



Capitol Academy

**2540 N. Capitol Avenue
Indianapolis, IN 46208**

Charter Applicant Information Sheet

Legal name of organization applying for the charter: 21st Century Charter School @ Fall Creek d/b/a Community Charter Network (CCN)

Name of proposed school: Capitol Academy

Applicant's authorized representative: Charlie Schlegel

Full mailing address (include city, state, zip code): 3908 Meadows Dr., Indianapolis, IN 46205

Daytime telephone number: 317-672-7673

E-mail address: cschlegel@CCNschoools.org

Location of school: 2540 N. Capitol Ave., Indianapolis, IN 46208

School district of location: Indianapolis Public Schools

Anticipated opening date: August 2015

Proposed Grade Levels & Total Student Enrollment

	School Year	Grade Levels	Maximum Student Enrollment
First Year	2015 – 2016	6-12	275
Second Year	2016 – 2017	6-12	315
Third Year	2017 – 2018	6-12	350
Fourth Year	2018 – 2019	6-12	400
Fifth Year	2019 – 2020	6-12	440
Sixth Year	2020 – 2021	6-12	480
Seventh Year	2021 – 2022	6-12	500
Maximum		6-12	500

Is school single-gender or co-educational? Co-educational

Are you planning to work with a management organization? No

If so, please indicate the name of management organization:

Have you submitted this application to other authorizer(s)?

No

If so, please list the authorizer(s) and the date(s) of submission:

Do you plan to submit this application to another authorizer before the Mayor's Office makes a final determination on your application?

No

Have you submitted any other applications to an authorizer in the previous five (5) years?

Yes

If so, please indicate the name of the authorizer, the date, and the name of the school on the application.

Ball State University, February 2012, Fall Creek Academy

Ball State University, Mar. 2012, Fountain Square Academy

Mayor of Indianapolis, September 2012, Vision Academy

Mayor of Indianapolis, September 2013, Community Charter Network School

Community Charter Network

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I. Vision

A. Mission

Capitol Academy serves to provide Indianapolis students and their families with high-quality, college preparatory education. Through well-coordinated support, strong family and community partnerships and close attention to results, our school will provide students the instruction, support and motivation they need to succeed as future college graduates and life-long learners.

B. Need

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 students (and tomorrow's citizens) are worse among Black and Latino students - 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.

Clearly, our city is suffering through an alarming gap between the education required in a 21st century economy and that which we are able to provide for our families. The fact that this gap is widest among low-income families only heightens the seriousness of this issue. Indianapolis, specifically, ranks 45th among the 50 largest metropolitan areas in the United States in the likelihood that a low-income child will significantly improve his/her economic situation as an adult (Chetty, Hendren, Kline and Saez, 2013). In other words, our city's inability to present our low income students with real opportunities to improve their lives through educational opportunity is among the worst in the nation. This fact not only presents significant challenges to the economic health of our city but also our commitment to principles of freedom, equality and opportunity on which our democracy depends.

Across the country, most educators point to the middle and high school years as the area of K-12 schooling where we have our biggest challenges. Too many students who have encountered some success in elementary school struggle in middle school. The work grows more difficult, the expectations of independence and maturity grow higher, and the distractions loom larger. These trends are evident in student achievement results. According to the nationally-normed NAEP test, our fourth graders are nearly 1.4 times more likely to meet grade level standards in reading and math than they are four years later, as eighth graders.¹ Among African-American students, just 14 percent of 8th graders meet grade level standards in reading, 30% less than the percentage of proficient readers in fourth grade, who are African-American.

¹ <http://nationsreportcard.gov>

Indianapolis is no exception to this trend. Among students enrolled in the school district in which *Capitol* plans to locate, the percentage of proficient math students declines 15% between fourth and eighth grade; the percentage of proficient readers drops nearly 20%. And, if further high stakes tests are any indication, students rarely recover from the challenges they first encounter in middle school, for proficiency rates on the End-of-Course Assessments (ECA’s) in Algebra and English within Indianapolis’s largest school district are even worse.² Clearly, the economic mobility and overall opportunity of our city suffers from the absences of quality schools, particularly those that serve students in their adolescent years.

The Mid-North/ Mapleton-Fall Creek Neighborhood

Capitol Academy plans to open in the building currently occupied by *Fall Creek Academy* at 2540 N. Capitol Avenue. Within 2 years of operation, the school expects to relocate to a new construction site 0.2 miles north of its current location. We aim to serve a significant number of students from the nearby area as well as student from across the city. Table below relays information about existing non-selective schools serving similar-aged students within 3.5 miles of our opening location. (We include Northwest Community Jr. & Sr. High, as many neighborhood students are enrolled, despite the distance.) The schools in the table are open to all (as *Capitol* intends to be) and do not include magnet schools that require students meet academic criteria for admission. The data describes the demographics, location, and academic performance of each school.³

Table One: Profile of Area Schools Serving Students, grades 6-12

School	Distance	Grades Served	Students	Free/ Red. Lunch	Largest Racial Group	Ave. ISTEP Profic.	Ave. ECA Profic. Rate (Eng 10; Alg 1)	2012-13 Grade
Carpe Diem	0.5 miles	6-12	87	63%	Black: 62%	73%	N/A	N/A
Fall Creek Academy	0.0 miles	K-12	455	90%	Black: 87%	40%	31%	F
Herron High School	1.1 miles	9-12	640	36%	White: 71%	NA	87%	A
Indy MET High School	2.6 miles	9-12	319	78%	Black: 77%	NA	43%	D
Northwest Community*	5.1 miles	7-12	1832	75%	Black: 65%	23%	25%	F(MS)/ F(HS)
Providence Cristo Rey	3.3 miles	9-12	136	N/A	Black: 70%	N/A	59%	C
Tech High School	2.2 miles	9-12	2,282	85%	Black: 57%	N/A	47%	D
Charles A. Tindley	3.4 miles	6-12	383	64%	Black: 97%	83%	95%	A
Washington Community	3.4 miles	7-12	1037	86%	Black: 43%	24%	34%	F(MS)/ D(HS)
State Averages	N/A	PK – 12		49%	White-72%	72%	71%	N/A

² <http://compass.doe.in.gov/dashboard/eca.aspx?type=corp&id=5385>

³ Indiana Department of Education. (2012). *IDOE Compass* (Data file). Available from <http://compass.doe.in.gov/dashboard/overview.aspx>

While there are a number of schools in the vicinity, the few have achievement rates close to the state average. Of the 14 schools, only 2 received an accountability grades higher than a D in the 2012-13 school year. Eighty-four percent of students at the public, open enrollment schools within 3 miles of our opening location qualify for free or reduced lunch. *Capitol Academy* anticipates serving a student population above 80% eligible for this program. Except for Herron High School, the schools around our proposed location, including *Fall Creek Academy*, predominantly serve African American students. We expect *Capitol's* student population to mirror this trend and plan to recruit most heavily in low-income neighborhoods.

Additionally, a recent student by the IFF identified 11 priority neighborhoods where the greatest need for high quality student seats exists. We expect to recruit in these areas, as many are near our current location. In fact, our school is adjacent to area 19 (46222) which was identified as the second highest priority area.⁴ This study uncovered a particularly alarming gap in quality at the upper grades. Of the 1,441 high school students in this area, fewer than 1 of every 10 attends a high-performing school. With our location just to the east of this area, we will work especially hard to ensure students and families in these neighborhoods know of the educational opportunities *Capitol* provides and, in turn, help ensure that a greater share of these students attends a high quality school. See Attachment 1 for map that shows the distance between the location in which we hope to open and the areas of greatest need across Indianapolis.

In our work with students in 6th grade and above, we're particularly motivated to serve students who historically have not yet experienced a quality education or stayed for more than a year or two at each school they attended. Currently, the *Community Charter Network* serves two "turn-around" charter schools - *Fall Creek Academy (FCA)* and *University Heights Preparatory Academy (UHP)*. Both have a history of underperformance; together, they serve almost 700 students, K-12.

This year, nearly 40% (273) of our students were new to FCA or UHP – 210 of which were in grades 6-12. On whole, this group has attended, on average, 4.3 different schools since kindergarten. Even more, of those students who attended schools exclusively in Indiana, less than a third of these students have ever attended a school that earned a C or higher, based on the state's current school accountability system.⁵ We are especially interested in serving students, like those currently attending FCA and UHP, and helping these students and their families see not only the value of attending a great school but also to committing to one school for multiple years, where they find greater stability and build the relationships and work habits central to academic success.

Post-Secondary Education Attainment

Beyond the K – 12 classrooms, far too few American's from low-income families are going on to earn 4-year degrees. Today, 32.9 percent of all Americans aged 25 to 34 have earned a bachelor's degree

⁴ IFF. (2013). *The Shared Challenge of Quality Schools: A place-based analysis of school performance in Indianapolis*. Retrieved August 20, 2013, from <http://iff.org/resources/content/2/8/documents/INDreport.pdf>.

⁵ Indiana Department of Education. (2012). *IDOE Compass* (Data file). Available from <http://compass.doe.in.gov/dashboard/overview.aspx>

or higher.⁶ Indiana ranks 43rd in the nation for its percentage of adults with a bachelor's degree or higher.⁷ For students from low-income families, the college completion rate is even lower: only 8.3 percent have earned a bachelor's degree by their mid-20s.⁸ In today's global economy, a college degree has become increasingly necessary in order to attain competitive jobs, a steady income, and self-sufficiency. An increasing number of new job opportunities require some post-secondary education.⁹ Our high school model (dual credit and Early College) will address this disparity by ensuring that our graduates are farther along the path to attaining a post-secondary degree. Moreover, we intend to build out supports for students after they graduate from our secondary campus so that we are offering tangible support and direction as they pursue and attain their post-secondary degrees.

Addressing the Need

Capitol Academy will fill the great need in our city and in our surrounding neighborhood by bringing a talented team and best practices from a national model of secondary excellence to our city. Even more, we will partner with our highly successful elementary school, the *Challenge Foundation Academy*, and its sister school, *Vision Academy*, to provide our families a model pre-K – 12, college preparatory education. We expect that many of our students and families will spend every moment from their first day of formal education through the attainment of their college degree amidst the rigor, supports and encouragement of a *Community Charter Network* school.

