** Director of Programs, lhudson@girlsindindy.org	**3935 N Meridian St. Indianapolis, IN (317) 283-0086**	Girls Inc. subject matter enrichment programs, cultivates critical thinking, and challenges girls, ages 6-12 to envision a successful future. These gender specific, educational programs will inspire CFA's young women to be strong, smart and bold individuals.
YMCA	**Stacy McIntyre**, School Age Program Director, smcintyre@indymca.org	**9093 Technology Dr. Suite 101 Fishers, IN (317)558-3232**	YMCA of Greater Indianapolis will provide both before and after school care for our families of CFA. This structured curriculum is based on the YMCA's national character building campaign and incorporates the values of caring, responsibility, honesty, and respect as part of all youth services at CFA.
Booth Tarkington Civic Theatre	**Holly Stults,** Associate Director of Education, Holly@civictheatre.org	**3 Center Green Suite 200 Carmel, IN (317) 924-6700**	Through continuous enrichment programming, students will be encouraged to think creatively and challenge themselves as they examine the various aspects of performing. Students will learn to usetheir voice, body and mind to pursue goals, create characters and scenes, and work as an ensemble.
Marian University (EcoLab)	**Janice Slaughter,** Director of K-12 Programming and Outreach, jhslaugher@marian.edu	**3200 Cold Spring Rd. Indianapolis, IN (317) 524-7701**	The EcoLab hosts outstanding science programs for all ages and a comprehensive array of environmental resources for Pre K-12 students and teachers. Learning in this program takes place in the classroom and at the Ecoab.
IU Health	**Laura McCarthy,** Team Leader Community Outreach & Engagement, lmccamma@iuhealth.org	**Various Indianapolis locations**	Programming to encourage CFA Families and Students to adopt healthy eating and nutrition choices as well as exercise choices that reflect care for our environment and themselves.
Keep Indianapolis Beautiful	**Linda Broadfoot,** Vice President of Development & Public Relations, lbroadfoot@kibi.org	**1029 Fletcher Avenue Indianapolis, IN (317) 264-7555**	KIBI will continue to make a strong effort in the beautification process of Indianapolis through school age programming in the areas of environmental education.

Critical Components of the CFA Model

September 2012

1. **High Expectations and a Commitment to Big Goals & Measurable Results**
    a. Create, concoct and invent schools and class-specific rituals that continually reward and reinforce high expectations, hard work and the idea that "Smart is something you get, not what you are."
    b. Define measurable goals that are ambitious *and* achievable; build a deep base of support and belief for goals among students, parents & teachers.
    c. Employ a range of formative and summative assessments to continually measure student learning, recognize growth and adjust instruction accordingly.
    d. Implement a fair, transparent system of Merit pay, based on teacher performance and achievement of students learning goals.
2. **A Rigorous Content-Rich Curriculum**
    a. Develop, refine and revise a School-wide, year-long curriculum that employs the Core Knowledge Scope and Sequence to build a carefully-sequenced, content-rich program, focused on CK concepts, topics, readings and vocabulary at each grade.
    b. Employ a phonics-based literacy program in the early elementary grades, teamed with proven sources of intervention tools to ensure all children enter third grade with a strong command of phonics
    c. Devote 30 or more PD hours each year to curriculum and lesson development.
    d. Regularly draft and revise school improvement plan, based, in part, on criteria of an official Core Knowledge Schools.
3. **Maximizing Instructional Time:**
    a. Commit to:
        i. Full-Day Kindergarten,
        ii. Extended School Day and Extended School Year
        iii. After-school tutoring and enrichment programs (2-3 afternoons a week)
    b. Reinforce, through language, habits, rituals and rules, a sense of urgency and commit to using every available moment to help students learn.
    c. Devote specific instructional time (a "Challenge Block") to differentiating instruction based on skill targets and frequent assessment (i.e. 8-Step Process)
    d. Provide differentiated support and individualization for learners based on systematic implementation of a "response to instruction" (RtI) program.
4. **An Orderly, Supportive and Encouraging School Culture**
    a. Require uniforms and maintain system to ensure full participation each day.
    b. Employ a school-wide behavior management system (adapted by grade areas) that includes consequences and rewards, consistently and universally applied.
    c. Define through tools, like a "Culture Rubric," expectations of conduct (adult and students) and environment (look and feel) throughout the building.
        i. Establish "common classroom characteristics" that define specific features of every classroom, adapted, as necessary, by grade level.
    d. Consistently reinforce through modeling and direct instruction a positive, optimistic outlook towards learning, student progress and big goals.
5. **High-Quality Teacher Support and Classroom Instruction**
    a. Employ Teacher Support and Evaluation System that includes:
        i. A Common Instructional Rubric
        ii. At least four Classroom Observations and Post-Conferences