C. Goals

The *Community Charter Network* and the leaders of *Capitol Academy* fully embrace the *Performance Framework*, recently amended and published through the Mayor's Office. For years, the team at the *Challenge Foundation Academy* (CFA) has used this framework to monitor our growth and development and regularly reflect on areas of strength and growth. Each year, CFA's performance on each of the measures of the Performance Framework has helped inform our Improvement Priorities, a document CFA Board and school leaders use to guide its allocation of resources and attention throughout the year. The Board and leadership team at *Capitol* intends to take a similar approach and use this same framework to analyze our results, gauge our progress, and identify priorities for continuous growth.

Academic Performance Goals

Mission Statement: *Capitol Academy* serves to provide Indianapolis students and their families with high-quality, college preparatory education. Through well-coordinated support, strong family and

⁶ U. S. Census Bureau. (2010). Educational Attainment by Selected Characteristics: 2010. Retrieved August 20, 2013, from http://www.census.gov/compendia/statab/cats/education/educational_attainment.html.

⁷ Center of Excellence in Leadership of Learning. (2013). Early College in Indiana. Retrieved August 20, 2013 from <http://cell.uindy.edu/ECHS/earlycollegeinindiana.php>

⁸ Mortenson, Tom. "Bachelor's Degree Attainment by Age 24 by Family Income Quartiles, 1970 to 2009." <http://www.postsecondary.org>.

⁹ A 2011 study by the Harvard University Graduate School of Education, "Pathways to Prosperity," projects that nearly two-thirds of the 47 million new jobs created through 2018 will require employees to have some postsecondary education. Moreover, only 36 percent of workers with only a high school degree will fill these jobs.

community partnerships and close attention to results, our school will provide students the instruction, support and motivation they need to consistently meet and exceed academic standards, ensuring their success as future college graduates and life-long learners.

Academic Performance Goal #1: All students, sixth through eighth grade, will meet or exceed typical growth as determined by NWEA MAP in English Language Arts and Math by the end of each school year.

Performance Indicators: Students, grades 6 – 8, will meet or exceed typical growth goals upon completion of the NWEA Spring test of each academic year. Classroom teachers and the students themselves will set goals based on NWEA performance in the fall test with typical growth being the minimum goal. They will then track their scores throughout the year and monitor their progress toward personal growth goals.

Assessment Tools: NWEA is a standardized assessment. The ELA test assesses students' vocabulary, grammar and reading comprehension on a criterion-referenced scale. The math test gauges students' number sense, problem solving, data analysis skills and fluency in mathematics. Based on grade level standards and fall performance, NWEA sets individual growth goals for each student. We use NWEA in August, January and May to measure students' growth in reading and math.

Attachments: Attachment 2: Sample NWEA goals sheet

Rationale for Goal and Measures: To assure our students are prepared to succeed academically, it is critical that they develop as readers, writers, critical thinkers and problem solvers. Too often, students without skills as young readers and math students fall behind and off a "college track." NWEA has proven to be an excellent, easy-to-administer tool to help students, teachers, and parents monitor student performance, in relation to local and national standards. If our scholars are to enter high school prepared to take advantage of our early college program, all must be on track as developing readers and problem solvers.

Assessment Reliability and Scoring Consistency: Based on our experience at CFA, Fall Creek Academy, University Heights Preparatory Academy and schools nationally, NWEA has proven to be an effective way to measure student growth. According to its website, NWEA maintains the most extensive collection of student growth data in the country. Equally important, we have gained increased confidence among our schools in effectively tracking student growth and communicating

Baseline Data: Our baseline data will be generated in September of our first year and each year after, once each student has completed the initial NWEA assessment.

3rd-Year Target:

- *Does not meet standard:* Less than 70% of students exceed typical growth goals.
- *Approaching standard:* 70%-80% of students exceed typical growth goals.
- *Meets standard:* 81-95% of students exceed typical growth goals.
- *Exceed standard:* 95% or more students exceed typical growth goals.

6th-Year Target:

- *Does not meet standard:* Less than 80% of students demonstrate mastery of grade level standards and achieve typical growth goals.
- *Approaching standard:* 80%-87% of students demonstrate mastery of grade level standards or achieve typical growth goals.
- *Meets standard:* 88%-97% of students demonstrate mastery of grade level standards or achieve typical growth goals.
- *Exceed standard:* 98% or more of students demonstrate mastery of grade level standards or achieve typical growth goals.

Academic Performance Goal #2: *Capitol Academy* will steadily increase in the mean number of college credits earned among 11th and 12th graders and, in turn, the number of credits with which each senior graduates.

Performance Indicator: *Capitol Academy's* Guidance Counselor will track closely the participation and performance of CAFC juniors and seniors in dual credit courses (at Ivy Tech and CAFC, when available). At the close of each semester, CAFC will report on the number of credits each student earned and find the mean. Upon graduation, the Counselor will also compute the number of college credits with which each student graduates.

Assessment Tools: In order to satisfy the requirements of a dual credit course, students must earn a C or better.

Attachments: None

Rationale for Goal and Measure: *Capitol Academy* is uniquely situated to take advantage of the opportunity Ivy Tech presents for students to earn college credits, even as they earn their high school diploma. We believe, in taking advantage of this opportunity, our students will enter college with a "head start" and, consequently, a better chance to graduate and enter a highly-skilled work force. Additionally, the junior and senior year of high school lacks clear measures of accountability, as other grades do. Setting college credits as our goal allows *Capitol Academy* to hold itself and its students accountable for making the most of their high school years.

Assessment Reliability and Scoring Consistency: By their very nature, we expect that dual credit courses will vary in difficulty based on a multitude of things (professor, text, course level, etc). However, utilizing the mean number of credits earned will give us a balanced view of the degree to which we are meeting our goal of having our students graduate with a significant number of transferable college credits.

Baseline Data: The baseline data for the mean number of college credits juniors and seniors earn each semester will be recorded during the 2015-2016 school year. The number of college credits earned by each graduate will be recorded in June 2016.

3rd-Year Target:

- *Does not meet standard:* The mean number of college credits earned among CAFC Juniors and Seniors was less than 3 credit hours (less than one class per student) per semester.

- *Approaching Standard:* The mean number of college credits earned among CAFC Juniors and Seniors was between 3-4 credit hours (between 1 and 2 classes per student) per semester.
- *Meets standard:* The mean number of college credits earned among CAFC Juniors and Seniors was between 5-7 credit hours (between 2 and 4 classes per student) per semester.
- *Exceeds standard:* The mean number of college credits earned among CAFC Juniors and Seniors was 8 or more credit hours (approaching an average of 3 classes per student) per semester.

6th-Year Target:

- *Does not meet standard:* The mean number of college credits earned among CAFC Juniors and Seniors was 3 or fewer credit hours (one or fewer classes per student) per semester.
- *Approaching Standard:* The mean number of college credits earned among CAFC Juniors and Seniors was between 4-6 credit hours (approaching two classes per student) per semester.
- *Meets standard:* The mean number of college credits earned among CAFC Juniors and Seniors was between 7-8 credit hours (between 2 and three credit hours per student) per semester.
- *Exceeds standard:* The mean number of college credits earned among CAFC Juniors and Seniors was 9 or more credit hours (3 or more classes per student) per semester.

Organizational Viability Performance Goals

Mission Statement: Capitol Academy serves to provide Indianapolis students and their families with high-quality, college preparatory education. Through well-coordinated support, strong family and community partnerships and close attention to results, our school will provide students the instruction, support and motivation they need to succeed as future college graduates and life-long learners.

Organizational Viability Performance Goal #1: *Capitol Academy* will retain at least 75% of teachers who perform at or above an average on our Instructional rubric.

Performance Indicators: We will track each year the performance of teachers on our instructional rubric and consistently monitor year-to-year retention (the percentage teaching in May who return the following August). Some of our teachers may seek additional responsibilities or different roles within our school or within the network as a whole. We will monitor both figures; yet, for the purposes of this framework, we will hold ourselves accountable for the latter.

Assessment Tools and Measures: To assess teacher performance we will use Indiana's RISE Instructional rubric. This rubric focuses on Instruction, Planning, and Classroom Environment. To monitor teacher retention, we will use two counts. One will be a simple count of the number of teachers with us in May who return the following August. The other count will be of those teachers who stayed with us and left, who was rated effective/highly effective according to our evaluation system. We will present this data to the CCN Board annually as well as discuss and use it in our leadership team meetings.

Attachment: Attachment 3: RISE 2.0 Instructional Rubric

Rationale for Goal and Measures: Although it may be helpful to have some turnover each year, we know that our strength and stability as an organization rests on our capacity to retain our best team members. It is the responsibility of the principal and Instructional Leadership Team to identify these “irreplaceables” and work to recognize their strengths, celebrate their impact and include them, as appropriate, in the development of our school (TNTP, 2010). In establishing teacher retention as an essential goal, we intend to highlight the priority we place on developing and retaining great teachers.

Assessment Reliability and Scoring Consistency: Our Instructional Leadership Team will be trained annually in the evaluation of teachers and review regularly standards of performance to ensure the highest possible standards of inter-rater reliability. The Network Support Team will also meet regularly to identify high performers, review evaluation results and coordinate retention strategies.

Baseline Data: Our baseline evaluation data will be taken during the first round of evaluations by the end of October 2015. We will have baseline data for retention of teachers averaging a score of 3 or above in August 2016.

3rd-Year Target:

- *Does not meet standard:* Less than 60% of *Capitol* teachers that average a score of 3 or better return the following year.
- *Approaching standard:* 60%-69% of *Capitol* teachers that average a score of 3 or better return the following year.
- *Meets standard:* 70%-84% of *Capitol* teachers that average a score of 3 or better return the following year.
- *Exceeds standard:* 85% or more of *Capitol* teachers that average a score of 3 or better return the following year.

6th-Year Target:

- *Does not meet standard:* Less than 65% of *Capitol* teachers that average a score of 3 or better return the following year.
- *Approaching standard:* 65%-74% of *Capitol* teachers that average a score of 3 or better return the following year.
- *Meets standard:* 75%-89% of *Capitol* teachers that average a score of 3 or better return the following year.
- *Exceeds standard:* 90% or more of *Capitol* teachers that average a score of 3 or better return the following year.

Organizational Viability Performance Goal #2: Parents will consistently rate our *Capitol* campus a high quality school.

Performance Indicator: We will know we have met this goal by the percent of parents who rate *Capitol* a high quality based on the results from the parent survey issued by the Mayor’s Office.

Assessment Tools and Measures: Traditionally the Mayor’s Office has surveyed parents of the mayor-authorized charter school as to the quality of their child’s school. This survey gauges their

level of satisfaction with the school and its support for their child. These surveys are created and scored by the Mayor's Office.

Attachments: None

Rationale for Goal and Measures: The Community Charter Network aims to work closely with families to align its support for students' success. Setting parent satisfaction as a central goal of our school will encourage us not only to do our best for their children but also work hard to engage families in every step in their child's education, including understanding common metrics of student performance. We believe this to be particularly important as a school serving students, grades 6-12 – a time when young people often demand more independence and parents tend to play a smaller role in schools. Of course, adolescents' wishes for independence is hard to resist; however, we are committed to ensuring parents are deeply involved in the life of our school, no matter their child's age. To ensure no bias on the survey we will use the survey created by the Mayor's Office as our primary data for parent satisfaction.

Assessment Reliability and Scoring Consistency: To ensure consistency, the Mayor's Office will score the parent satisfaction surveys. CAFC will distribute and collect these surveys from parents yet otherwise play no role in anything other than assuring a high rate of response.

Baseline Data: Our baseline data will be collected at the end of the 2015-2016 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 report they are satisfied with *Capitol*.
- *Approaching Standard:* 75%-79% of parents report that they are satisfied with *Capitol*.
- *Meets standard:* 80%-84% of parents report that they are satisfied with *Capitol*.
- *Exceeds standard:* 85% or more of the parents report that they are satisfied with *Capitol*.

6th-Year Target:

- *Does not meet standard:* Less than 80% of parents report they are satisfied with *Capitol*.
- *Approaching Standard:* 80%-84% of parents report that they are satisfied with *Capitol*.
- *Meets standard:* 85%-89% of parents report that they are satisfied with *Capitol*.
- *Exceeds standard:* 90% or more of the parents report that they are satisfied with *Capitol*.

Organizational Viability Performance Goal #2: *Capitol Academy* will maintain an especially high rate of student retention. We aim to retain high numbers of our students through their secondary education, grades 6-12.

Performance Indicator: We will know we have met this goal by the percent of students enrolled and included in our September ADM report from one year to the next year.

Assessment Tools and Measures: CCN will regularly monitor the number of students who remain enrolled at *Capitol* from one September "count day" to the next year's "count day" through the bi-annual ADM reports submitted to the IDoE.

Attachments: None

Rationale for Goal and Measures: The Community Charter Network is proposing to open a new school serving students, grades 6-12, in part to address the high level of transiency among students in the urban core of Indianapolis. We believe deeply that young people must attend a great school and do so for multiple years to build the knowledge, work habits and relationships that they need to succeed in post-secondary education and beyond. Setting the goal of student retention helps us highlight this need as well as work help us prioritize our work with students and their families to encourage them to continue with Capitol, even through the inevitable challenges of a rigorous education.

Assessment Reliability and Scoring Consistency: To ensure consistency, we will base each year's student retention determination on the ADM report that each school must file on the third Friday of September. We will also tightly define "eligible" to be any student who has not graduated or been expelled on account of drugs or fighting (two areas in which Capitol must maintain a "no tolerance" policy).

Baseline Data: Our baseline data will be collected in Sept. 2016 school year, at which point we can identify the number of students with us in Sept. 2015 who returned the following school year.

3rd-Year Target:

- *Does not meet standard:* Less than 65% of eligible students stay at *Capitol* the full year (Sept. to Sept.).
- *Approaching Standard:* 66%-75% of eligible students stay at *Capitol* the full year (Sept. to Sept.).
- *Meets standard:* 76%-85% of eligible students stay at *Capitol* the full year (Sept. to Sept.).
- *Exceeds standard:* At least 86% of eligible students stay at *Capitol* the full year (Sept. to Sept.).

6th-Year Target:

- *Does not meet standard:* Less than 70% of eligible students stay at *Capitol* the full year (Sept. to Sept.).
- *Approaching Standard:* 71%-80% of eligible students stay at *Capitol* the full year (Sept. to Sept.).
- *Meets standard:* 81%-90% of eligible students stay at *Capitol* the full year (Sept. to Sept.).
- *Exceeds standard:* At least 91% of eligible students stay at *Capitol* the full year (Sept. to Sept.).
-

II. Educational Services Provided

A. Educational Model

The educational model of the Community Charter Network School is grounded in our belief that every student 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, high academic standards, and an intensive focus on college graduation (including dual credit and early college options). These components coupled with a highly trained staff and progressive leadership will prepare students to succeed in college and life.

Our middle and high school model will focus on preparation for and success in an early college academic model. It is our goal that all of our students will graduate from CAFC with a minimum of 9 Core Transfer Library (CTL) credits¹⁰ and a majority of our students will graduate with both an academic honors diploma and an Associate's degree. Our team is and will continue taking steps to work toward this goal. In this pursuit, we are working in partnership with Ivy Tech Community College and the Center of Excellence in Leadership of Learning. By the end 2017-2018 we plan to be fully endorsed as an Early College High School. By our students' freshman year, they will begin spending time on Ivy Tech's campus in preparation for enrolling in dual credit coursework. Sophomores will earn their first dual credit courses and start the path to an Associate's degree by taking and passing the ACCUPLACER exam, an entrance and placement assessment utilized by our partner college, Ivy Tech. As Juniors and Seniors, a majority of the coursework that students engage with will fulfill both honor's diploma requirements and dually count as college credit toward their Associate's degree.

We are confident that this Early College model is right for our school, community, and students. As mentioned in the "need" portion of this application, the disparity between the K-12 achievement and high school graduation rates of higher and lower income students leads into an even greater disparity between the post-secondary educational attainment rates of these groups. Resting on our belief that every student has the ability to achieve at the highest levels, we have chosen the Early College model because of its proven track record in increasing post-secondary degree attainment. Qualitatively, an Early College High School model enables students to see themselves as successful high school students and college students at the same time. This leads to increased confidence in their ability to attain their highest educational aspirations.

According to Early College Design Services, for every 100 low-income students who start high school, only 65 will get a high school diploma and only 45 will enroll in college. Only 11 will complete a postsecondary degree. Early findings indicate that over 75% of graduates from Early College High Schools go on to enroll in a post-secondary degree program, exceeding that which is typical of lower income high school graduates. Moreover, these are students who are far along the path to degree attainment, with up to 2 years of transferable college credit already earned. Logic tells us that these students will succeed at higher levels, both because they have had authentic college experiences and because they have already completed a significant portion of their coursework.

Given that our primary focus is success through college and in life, we will focus closely on building a college-focused culture from the first moment our students and families interact with CAFC. This focus is obvious for students enrolled in our Early College and dual credit programs, but will also permeate through many elements of our middle school program.

- Each middle school classroom will be named after a college or university. Each high school advisory group will also be named as such.

¹⁰ To enable students to transfer college credits, Indiana has developed the Core Transfer Library (CTL) – a list of courses that will transfer among all Indiana public college and university campuses, assuming adequate grades. SEA 182, 2008.

- CAFC will employ a College and Career Coordinator (CCC) to support and guide all students towards college-focused goals. Using the network's *College Habits and Mindsets Framework*, our CCC will:
 - o coordinate frequent visits to college campuses for all students
 - o work with families in establishing college-focused goals for their student as well as financial planning for post-secondary learning
 - o coordinate quarterly visits by Indiana professionals to share their educational and career trajectory with all CAFC students
 - o support teachers and staff in creating a college-focused learning environment
- Students are "scholars" at CAFC- this is a small way of recognizing that learning is a life-long task.
- Our 8th grade students are enrolled in Algebra and take the Algebra I end-of-course assessment so that they are on track for college-level mathematics by their Junior and Senior years.

In Attachment 6, you will find our discipline policies, which are slightly separate for students 6-8 and 9 – 12. As noted in the documents, parents of 6-8 students will be notified of discipline issues via phone as soon as students are referred to the Dean of Culture (DOC). High school parents will be notified via phone after students receive a third demerit and again after their 5th demerit. More importantly, all parents and guardians will receive a bi-weekly progress report that includes both behavioral and academic progress.

Teachers will utilize the gradual release method of instruction to model academic expectations, support student understanding and mastery, and allow for independent practice and assessment, commonly referred to as "I Do – We Do – You Do."¹¹ 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. Additionally, we will utilize the RISE Instructional Rubric as a tool for professional development and self-evaluation. This rubric captures those elements that we believe are most critical to the success of an excellent educator in any setting. See Attachment 3 for the complete RISE Instructional Rubric.

CAFC will use the Response to Intervention (RtI) model to lend extra support for students who are not yet meeting grade-level standards. Interventions will include, but are not limited to: small group pull outs by Special Education teachers, small group work with the Literacy or Math Specialists and after school tutoring. This model is described in greater detail in the "special student population" section of our prospectus.

At CAFC, our students 6th through 8th grade will attend school from 8:00 AM to 3:30 PM, with extended day, "office hours", until 4:30 PM for students who do not complete required schoolwork or who need additional academic support. Our high school students will attend school from 8:00 AM to 3:30 PM, with extended day, "office hours", until 4:30 PM for those students who need it. There will be 180 instructional days for all students, with 8 additional days built into our fall and

¹¹ 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.

spring intercessions for students who need additional support to meet their academic goals. As we grow, we intend to couple our regular academic program with ample after-school opportunities, offering enrichment programming, extra tutoring, and athletics. We ultimately expect that at least half of our extended learning day participants will stay with us until nearly 5PM three days a week.