iii. Individualized support, through professional development and coaching, that expects continuous growth and improvement.

b. High Levels of Grade-Level Collaboration, supported through the prioritization of common planning time to discuss students (RTI), curriculum and assessments and professional development priorities

6. Multiple Venues for Parent Involvement and Community Partnerships

a. Develop clear protocols that cultivate a warm, welcoming environment for families and open classroom visitation policy
b. Identify and Develop Monthly Family Events and/or Parent Workshops,
    i. including grade-level events to celebrate curriculum
c. Build active volunteer and partnership program that leverage community resources to support student achievement.

ATTACHMENT Y: SCHOOL INTEREST SURVEY

The following survey was disseminated to 188 residents on the west side of Indianapolis; a large majority of these being residents of the Riverside neighborhood. Analysis of this data showed 99.5% of west side residents would support a new school. Other results from these surveys showed that 82% of residents believe there are not enough great schools to serve families on the west side, while 7% responded that they believed there were enough great schools to serve west side families. 11% of residents also responded that they did not know whether there were enough great schools to serve west side families. All other data collected from these surveys will aide in the further development of Vision Academy and its community outreach. Figure Seventeen displays these results.

Figure Seventeen: School Interest Survey Results

Question	Responded "Yes"	Responded "No"	Responded "I don't know"
Would you support a new great school on the West side of Indianapolis?	99.5%	0%	0.5%
Do you believe there are enough great schools to serve West side families?	10%	79%	11%

School Interest Survey

Thank you for your interest in the education of the children in Indianapolis. Completing this survey will help our research in determining what families want from schools in their community.

Survey Questions

1) In your opinion, what makes a great school? (Circle the 3 options that you most believe.)

   talented teachers the newest technology athletic programs
   parent involvement arts/theater programs curriculum/textbooks
   a safe learning environment a community resource center
   other:_____

2) Do you have children that currently attend school?

   Yes If so, what ages? _____ No

3) If they do attend school, is it a great school?

   Yes No

   Comments: _____

4) Do you believe there are enough great schools to serve West side families?

Yes No

Comment: _____

5) In your opinion, what are the 3 most important factors that help you decide where you would send your children to school?

the school's neighborhood	the academic program
a safe learning environment and culture	transportation
athletics/after-school programs	arts/theater programs

6) If you were to send your child to a great school, what would you like it to offer?

_____

7) Would you support a new great school on the West side of Indianapolis?

Yes No

Comment: _____

If you have any questions, concerns, or would like to get involved, please contact ***Ian Yearwood*** *at iyearwood@teamcfaindy.org. or (317) 442-0311*

TeamCFA

EXHIBIT A

SUPPORT ASSISTANCE

TeamCFA shall provide the following Support Assistance for NS:

- TeamCFA Marketing Program: This program includes the TeamCFA website, marketing and promotional materials, the Connect CFA magazine, logo development, teacher discussion board and assistance with setting up school emails.
- Professional Training: Supplemental Core Knowledge training through the annual Challenge Foundation Core Knowledge Retreat.
- Professional Training: For so long as the Core Knowledge Foundation permits. TeamCFA and CFAs such discounts, regular Core Knowledge training at a 10 percent discount with a 15 percent discount on materials.
- Loan: Unless this Agreement is terminated before the end of three years from the Effective Date, in support of TeamCFA, subject to Subsection 7.3 of this Agreement, TeamCFA will provide the Loan to NS in the amount of $100,000.00 per year for the first three years of the term of this Agreement.
- National Collaboration. As an integral part of affiliating with TeamCFA, NS will have the right to collaborate with the entire national network of CFAs.
- Board Training and Recruitment. Assistance with ongoing board training and member recruitment.
- Board/Staff Gatherings. Periodic sponsored Board Dinners and Staff-Board luncheons for the purpose of furthering the “community” culture of the TeamCFA network.