Below, we've included a day in the life of a CAFC high school student and a CAFC middle school teacher to provide a picture of how our programmatic components fit together.

A Day in the Life of a CAFC Scholar

James, a senior at CAFC, arrives to school at 7:35. Teachers greet James with enthusiasm, recognizing the unique challenge adolescents have with early mornings yet committed to helping energize James for a great day. After grabbing his breakfast, James walks to the meeting space to eat with his friends while finishing up the last portion of a group project. At 7:50, James walks to his locker to put away his backpack. James makes sure to grab his B.O.S.S., a binder that he set up during orientation with the rest of the school. This binder has taught him organization throughout the year, as teachers use the uniform system as a tool to teach students how to take notes and organize multiple classes.

Next, James walks to his first class, advisory. This half hour class serves as the check-in for James. His teacher, Mr. R, helps the small group of young men prepare for the day. They complete a mini-lesson on Cornell note-taking, a valuable skill James will use later that day. Then, they have a short discussion over the morality in copying: what is success when you steal it? In this discussion, James is able to lead his younger advisory classmates in discussing the moral standards at CAFC. Finally, Mr. R checks homework to see which students need to stay for office hours to complete unfinished homework.

After advisory, James walks to his second block, English 12. Each block is modeled after a college course and is 100 minutes long. This allows James to take Ivy Tech courses for free without disrupting his schedule. English 12 is taught by an Ivy Tech professor that teaches on the high school campus. Because James passed his Accuplacer test at the end of his sophomore year, English 12 is dual credit. By the end of the semester, James will have earned 24 credits toward his Associate's degree.

James enters his class and works on the JumpStart for the first 10 minutes. James looks at the agenda and objective on the board to get prepared for the next task. After a quick class review, they dive into the writing assignment, a three page paper on the short story, "The Yellow Wallpaper," they discussed yesterday. Yesterday, during discussion, the students filled out analysis worksheets that detail the themes in "The Yellow Wallpaper." Today, James will be working on an essay on the theme of oppression. James works on outlining, then typing his essay on the netbooks in class. At the end of class, James completes a short exit ticket that tells his professor his progress on the paper and asks a question about formatting for tomorrow.

After English 12, James attends his Ivy Tech course, Introduction to Political Science. James checks out at the front desk, then he walks to the Ivy Tech main building to take his course. Introduction to Political Science is a Monday, Wednesday course. On Tuesdays and Thursdays, James has a guided study session with a High School Success Specialist. In guided study session, James can complete the

readings, notes, projects and essays associated with his college courses. The High School Success Specialist ensures that James has the tools necessary to attain the college credit, including helping with the Blackboard technology Ivy Tech uses to communicate with students. On Fridays, once he has completed his Ivy Tech course work, James volunteers with the Athletic Director to help schedule middle school sports.

James then attends lunch with his peers. Because James has had perfect attendance, he uses his free lunch pass to sit with his friends in different grades. Normally, James would sit with the seniors at the senior lunch table.

After lunch, James goes to his third hour class, Pre-Calculus. This is another course on Ivy Tech's campus. James looks at the board and notices the objective: "SWBAT create a regression graph." His math teacher has a JumpStart of reading an article about the rate of decline of Detroit's population. After a short discussion, the class graphs the data found in the article. They take that data and work to create a regression. Their teacher lectures on the value of regression graphs and equations. The class completes a few examples together before breaking out to work on Detroit's equation. Finally, the class moves on to a mini-lesson reviewing polar coordinates in preparation for tomorrow's focus. James picks up his homework, an analysis of a regression model and polar practice. James asks his professor if he can stay for office hours, as he does not remember polar coordinates and needs a short review after school.

Finally, James enters his last class of the day, US Government. This is another dual credit course taught on CAFC's campus by an Ivy Tech professor. James answers a JumpStart about the foundation of democracy. James writes about why America is not a true democracy for 10 minutes using the details from last night's homework. After the JumpStart, the class discusses separation of powers. After completing a powerpoint lecture with notes, the class analyzes and discusses the importance of separating powers. They then complete an activity comparing and contrasting a dictatorship to the US Government. At the end of class, James completes a short quiz over the material discussed today.

Now that the traditional school day has ended, James stays for office hours. Office hours, for some, are mandatory if they have fallen behind on a test or if they forgot their homework. For James, he stayed voluntarily to discuss the polar coordinates with his math teacher. After a quick one-on-one review, James leaves school at 4:30 to catch the IndyGo bus home.

A Day in the Life of a Capitol Academy Teacher

Mr. Cameron, a middle school reading teacher, arrives at Capitol at 6:45 am. He teaches Reading and Literature to middle school, which consists of two 6th grade cohorts, two 7th grade cohorts, and one 8th grade cohort. First, he checks his email, which includes the agenda for the afternoon's grade level team meeting. For the meeting, he needs to bring revisions to the following week's lesson plans based on feedback from the Director of Instruction.

At 7:35 am, Mr. Cameron begins greeting scholars at the door who have already eaten breakfast at home. Scholars pull out their morning work packets, which consists of short nonfiction passages with comprehension questions for Reading and fact practice problems for Math. Mr. Cameron also distributes slips that display scholars' number of merits earned thus far. By 7:55am, the rest of his homeroom class arrives and he begins the character development class. This week's topic is the

prevention of bullying. He emphasizes the importance of creating both a physically and emotionally safe environment at school and facilitates meaningful dialogue between scholars about positive and productive interactions between them.

After homeroom, he transitions with his class to Community Circle, which is held every week. The Director of Instruction announces the names of scholars who showed the highest growth on NWEA and the scholars are recognized for their achievement. The Director of Culture reminds scholars that they are the role models for each other and that they need to show positive attitudes and interactions at critical points throughout the day- hallway transition and lunch. The principal announces that he will be pulling scholars who have maintained a minimum balance of 380 merits from their homeroom classes the following Monday for the monthly Principal's Breakfast. The purpose of the breakfast is to celebrate scholars who have exhibited positive behavior both inside and outside their classrooms consistently throughout the month. The ceremony ends with scholars giving shout outs to teachers and fellow classmates and with scholars and teachers chanting a college cheer.

Mr. Cameron takes his homeroom to their next period and picks up his first period, which is a 6th grade class. He begins the shared reading mini-lesson, where he models a reading comprehension skill or strategy by reading an excerpt from *Number the Stars*, such as comparing and contrasting, identifying author's purpose, and drawing conclusions. During independent reading, he pulls a group of five scholars for guided reading and works with them to improve their comprehension skills. He uses data from the Reading A to Z assessment to determine what skills to focus on with individual scholars.

During the rest of the morning, Mr. Cameron teaches the same comprehension skills to the other cohorts, but the difference is in the text selection. For 7th grade, he reads *Night* and for 8th grade, he reads *To Kill A Mockingbird*. In yesterday's observation, the Director of Instruction noted that he spent a lot of time on the I Do, which is the portion of the lesson where the teacher models the steps students take to demonstrate mastery of the objective. As a consequence, there was not enough time allotted for We Do (guided practice) and You Do (independent practice). In today's lessons, Mr. Cameron makes sure to keep track of time: 5 minutes for the Do Now or warm up, 8 minutes for the I Do, 7 minutes for the We Do, 25 minutes for the You Do, and 5 minutes for the share out. His Director of Instruction comes in for a follow up observation while he is teaching the 8th grade cohort.

At 12:25pm, Mr. Cameron takes his last cohort to lunch and supervises them. He builds relationships with them during this time by learning about their favorite sports, movies, and lives outside of school. After lunch, he escorts his homeroom class to music, then heads to the grade level team meeting. During the grade level team meeting, the Director of Instruction facilitates discussion about overall trends in the lesson plans and how this correlates to student work. For areas of strength, his team has objectives that are clear and measurable. For areas of growth, their independent practices need to align with the I Do and We Do. After the grade level team meeting, Mr. Cameron picks up his homeroom from music and teaches the last period of reading. Dismissal begins at 3:20 pm, where he dismisses bus riders and walkers first, followed by car riders.

After dismissal, Mr. Cameron meets with his Director of Instruction and receives feedback about his pacing: the Director of Instruction notices that Mr. Cameron showed a huge improvement with his

spacing and as a result, students had more time for guided practice and independent practice. Mr. Cameron reflects on his performance and notes that because scholars had more time during independent practice, he was able to conference with two scholars about their reading comprehension. As a “next step” for improvement, the Director of Instruction modeled how to give more targeted feedback to scholars during conferencing. Mr. Cameron and the Director of Instruction preview the following day’s reading lesson, taking a careful look at the scholars that Mr. Cameron would be meeting with during guided reading, and plan what specific feedback to give scholars after they retell Mr. Cameron the events that happened in the story. The Director of Instruction and Mr. Cameron set up a time to observe Mr. Cameron’s conferencing within three days.

Total Instructional Hours per Week: 37.5 hours

Number of Classes per Day: Middle School, 5; High School, 4

Total Number of Unique Preps/Courses for Teachers: Middle and High School, 1 - 3

Total Planning/Preparation Hours per Week: Approximately 5 hours

B. Curriculum

6th through 8th Grade

We know that for any school, the level of college-preparedness can be determined by how much its scholars read, write, and discuss.¹² Based on what we have been able to learn from observing other high performing 6-12 charter schools, like YES Prep Public Schools in Houston, Texas, we will offer a college preparatory program at the 6-12 level by enhancing the Indiana State/Common Core standards with the use of the SpringBoard Curriculum. SpringBoard was developed using the College Board Standards for College Success (CBSCS), which are also aligned with the Common Core State Standards. Given our goal to prepare students to be able to start taking college credits as seniors, this curriculum is uniquely designed to prepare students for exactly that. The CBSCS are backwards planned from the standards created for Advanced Placement classes. Although CAFC will not be offering AP courses to students, but instead dual credit courses, SpringBoard curriculum and the CBSCS offers the level of rigor needed for enrollment and successful attainment of dual credit courses.

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.