A **Challenge Foundation Academy**
ACADEMIC REQUIREMENTS & EVALUATION RUBRIC
(Maximum 100 Points)

A points-based program to evaluate the progress of schools in the TeamCFA network
Schools in the TeamCFA network should strive toward the highest levels of academic, governance and business practices. The matrix provided below will help to identify the progress member schools are making within the TeamCFA network. It will be used annually as measured criteria for school improvement purposes and to maintain schools in good standing within the TeamCFA network.
Scores below a 70 in performance in any of the three required areas of academics, governance or business will require a school improvement plan to be implemented that must be approved by the TeamCFA Committee. Two consecutive annual scores below 70 in any one area may be grounds for termination of this Agreement.

For each Required Area:
Pass (80-100 points)
Concern (70-79 points)
Improvement Required (0-69 points)
With regard to NS' academic operations and programs, NS agrees to:

- Commit to an academic achievement target above a clearly defined local peer group of schools as determined by TeamCFA and to submit to TeamCFA an annual report of academic performance results; **30 Points**
- Implement the Core Knowledge curriculum for grades kindergarten through eight and use phonics-based reading instruction for grades kindergarten through two and progress towards becoming an official Core Knowledge School; **30 Points**
- Implement nationally-normed assessments as determined by TeamCFA (at present, the Northwest Evaluation Association's Measures of Academic Progress test in grades kindergarten through eight); **15 Points**
- Develop a professional growth program for teachers acceptable to TeamCFA emphasizing implementation of the Core Knowledge Sequence. **15 Points**
- Regularly share, on a timely basis as requested by TeamCFA, lesson plans, online content, software and any other educational materials or programs that will promote the overall effort to achieve academic excellence in the TeamCFA network; **5 Points**
- Subject to applicable intellectual property laws, develop, implement and share with TeamCFA, successful curriculum, subject or course enhancements that help NS achieve better academic results for less cost, including, without limitation, any online or virtual-school innovations and inclusion of Advanced Placement programs; **5 Points**

EXHIBIT C
BUSINESS OPERATIONAL REQUIREMENTS & EVALUATION RUBRIC
(Maximum 100 Points)

A points-based program to evaluate the progress of schools in the TeamCFA network schools in the TeamCFA network should strive toward the highest levels of academic, governance and business practices. The matrix provided below will help to identify the progress member schools are making within the TeamCFA network. It will be used annually as measured criteria for school improvement purposes and to maintain schools in good standing within the TeamCFA network.

Scores below a 70 in performance in any of the three required areas of academics, governance or business will require a school improvement plan to be implemented that must be approved by the TeamCFA Committee. Two consecutive annual scores below 70 in any one area may be grounds for termination of this Agreement.

For each Required Area:
Pass (80-100 points)
Concern (70-79 points)
Improvement Required (0-69 points)

With regard to NS' business operations, NS agrees to:

- Continue to monitor all financial transactions through a recognized, regularly audited accounting system. Evidence of sufficient insurance that covers the school and directors must be submitted for review. **20 Points**
- Budget sufficient resources to support its core curriculum and mission. **20 Points**
- Maintain the ability to pass an independent audit. **20 Points**
- Continue to provide a safe, secure, and orderly site, facilities, services, and equipment. **10 Points**
- Work closely with TeamCFA to reduce per-student operating costs by a target of 3 percent during the initial five-year term of this Agreement; **5 Points**
- Submit five-year operating and capital budgets and provide relevant reporting (e.g., actual to budget reports) on an semi-annual basis, including, without limitation, annual financial statements audited by an independent certified public accountant; **5 Points**
- Maintain a process to ensure board oversight of incoming and outgoing resources. **5 Points**
- If NS develops and implements successful bonus and merit pay programs for NS' staff that improve operational or academic results, NS will share such programs with TeamCFA; **5 Points**
- If NS develops and implements any successful strategy for building a strong community based, local support systems (such as fund raising, volunteers, coordination with youth groups, business and service groups, police and fire organizations, outreach to home-schooled children, etc.), NS will share such strategy with TeamCFA; and **5 Points**
- Report annually to TeamCFA any instances where better academic results were achieved at reduced per-student costs. **5 Points**