¹² Schmoker. (2011). *Focus*. Virginia: ASCD.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

1. 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.
2. 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.
3. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

1. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
2. 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.
3. 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

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

Mathematics

Based on the Common Core Standards:

Grades 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).

SpringBoard, In Depth

SpringBoard is a 6-12 curriculum that focuses on college and career readiness. The SpringBoard curriculum was created by The College Board and is aligned to the College Board Standards for College Success (CBSCS), which incorporate the Common Core State Standards. The CBSCS are designed to layout a pathway to college readiness. SpringBoard offers an aligned ELA curriculum from 6th to 12th grade. Additionally, there is a strong middle school math curriculum through Algebra. There are CBSCS for grades 6 through 12.

The leadership team will guide the teachers at CAFC in crafting a school-wide, year-long curriculum plan, based on both the College Board Standards for College Success scope and sequence and the Common Core State Standards. (The work the College Board has done, arranging content in a logical fashion is a critical tool in this process.) Given the significant time required to construct this plan,

CAFC expects, at least initially, to lean heavily on the work of other high performing schools like Yes Prep to create a school-wide plan. By our second year of operation, we expect to have modified and adapted the YES curriculum plans for our setting and needs.

9th through 12th Grade

Transitioning from 8th grade and having completed the middle school SpringBoard sequence, our high school students will be prepared for rigorous, college preparatory curriculum. At the 9th and 10th grade levels, we intend to utilize e-textbooks and provide each student with a netbook for use at home and in school. Our leadership team, in collaboration with our Chief Academic Officer will research and adopt texts in spring of 2015, but the table below outlines our current thinking around the texts that we will leverage in our core content areas. We’ve drafted these initial possibilities by reviewing rigorous texts leveraged by high performing schools across Indianapolis and surrounding suburbs.

	Subject	eTextbook and Publisher
Math	Algebra 1	SpringBoard Math: Algebra I, published by College Board
	Algebra 2	Discovering Advanced Algebra, published by Kendall Hunt
	Geometry	Discovering Geometry, published by Kendall Hunt
Science	Biology I	Biology, published by Miller and Levine
	Physics I	Physics, published by Holt
Social Studies	U.S. History	The Americans, published by McDougal Littell
	U.S Government	U.S. Government, published by Houghton Mifflin Harcourt
ELA	Literature & Grammar	SpringBoard English Language Arts, published by College Board

As students enter fully into our Early College (or dual credit) model at 11th and 12th grade, a majority of courses will be offered in collaboration with our partner, Ivy Tech Community College. As such, the curriculum and texts used for these upper level courses will follow Ivy Tech requirements and syllabi. Each spring, we will collaborate with our partners at Ivy Tech to determine what textbooks, objectives, content, and skills will be taught in the follow year’s dual credit course offerings.

C. Assessment

Student Assessment is a fundamental component in gauging students’ achievement. At CAFC, assessment is utilized in two critical ways- to identify where our students’ academic strengths and gaps lie and to progress monitor students’ growth. At CAFC, we will use a variety of assessments to determine and monitor the academic progress of our students. First, we will use the tests and evaluations included in the Indiana state-testing program. We will adhere to the accountability requirements per Public Law 221 and provide reports to the Mayor’s Office and the Indiana Department of Education. Secondly, we will use additional assessments from research-based entities, like NWEA, to help us progress monitor students’ achievement. We are always prepared to

assure the confidentiality of student records and the anonymity of students, amid the various testing and assessment tools.

It is important to our network and CAFC that student assessment be thoughtful and intentional, allowing for critical “laser focuses” at specific points throughout the academic year. We also will use ongoing school-wide assessments throughout the school year to ensure we are addressing all students’ learning needs. Please see Attachment 4 for CAFC’s tentative assessment calendar.

Indiana Assessments

Using the ISTEP+ and End-Of-Course assessments (ECA) and the prescribed reporting expectations, CAFC students’ results can be easily compared to the students in other schools, other districts, and across the state as a whole. ISTEP+ and ECA will be administered in accordance with the timeline and guidelines set by the Indiana Department of Education. CAFC 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 students. At the secondary level, we’ll administer ECAs in Algebra 1 and English 10.

CAFC, where applicable, will use IMAST and ISTAR for measuring student achievement for our students who have specific IEP accommodations or those whose academic situations may be measured according to state standards as opposed to their own grade level standards. These determinations are made through collaborative Case Conferences and will vary based on students’ year to year growth.

The Community Charter Network 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 student, subgroup, and school based on the growth model expectations. CAFC will abide by these standards. Using these guidelines, we will continually evaluate our success toward moving all students to make high academic growth and achieve proficiency in all academic standards.

Acuity

To support CAFC students in attaining proficiency on Indiana’s Academic Standards, we will utilize the Acuity Predictive suite for ISTEP+ and ECA testers. These predictive assessments are administered 3 times during the academic year and provide valuable information regarding the progress of our students relative to academic standards.

NWEA Assessments

The experts, like Marzano, Strong and Silver, all agree that using data to drive achievement depends greatly on determining a baseline and then measuring progress over a given amount of time. While students likely will come to us with ISTEP+ and ECA data, the summer between grade levels can either enrich or decrease the skills of a student. Thus, we expect to assess all students in grades 6 – 8 within the first four weeks of school using The Northwest Evaluation Assessment (NWEA). We will use this data as a baseline measure of student growth in Reading and Math. Data from this assessment will be triangulated with ISTEP+ and Acuity A results in order to place scholars into flexible groups for the first few months of the school year.

Each winter, we expect to administer the NWEA again in order to measure student progress. We will use these results, in addition to Acuity B, to create new flexible groups and intense interventions, where necessary. These mid-year assessments 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, students will take the NWEA assessment again in late May so that faculty and students can actively monitor the year's academic growth. NWEA results allow us to track student growth not only from Fall to Spring, but also from year to year so that we know longitudinally how students are progressing. This is a valuable tool for showing students and families the progress of their student throughout their academic career at CAFC.

Achieve 3000- Empower Series

In grades 9-12, CAFC will employ Achieve 3000- Empower. Achieve 3000 is a literacy-based program that supports high school students in building and stretching their literacy skills so that they are ready for college and beyond (<http://www.achieve3000.com/literacy-solutions/grades-2-12/high-school>). At CAFC, this curriculum and assessment package is critical to helping us determine where students need support in literacy, specifically reading comprehension, vocabulary and responses to text. Achieve 3000- Empower uses a Level-Set Lexile Assessment that, much like NWEA, is administered 3 times during the academic year to measure students' reading growth. Teachers will publicly track this data to celebrate and encourage reading success amongst our secondary students. Additionally, Achieve's assessments allow all teachers, parents, and students to speak a common language regarding reading success.

ACCUPLACER

In order to begin receiving dual credit through our higher education partner, Ivy Tech, students must successfully pass the ACCUPLACER exams. ACCUPLACER is a suite of tests that determines a student's knowledge in math, reading and writing as they prepare to enroll in college-level courses. The exam is used to identify students' strengths and weaknesses in each subject area. The results of the assessment, in conjunction with students' academic background, goals and interests, will be used by our teachers and counselors to place students in the appropriate college courses. Students will take these exams, in partnership with Ivy Tech, during their sophomore year at CAFC.

School-Wide Quarterly Assessments

In addition to this suite of standardized assessments, we plan to administer quarterly common assessments at each grade-level. These assessments will be created collaboratively between our directors of instruction and our grade-level chairs. They will align to curriculum, standards, and pacing guides used in each content and grade-level. We perceive these as an important tool to ensuring that all students are progressing in all subject areas, whereas many of the previously identified assessments focus on math and English/language arts.

D. Special Student Populations

Capitol Academy is committed to creating a safe, challenging, and rigorous learning environment for **every** student, regardless of situation or learning profile. Our school will be open to all and committed to providing each student a free and appropriately rigorous public education in the least restrictive environment possible. We can confidently commit to meeting the needs of every learner, because we come to *Capitol* with extensive experience in providing top-notch service to every student at Challenge Foundation Academy and other schools in which we work. Through our experience, we've developed a specific framework and process for serving students with special learning needs. At CAFC, we intend to replicate, adapt and improve upon our service to every learner, in keeping with the unshakeable commitment to help each student grow.

Our Approach

Our work in serving students begins with a fundamental belief in the rights of every learner 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 student. Principles of safety, respect and diversity are especially important in serving students with special learning needs.

In fact, the priority that we place upon safety requires that we are especially attentive to ensuring every student is not only physically safe, but also comfortable working alongside learners of varying abilities, backgrounds, and educational 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 students 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.

In staffing our school, we expect to recruit and hire teachers who embrace the challenges of teaching students with diverse learning needs. As experienced educators, we know well the challenges of teaching students of varying skill levels. We will support our teachers in this endeavor with effective tools to measure the academic proficiency of each learner, determine his/her skills in relation to grade-level standards, tailor instruction to this student's needs and vision, and then follow his/her growth over the course of the year.

Response to Instruction

Capitol Academy is committed to creating a safe, challenging, and rigorous learning environment for **every** student, regardless of situation or learning profile. Our school will be open to all who desire a college preparatory experience. We are committed to providing each student a free and appropriately rigorous public education in the least restrictive environment possible. Through our team's experience, we've developed a specific framework and process for serving students with special learning needs. At CAFC, we intend to replicate, adapt and improve upon our service to every learner, in keeping with the unshakeable commitment to help each student grow.

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Response to Instruction

Employing a Response-to-Instruction system (RtI) ensures that no student's needs go unnoticed or unattended to. This structure is used primarily as a means to organize, govern, and monitor the progress of each student, including those with special learning needs. On whole, RtI focuses squarely on a student'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 students with special needs, allocate resources to help them grow, and assign individuals 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 students through formal tools - such as quarterly benchmarks, NWEA (6-8), Achieve 3000 (9-12) and Acuity tests - as well as informal means, like classroom observations and teacher or parent reports. During RtI meetings, a *Student 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 student (by grade) and organize students into one of the three tiers listed below.

Tier I: includes general 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.

Tier II: includes special supports and interventions designed to address the specific needs of 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. Students in Tier II receive special support through small group interventions under the guidance of qualified Interventionists outside of core academic time.

Tier III: 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 receive individualized assistance in class (push-in) as well as extra help outside of class. Interventions generally focus on core skills, such as reading, writing, problem solving and/or basic math skills. T3 students may or may not have a diagnosed learning disability; nonetheless, our Special Services Team members (Special Education teacher and EL teacher) and Literacy Specialists will meet with each T3 student (in small groups) at a frequency defined in the student's Individualized Education Plan (IEP) or Individualized Learning Plan (ILP).

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

If the interventions prove to be ineffective or the child is not making sufficient progress, the Student Study Team will adjust or implement a different set of interventions. The team may also consult with the student's parents and recommend a psychological evaluation to determine whether the learner'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 student 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 students 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. This is especially common at the upper grades. In such cases, the Student Study Team will review the case and commonly move a scholar immediately to Tier III, at least until we can fully determine his/her full learning profile.

Interventions, regardless of tier, are scheduled and implemented in a manner that gives students who need extra support the greatest access possible to the general education classes and curriculum. Students 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.

Effective RtI systems require communication and clarity to ensure that students are progressing positively and all stakeholders are aware of the student's goals. For instance, the parent(s) of each student discussed within our Student Study Team receives a letter, explaining our RtI process and that we have identified a specific academic need in their student (including the learner's advanced skill, when appropriate). Each member of the Student Support Team contributes to crafting the specific goals of each student and assumes some ownership for the learner's growth.

We include a description of the assessment tools we expect to employ to measure student progress in the “assessment” section of this application. Additionally, see Attachment 7 for a detailed description of the process through which we will measure student progress through RtI.

English Language Learners

CAFC 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 students who may require language support. Still, as with every other student in our school, we intend to support our students with limited English proficiency through the RtI system. We will place students who require additional assistance in Tier II or, if necessary, Tier III, based on h/her assessment data; then, during bi-monthly meetings, our Student Study Team will meet to identify methods of interventions, goals and the means to assess students’ progress. The Student 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 four weeks.

Best practices in serving students with limited English proficiency require that teachers employ a variety of intentional, language-based and skill-based strategies towards building students’ English proficiency. At the same time, our intervention team will work closely with students with limited English proficiency in supporting their mastery of explicit content, particularly at the upper grades in which our curriculum is more separated by discipline. Based on the anticipated needs of our students, we expect to support and train our teachers to implement strategies to best serve students with limited English proficiency and consistently monitor the effectiveness of our strategies (along with our entire RtI system) through regular assessments and data analysis. See Attachment 8 for a list of our schools’ best practices in EL.

Should the needs of our students 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 implementing strategies designed to meet the needs of students with limited English proficiency, as well as supporting our students in academic growth.

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 CAFC through our Executive Support staff. Through this Coop, we will ensure CAFC meet our high standards of support for students as well as the legal and administrative requirements associated with Special Education and serving students with limited English proficiency (LEP). We will hire a Special Education Director, who will work, under the guidance of our central support team, to ensure all services are appropriate, financially feasible, and reported to the state.

Our SPED Director will also ensure that our faculty is effectively trained and knowledgeable both about the students with an Individual Education Program (IEP) and the requirements outlined in the IEP that they must meet. Under the oversight of our Special Education Director, our faculty will work with each scholar’s family to update the IEP as needed. The student’s Special Education Teacher, his/her classroom teacher, parent, and an administrator (usually the Special Ed. Director) will be

expected to attend all meetings. Our Special Education Director will form a team that will follow 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 students on IEP's as well as those receiving intervention will be fully included in all appropriate school activities and functions. Parents, especially those of students with learning challenges, will be an integral part of the evaluation and program planning of their individual child. 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 learning 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 their child's 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 students have all appropriate services. At CFA, we currently contract with *Easter Seals Crossroads Rehabilitation Center* to provide speech/language and occupational/physical therapy to our students, who require this assistance. They are in full support of our charter application, and we expect to extend this partnership to CAFC, if the charter is approved. Consistent with current practice, a licensed OT, PT, and Speech/Language Pathologist will come to our school and give direct service to those students who need this support, as described in their IEP. We also expect to utilize our existing relationship with *Hazzard Associates* or reach out to other local agencies if needed to conduct psycho-educational evaluations for students who require such assessments. We will expect that outside vendors familiarize themselves with our Rtl process and, as applicable and within their legal ability, attend applicable meetings as ad hoc members of our Student Study Team. As with any intervention we employ, we will monitor the impact of interventions administered by external vendors during our regular Rtl meetings. Our expectation will be that students receiving their services will make progress along identified priority areas. If this progress is not observed, we will consider whether a different intervention should be leverage and will consider whether contracting with a different vendor might be necessary.

CAFC will comply with all applicable state and federal statutes and regulations related to providing services to students with disabilities. As stated, we will employ a Special Education Director, who will assume responsibility for state and reporting requirements. We also expect to enlist the assistance of Alexandra Curlin, a local attorney specializing in Special Education law.

Curlin will review our Special Education files annually and 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 students with special learning needs. We will also retain Curlin's services throughout the school year to guide our team through any legal issues associated with our service for students with special needs.

Staffing and Development

CAFC 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 students, especially those with special needs or who are far below grade level.

In grades 6-8, we will equip each classroom (25-28 students) with a highly-qualified teacher as well as a Literacy and Math Specialist. These specialists will float between the classrooms supporting students who may need extra assistance. At the high school level, we will ensure that class size remains between 25 and 28 students and that our highly-qualified core teachers have the support of a high school success specialist per grade-level. With, at most, a 1:18 teacher/student ratio, we believe our students will receive appropriate levels of individualized and differentiated instruction and, in turn, grow academically. Our staffing arrangement also enables us to more effectively support and include in the regular classroom any Tier 3 student, including those with an IEP or ILP, and/or a diagnosed special learning need.

In short, whole group lessons can be challenging in a regular classroom for a student with special learning needs or for whom English is a new language. We expect our specialists at each grade to float between classrooms, providing individual guidance to a small group of tier II and III students. Along these lines, we also expect that our most academically-advanced students, reading a grade or two above grade level, will have the guidance and individualization to grow and excel a year or more academically, even though they may already be reading or problem solving at a year or two beyond standard or grade-level. On whole, we expect all students to achieve typical reading and math growth.

While our expectations are high, we also recognize that students will come to our school at every grade level and some may lack the requisite skills to succeed at that grade. In each case, we will employ Literacy Specialists to provide intensive literacy support for individuals and small groups of students. Our specialists will provide intensive interventions focused on improving the reading and writing abilities of these students at an accelerated rate. We will employ proven remediation programs, such as Read 180, to increase phonemic and phonological awareness of struggling readers. These Specialists will also work in small groups with our most advanced literacy scholars. They will provide venues for our high achieving scholars 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 both our most advanced readers and those who may struggle with phonics, vocabulary, comprehension and, most commonly, all three elements of reading.

Our professional development at CAFC will be based heavily upon our instructional rubric and research-based instructional strategies. As described earlier, we will utilize the RISE Instructional Rubric. This tool identifies exemplary teachers as those who execute lessons that provide opportunities for students who progress at different learning rates (See Attachment 3). Our professional development will explicitly model and guide teachers in ways that anticipate the differing rates of mastery as well as the challenges students with special needs and English Language Learners commonly confront in the learning process.

III. Organizational Viability and Effectiveness

A. Enrollment/Demand

We are projecting that our enrollment will vary slightly by grade levels. Although Capitol will enroll new students at every grade where we have openings, we plan to actively recruit students to join us at the sixth and ninth grade – two points at which students traditionally commit to a new school. While we never want to restrict a student and family to a school they might feel is a poor fit for them, we have focus tightly on specific goals for retaining students year to year, based on our belief that students are best served and academic habits most effectively nurtured when we're able to serve students and their families for multiple years.

The table below outlines what we project our enrollment to look like. We feel confident that these projections represent a size that will allow for reasonable class sizes, a strong community culture, and a financially viable school. We also believe these projections to be achievable. We expect to actively recruit students from *Fall Creek Academy*, as its current charter will expire in June 2015. As such, our enrollment projections are based, in part, on the current enrollment, grades 6-12 at FCA. Based, in part, on the success FCA has had enrolling new families (over 200 in '13-'14) despite its difficult history, we believe there to be ample demand for a high-quality, small-school environment without the enrollment restrictions of many of the magnet schools in our area. Even more, we anticipate that, as we move into a new building, develop champions of our work, and construct a track record of success, the demand for the educational services of Capitol Academy will only increase.

	Total Enrollment	Students per grade	Middle (6-8)	High (9-12)
2015-16	275	39	140	135
2016-17	315	45	165	150
2017-18	350	50	180	170
2018-19	400	57	205	195
2019-20	440	63	225	215

In order to ensure that we meet our enrollment targets, we plan to employ a number of strategies led by a staff enrollment team comprised of a number of teachers and administrators. First, we will continue to build strong relationships with community organizations and neighborhood associations across Indianapolis. As described in the community partnership section of this prospectus, we see these relationships as critical to building awareness of and champions for our mission. Additionally, throughout next school year (2014-2015), we will communicate with current FCA families and students, ensuring that we might better understand the rationale behind starting *Capitol Academy* and, in turn, help us build excitement around the opening of a new school. We will then train and mobilize a parent recruitment team and a student recruitment team to build an even larger support base. In collaboration with our staff enrollment team, these parent and student teams will attend community events/fairs, speak at church communities, and canvas targeted neighborhoods across Indianapolis.

Lastly, students and families will have until Apr. 1, 2015 to submit their student application to *Capitol Academy*. Unless demand exceeds available space, the submission of an application will secure a student's seat at *Capitol*. If demand at this point exceeds the number of available spots, we will conduct a lottery Apr. 14 to determine which students will have a secured spot. Students applying after the April deadline will be enrolled on a first come, first serve basis until capacity is reached. A waiting list will be kept at each grade level where demand exceeds capacity and students will be informed as space becomes available. After the first year of operation, returning students and their siblings will receive priority enrollment.