GOVERNANCE REQUIREMENTS
(Maximum 100 Points)

A points-based program to evaluate the progress of schools in the TeamCFA network Schools in the TeamCFA network should strive toward the highest levels of academic, governance and business practices. The matrix provided below will help to identify the progress member schools are making within the TeamCFA network. It will be used annually as measured criteria for school improvement purposes and to maintain schools in good standing within the TeamCFA network.

Scores below a 70 in performance in any of the three required areas of academics, governance or business will require a school improvement plan to be implemented that must be approved by the TeamCFA Committee. Two consecutive annual scores below 70 in any one area may be grounds for termination of this Agreement.

For each Required Area:

- **Pass** (80-100 points)
- **Concern** (70-79 points)
- **Improvement Required** (0-69 points)

With regard to NS' governance, NS agrees to:

- Elect or appoint two representatives designed, from time to time, by TeamCFA to the Board and, if needed, amend NS' Articles of Incorporation and/or Bylaws to accommodate the election or appointment of such representatives; **20 Points**

Standard:

- Amend Articles of Incorporation/Bylaws as needed to elect of 2 designated TeamCFA representatives to the Board
- NS maintains that board has at least three members (not including two representatives appointed by TeamCFA), of which a majority of the board of directors are not be related parties; **5 Points**

Standard:

- Provisions of Articles of Incorporation/Bylaws shall provide or amended to provide accordingly.
- Conduct regular Board meetings in accordance with NS' Bylaws and applicable law and regularly communicate and coordinate with TeamCFA through its TeamCFA representatives on the Board, including, without limitation, publishing a standardized monthly school director's report; **10 Points**

Standards:

- Conduct monthly Board meetings in accordance with Charter/Articles of Incorporation/Bylaws and state statute
- Develop/implement/publish a standardized school director's report which addresses progress/accomplishment of the NS's strategic plan (or NS improvement plan)
- Distributes monthly TeamCFA report to Board/Staff/Parents
- Ensure NS continues to have active community support and demonstrates that the school maintains consistently positive relations with parents; **5 Points**

Standards:

- NS participation in at least 2 major community events, Active PTO, Year-Over-Year increase in community fund-raising support separate from any state/national/governmental grants
- NS maintains support from local and state government, continues to have a good working relationship with local sponsoring authority, **5 Points**

Standards:

- Ensure that NS is in direct compliance/good standing with all local, state and federal laws and regulations pertaining to charter schools and not-for-profit corporations and report such compliance to TeamCFA, including, without limitation, completion of an annual independent audit; **10 Points**

Standards:

- NS to provide copies of any reports/examinations by any local/state/federal agencies concerning the operation of NS to TeamCFA upon receipt.
- Ensure that the Board is meeting expectations relating to governance, including academic, financial and business oversight, personnel matters, holding proper and lawful Board meetings and reporting successes and challenges to TeamCFA; **10 Points**

Standards:

- Establish and monitor a multi-year Strategic Plan (or NS Improvement Plan)
- Conduct annual School Director(s) evaluation concerning accomplishment/progress of the Strategic Plan (or NS Improvement Plan)
- Review annual independent audit
- Establish and promote the highest ethical, social and civic standards for the overall school community; **10 Points**

Standards:

- Develop/implement a conflict of interest policy acknowledged annually by Board members;
- Develop/implement an Employee Code of Conduct acknowledged annually by employees;
- Develop/implement a Student Code of Conduct acknowledged annually by students (may be included as part of Parent/student contract);
- Implement and participate in TeamCFA board-member recruitment and training programs and ensure that each Board member is trained and knowledgeable with regard to NS' organizational documents and policies; **10 Points**

Standards:

- Conduct annual board training (or strategic planning) meeting
- Selected Board members to participate in the annual TeamCFA Conference
- Establish clear goals which emphasize the importance of parental involvement with the school, the Board and volunteer activities, including, without limitation, policies that require parents, students and teachers to sign commitment contracts annually; **5 Points**

Standards:

- Develop/implement annual parent/student contract

- Number of parents volunteering and hours volunteered each school year
- NS agrees that its dress code will provide for student uniforms that include NS' logo. In the event NS' dress code does not already provide for such student uniforms, NS agrees that NS will modify its dress code to require such student uniforms within 18 months of the effective date of this Agreement; **5 Points**

Standards:

- Development/implement board approved dress code requiring student uniforms with NS' logo which is incorporated in NS policy/student handbook and parent/student contract
- Share with TeamCFA any creative and successful governance ideas or programs that will benefit other CFA boards. **5 Points**

Standards:

- Board Members/school director(s) participates/presents an annual TeamCFA Conference.
- NS/staff regularly updates NS website with activities concerning best practices and implementation of Core Knowledge

Attachment A1: Oversight and Responsibilities Chart

The table below outlines the division of specific responsibilities between the schools and the Executive Support Team (EST). There are many ways to organize a network and its governance. Under this plan, each school would maintain a 5-7 member "Advisory Board" (or similarly named body). The Board will include at least two members of the CFA Board as well as a set number of parents and community members. It will serve as an important avenue for community involvement in the school and source of future Board members.

RESPONSIBILITY		Full Board	EST	Principal	Advisory Board
Governance					
	Holds Charter Contract with Authorizer	P			
	Appoints/Removes Board Members	P			
	Ensures Compliance with Charter		P	P	
	Authorizer Compliance/Communication	R	P	S	
	Board development	P	S		S
	Development of School Policies	R	P	S	S
	Board Meeting Support (minutes, packet prep)		P	S	
Talent Recruitment					
	Hiring/supervision of Principal	R	P		S
	Talent Recruitment Process		P	P	S
	Application and Hiring		S	P	
	Background Checks		S	P	
Academic Program					
	Curriculum/Assessment/Intervention		S	P	
	State Accountability Measures		P	P	
	Implementation of college program		S	P	
	Performance Goals, Review and Assessment	R	P	S	S
	Family Involvement/Communications			P	S
	Special Education Services (Speech, OT, etc)		S	P	
	Teacher/Staff Evaluation		S	P	
	Professional Development		S	P	
Resource Allocation					
	Budget Development/ Resource Allocation	R	S	P	S
	Development (Philanthropy/Private Grants)	R	P	S	S
	State/Fed Grants (Application etc.)		S	P	

	Technology Planning (E-rate)				
	Preparation of Financial Statements	R	P	A	
	Approval of Claims		P	A	
	Accounts payable (vendors, contractors, utilities)	R	P	A	
	Cash Management		S	P	
	Records Maintenance for SBoA		P	A	
	Grant technical applic, mgmnt and reporting		P	S	
	Audit preparation and compliance		P	S	
	Internal Business Operations		S	P	
	Annual 1099 contractor statements		P	S	
	Coordination with independent tax preparer (990)		P	S	
General Operations					
	Student Enrollment/Recruitment		S	P	S
	Lottery Administration			P	S
	payroll processing		P	S	
	Benefits administration (health/PERF/TRF/403b)		P	S	
	Contract/ Work Agreements		S	P	
	Wage/unemployment/COBRA		P	S	
	Transportation		P	S	
	Vendors - lunch, cleaning, furniture		P	S	
	Purchasing		S	P	
	Property, Casualty, D&O, other insurance		P	S	
	Marketing - website, materials,		P	P	S
	Technology Support/Connectivity		P	S	
	DOE reporting, compliance		P	S	
	Processing of federal free lunch apps		S	P	
	authorizer compliance reporting		P	S	
	Property management		S	P	
Legal					
	Student issues - expulsions, discipline, other	R		P	
	Employee issues - hiring, termination		S	P	
	Respond to lawsuits and claims		P	S	

Key

P = Indicates the party with the primary responsibility for this function
S = Indicates the party with secondary or supporting authority
R = Indicates the party with the responsibility of review and oversight.