One Important Note: Our current plan is to open *Capitol Academy* within the building currently occupied by *Fall Creek Academy*. Although we continue to look for alternative sites, including potentially asking IPS if we might locate in one of their underutilized buildings, the FCA building at 2540 N. Capitol remains the best available location, given its proximity to Ivy Tech and the families most in need of a quality educational option.

Obviously, starting a new school within the building currently occupied by FCA will offer some challenges in presenting Capitol Academy to students and families as a new school. Thankfully, we have developed considerable expertise in effectively marketing new schools through our experience with *Vision Academy*, a new school opening August 2014. We are confident in our capacity to differentiate Capitol from FCA along a variety of measures that are important to students and families who show interest in our new school. We also expect to work closely with *Well Done*, a local marketing and public relations firm with whom we have worked extensively, to help us communicate the school's new image throughout the Indianapolis community.

B. Governance and Management

Nearly eight years ago, a group of community and civic leaders came together to start a new school in the Meadows community. They became the Board of the *Challenge Foundation Academy* (CFA) and have proven to be an exceptionally strong and stable source of local support for CFA. Under the close oversight of this Board, CFA has steadily improved both its academic performance and financial stability. Today, CFA is an A-rated school and meets or exceeds standard in nearly every measure of the Mayor's Accountability Framework, evidence of its strong standing among charter schools across Indianapolis.

In January 2012, the CFA Board, satisfied with CFA's steady academic progress and financial stability, identified two important growth priorities, outside of its responsibilities to oversee the continued development of CFA.

1. Developing of a second charter school elsewhere in the city, replicating the successful strategies and systems of CFA.
2. Assuming responsibility for the academic development and improvement of two existing charter schools – *Fall Creek Academy* and *Fountain Square Academy*.

The goals reflected the Board's interest in serving more children and their belief that the time was ripe to expand the school's reach. The Board named Kelly Herron, a long-standing administrator at

the school, as the school's next principal and charged Charlie Schlegel, who served as CFA's Principal since July 2008, with the responsibility of pursuing these two important priorities in the organization's development.

In regards to the first priority, the Board, upon Schlegel's recommendation, chose Ian Yearwood, a teacher/leader at CFA, to be the school's first principal. And, after an extensive review process, the Mayor and City Council approved the charter for *Vision Academy* in January 2013. The school will open in a new building, serving students pre-K through sixth grade, Sept. 4, 2014.

In pursuit of the second priority, Schlegel began in the spring of 2012 advising the leadership of *Fall Creek Academy* (FCA) and *Fountain Square Academy* (FSA). At that time, two of CFA's Board members, Dr. Rose Mays and Gene Zink, agreed to serve on the Board overseeing FCA and FSA to help oversee the schools' partnership. In July 2012, CFA's involvement changed significantly, when GEO, the schools' management company, withdrew its support and responsibility for the schools' business operations. At that point, Schlegel and a colleague, Kyle Rouse, elected to assume full responsibility for both schools and for supervising each principal.

In order to build a sufficient support for CFA, FCA, FSA and, in time, Vision Academy and take advantage of business efficiencies in managing multiple, Schlegel and Rouse decided to organize the schools into a network, which they call, today, the *Community Charter Network* (CCN). Beginning in the fall 2012, CCN has added a Chief Academic Officer, Chandre Sanchez, and a Chief Operations Officer, Lauren Rush, to the team and formally established itself as a 501(c)(3). Please see Appendix 2 for a copy of our By-Laws, Articles of Incorporation, and proof of 501c3 status.

In the meantime, CCN has also taken several important steps to improve the academic performance and financial stability of the schools, including replacing each school's leader. In July 2013, the team also oversaw the relocation of *Fountain Square Academy* to a new building, two miles south of its previous location. The move enabled the school to occupy a space more conducive to its educational goals and to develop further an emerging partnership with the *University of Indianapolis*, a block east of the school's new location. The Board also chose to rename the school, *University Heights Preparatory Academy* (UHP), to reflect its new location.

Today, the *Community Charter Network* oversees the growth, development and overall performance of the *Challenge Foundation Academy*, *Fall Creek Academy* and *University Heights Preparatory Academy*, serving almost 1200 students, K-12. In August, the organization will open *Vision Academy*, which aims to serve up to 300 students in its first year. Based on current enrollment projections, CCN expects to offer by 2019 over 2100 students and families (pre-k through 12th grade) across Indianapolis with a top-notch, college preparatory education.

Finally, in keeping the preferred governance arrangement of the Mayor's office, the CFA Board, overseeing CFA and Vision, and the *Community Charter Network* have agreed to delay plans to merge Boards until their schools share the same authorizer. If the Mayor approves our charter application for *Capitol Academy*, we will submit in Sept. 2014 an application for a second 6-12 charter to serve students on the near south side through our facility near the *University of Indianapolis*. If both applications are successful, then all four schools within CCN will be chartered

through Mayor's office. At which point, we will merge the two Boards and, subsequently, oversee the performance of all four schools through a single School Board.

In order to provide effective oversight and appropriate levels of attention to all four schools, CCN anticipates recruiting new Board members familiar with the needs, the stakeholders, and supports within our community. The Board will also organize an Advisory Board at *each* school, composed of at least two parents of current students, neighborhood residents, local civic leaders and a sitting Board Member. We expect the Advisory Boards to be an important vehicle through which each school maintains close connection and is highly responsive to the communities it serves.

Please see Attachments 9 and 10 to view organizational charts, which help explain the current governance structure of the *Community Charter Network* and the structure we expect to adopt in July 2014, provided all schools share the same authorizer.

Board Members

Below is an overview of members of our current Board of Directors. See Appendix 3 for a more detailed resume/biography of each board members and a fuller description of the knowledge, skills, and experiences that each of them bring to the CCN team.

Rollin Dick, Board Chair & Secretary: Consultant with MH Equity Investors, a private equity investing group

Michael Smith, Treasurer: Founding member and advisor to Cardinal Equity Partners, a mid-market private equity investment fund

Rose Mays: Professor Emeritus, Indiana University School of Nursing

Gene Zink: Chairman and CEO of Strategic Capital Partners, LLC, a privately-held real estate investment management firm

Jim Parker: President & CEO of IU Health Plans

Board Responsibilities

Consistent with the current practices within both the CFA/Vision Board and FCA/UHP Board, the CCN Board will be responsible for the sound fiscal management of *Capitol Academy*. This includes 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 CCN Board will also oversee all policies and amend or adopt new policies, as necessary and approved through appropriate Board action. The Board will review all school policies on an annual basis and assure they are consistent with the guidelines of Federal and State law and the principles of effective, efficient, and safe management. Copies of current Board policies are available on request.

The CCN Board will maintain standing committees that will have prescribed duties and responsibilities as outlined in the bylaws. The standing committees will consist of, but not be limited to, an executive committee, a finance committee, a human resources committee, and a

development committee. The Board intends to follow its current by-laws, governing its processes for determining membership, and, of course, follow the Indiana Statute requirements regarding public records and public meeting laws. The Board will amend these by-laws as necessary, given new responsibilities associated with the oversight of multiple schools.

The Board will commit to scheduling and attending an annual board retreat, at which point they will prioritize evaluating board member responsibilities and effectiveness, along with spending time in development along priority areas as identified by the board chair and the CEO. Additionally, new board members will engage in an onboarding training lead by a former board chair.

The Board will supervise CCN's Superintendent, who will act as a non-voting member of this Board. This person will assume responsibility for the overall quality, finances, and development of *Capitol* and other schools within the *Community Charter Network*. With the Board's oversight, the CEO will also assume responsibility for hiring and supervising the principals of all four schools and report at least on an annual basis to the Board on his/her evaluations of each school's leader.

As mentioned above, Capitol Academy will also convene meetings at least five times a year of a School/Community Advisory Board, composed of at least five local leaders, including two parents of current students, a neighborhood resident, a local civic or business leader and a current Board Member. Capitol's Advisory Board will guide and advise the school as to the quality of its service and effective communication with the community it serves. Also, the CCN Board Member on Capitol's Advisory Board will assume responsibility for reporting regularly to the governing Board, communicating issues, concerns, and achievements of that school.

Network and School Leader Responsibilities

The Superintendent oversees the work of a Network Support Team responsible for providing operational, academic and leadership support for *Capitol Academy* (as well as CCN's other schools). Currently, the Network Support Team (NST) includes: a Chief Academic Officer (CAO), Chief Operations Officer (COO), Facilities and Finance Director and Superintendent. *Capitol Academy's* Principal as well as other schools' principals also serve on the Network Support Team; their participation is critical to our efforts to ensure constant communication and consistent attention to the support needs and demands of each school. Finally, the NST serves to support *Capitol* and help its principal and teachers appropriately adapt and implement the YES Prep model, where applicable, and generally ensure *Capitol* achieves ambitious academic and organizational goals. Over time, the NST may choose to grow in size and capacity to support more schools; yet, it will do so with close Board oversight and in ways consistent with CCN's commitment to academic results.

The NST consists of the following individuals, assuming specific responsibility, oversight and responsibility of the proposed school.

- **Charlie Schlegel, Superintendent/CEO**, assumes responsibility for the overall growth, development and management of the CAFC Network and the supervision of our Network Support Team, including each school's principal. He has served as both a middle school principal within a traditional district school and as CFA's principal from 2008-2012.

- **Chandre Sanchez, Chief Academic Officer**, is responsible for the academic performance of network schools and the support of school principals through professional development and coordinated implementation of best practices that ensure strong performance. Sanchez has served as both a high school English teacher and Instructional Leader. She most recently served as the Director of Marian University's Academy for Teaching and Learning Leadership.
- **Lauren Rush, Chief Operations Officer**, looks after all operational aspects of network schools, including the human resources, finance, technology, school operations, compliance and accountability reports and other areas which might be performed efficiently through a network. Rush most recently served as the Managing Director of Teacher Leadership Development for *Teach For America*. She was also a member of the team that started TFA-Indianapolis and, prior to that, served as a Math Teacher in rural Arkansas.
- **Kyle Rouse, Facilities and Finance Director**, works under Rush's supervision and is responsible for financial and facility management and supports each school's Business Manager, who provide day-to-day management of each school's accounting systems.
- **Agnes Aleobua, Principal**, will assume responsibility for the culture, systems, instruction and academic achievement at *Capitol Academy*. She previously served as the principal of *Howe Community School*, grades 7-9, and, prior to that, as the Founding Principal of *University YES Academy* in Detroit. She has also served as a teacher and instructional leader in Miami and Cleveland.

In selecting Aleobua to assume the principalship at *Capitol*, the Network Support Team used a number of essential criteria, critical to the demands of a charter school serving a high-needs community. They include, but are not limited to:

1. Mission-Driven
2. Character
3. Ability to communicate
4. Ability to work in a team environment
5. Educational background
6. Specialized training
7. Attitude, Energy and Enthusiasm
8. Knowledge of curriculum and overall objectives of the charter school
9. Referrals/recommendations
10. Experience
11. Evaluations
12. Community participation
13. Certification

Capitol Academy's Administrative Team:

As mentioned elsewhere, the Network Support Team and the Board decided, based on our expertise and the need for strong, non-selective middle and high schools in Indianapolis, to focus specifically on serving students, grades 6-12, with a small-school environment. Within this structure, Capitol's principal will lead a small administrative team, including:

- **Director of Instruction:** *This person will coordinate the school's support and development of its teachers and help teachers use a variety of different formative and summative assessment tools to measure student achievement. He/she will also manage content experts in each subject area, who, in turn, will ensure the overall alignment, rigor and continuity of our Humanities, Science, Math and Writing curricula and overall standards of achievement.*
- **Director of School Culture:** *This person will work closely with the principal to ensure the campus is a safe, supportive environment for every learner. He/she will track the school's performance in terms of attendance rate, disciplinary actions and family involvement and intervene when student conduct or disputes disrupt the learning environment.*
- **Director of Alumni and Student Services:** *He/she will oversee the academic performance and college planning process of each Capitol student. He/she is also responsible for students' academic growth and engagement within the school's growing early college program, in which many CAFC students take Ivy Tech classes for dual credit.*

Within this model, the principal and Director of Instruction will work closely in leading Capitol's professional development. Along with each Department Head or Content Specialist, this team will also regularly observe and evaluate instruction and, generally, ensure high quality instruction and engagement across the high school curriculum. Given variation among student needs (socially and academically) from grades six through twelve, we also plan to identify cultural leaders within the Middle and High school, who will be responsible for maintaining a safe, responsive learning environment in both sections of the school, which will be managed differently based on the needs of the students.

Please see Attachment 11 for Capitol's organization chart, outlining the school's staff structure and various positions.

Criteria for School Leader Assessment

CCN's Network Support Team is in the process of developing its own leadership rubric, adapted from the *RISE Principal Effectiveness Rubric*, to assess the performance of Capitol's principals. The Network Support Team overseeing each network school will use this rubric to evaluate Capitol's principal and report annually to the Network Board. Please see Attachment 12 for domains and competencies captured in our School Leadership Rubric. You can also view the rubric in its entirety at www.riseindiana.org. In short, 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

In order to reflect the additional responsibilities of a school leader with CCN, our team supplements the RISE Principal Effectiveness Rubric with leader goals for Budget and Resource Management as well as Community Partnership. With the support of the NST, we require *Capitol's* principal manage resource allocation and ensure accurate financial records as well as to build partnerships with local community organizations aligned with the school's mission. Still, in order to assure appropriate levels of Board oversight, CCN's 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, detailing matters of interest or concern involving all school operations on a monthly basis.

Succession Plan

In the event that the principal is not meeting expectations for successfully leading the school, the Superintendent, CAO and COO and the Principal will work closely together in creating an improvement plan aligned with the school's mission. This plan will include specific objectives with a timeline for successful completion. This timeline will use the framework and criteria detailed in the RISE Principal Effectiveness Rubric. In close consultation with the Network Support Team, the Superintendent will monitor closely the principal's improvement and report monthly to CCN Board. He/she will consult with and seek the input of the school's School/Community Advisory Board, as necessary and in confidence. If the Superintendent, in consultation with the CCN Board, does not see significant and timely progress significant, the principal will be dismissed, and the NST will begin an immediate search for a new school leader.

C. Community Partnerships

In order to develop an effective school and true community asset, we believe it critical that we build powerful partnerships that bring value to our students and families and support overall community development. Through our experience at CFA, we have found that these partnerships generally thrive when we work with organizations with a similar mission or interest and a specific team member assumes responsibility for managing that relationship. For instance, we share an interest in the surrounding community and the general welfare of the families we serve with Our Savior Lutheran Church, located just west of our opening location. The *Starfish Initiative* and its CEO, Robert Kizer, and Capitol Academy share a commitment to lining up the mentorship and extra support often required to successfully guide first-generation college graduates to and through college. We see either organization as an essential partner within our broader efforts to be of great value to our families and the communities in which they reside.

Another critical, student-centered partnership that we've spent significant time cultivating is with Ivy Tech Community College. We see this partnership as critical to our college-focused culture and our ability to build out a successful Early College high school program (along with providing dual credit opportunities). To build this partnership, we've met with Jeff Terp, Sr. Vice President for Engagement and Institutional Efficiency, as well as built relationships with a number of faculty

members in various departments. These are relationships that will carry over from the existing *Fall Creek Academy* and strengthen/solidify as we establish more a more defined partnership in our pursuit of Early College.

We also begun building relationship with neighborhood organizations in our community in an effort to build awareness of our work, cultivate champions, and become an integrated part of our community. To date, we’ve attended meeting and community events sponsored by the *Mapleton-Fall Creek CDC* and the *Highland Vicinity Neighborhood Association*. We intend to continue fostering these relationships through attending regular meetings and inviting members of these organizations to events that we hold. Additionally, we intend to build relationships with other similar organizations, including the *Near North Community Development Corporation*.

With the acknowledgement that strong leadership is critical to the success of our schools, we’ve established a partnership with both *Teach For America* and the *Indianapolis Teaching Fellows*. Both of these organizations will provide our school with a pool of talented instructional leaders. In addition to being leaders with a proven track record of success in their prior endeavors, these teachers will receive additional coaching and development from their respective programs and through Marian University. Additionally, two of our building level leaders, Annette de la Llana and Agnes Aleobua, are members of the *Teach For America Principal Fellowship*. As participants in this program, they receive additional mentorship and participate in the rigorous, esteemed Summer Principals Academy at Columbia University.

The table below provides additional detail regarding the partnerships that we’ve already worked to establish. Letters of support from many of these organizations can be found in Attachment 13. At Capitol, we want to ensure that our partners reflect diverse perspectives, experiences, and cultures. We want to build a community of supporters and partners who truly understand our mission, advocate for our students, and share our vision of success for all scholars.

Name of Organization	Representative from Organization	Address, phone number and email address	Nature of the partnership with the school	Letter of Support?
Ivy Tech Community College	Jeff A. Terp Sr. Vice President for Engagement and Institutional Efficiency	50 West Fall Creek Parkway North Dr 46208 317-921-4860 jterp@ivytech.edu	Partner with our High School team to develop and coordinate a plan for dual credit courses and creating a pathway to Early College certification. Lease space for our opening facilities. Plan to help enhance our credit for new construction loan.	Yes
CELL (Center of Excellence in Leadership of Education)	Janet Boyle	Esch Hall 212 1400 E. Hanna Ave. Indianapolis , IN 46227 317-788-3777 cell@uindy.edu	Partner to develop a pathway to Early College certification.	Yes

Teach For America	Andrew Seibert Managing Director, Community Partnerships	1630 N. Meridian St., Ste 450 317-632-4218 Andrew.seibert@teachforamerica.org	Each year, we hire a number of TFA corps members for our teaching staff, work jointly with TFA staff to support and develop these teachers. Also, we partner with TFA to interview and hire principal fellows as administrators.	
Indianapolis Teaching Fellows	Ian Scott Partner	120 E. Walnut St., Ste B-09 440-570-3981. ian.scott@tntp.org	Each year, we interview and hire a number of teaching fellows for our instructional staff, work collaboratively with ITF to ensure the strong development of these teachers.	
Mapleton Fall Creek Development Corp	Leigh Evans Executive Director	130 E 30 th St 46205 317-923-5514 Leigh@mfcfdc.org	Share interest in the safety and prosperity of our neighborhood community. Attend meets and participate in annual celebration. Advise on education issues.	Yes
Girls Inc.	Patricia A. Wachtel President &CEO	3935 N Meridian St 46208 317 283-0086 pwachtel@girlsincindy.org	They provide programming for our young ladies , they've rented our facility in the summer for a day camp for the last 3 years.	
Our Savior Lutheran Church	Jim Boyd	261 West 25 th Street 46208 317 923-5514 James.boyd1948@gmail.com	Shared interest in the safety and prosperity of our neighborhood community. Interest in financially supporting students and families in our school and collaborating to provide after-school support programs. Our team will participate in their annual community fair.	
Starfish Initiative	Robert L Kizer President and CEO	814 Delaware St 46204 317 955-7912 Bob2starfishinitiative.org	Provide college-focused mentorship for at-risk youth. Partner to identify students who may qualify to receive mentorship.	Yes
YMCA	Eric Ellsworth President & CEO	615 N Alabama St 46204 317-266-9622 eellsworth@indymca.org	Run an after school program that many of our students engage in.	

Immanuel Presbyterian Church	Pastor Kevin Bausman	3620 E 38 th St 46218 317 546- kgbausman@gmail.com	Their community welcomes our team to various community and family events. Through this, we build awareness of our mission and recruit students/families to our school. Community is on our East bus route.	
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D. Budget and Financial Matters

This section outlines our financial plans and expectations over the next six years – the current fiscal year through June 30, 2020. With the guidance of *Bookkeeping Plus*, a well-regarded accounting firm with whom we have a longstanding relationship through our work at CFA, we have planned conservatively, anticipating existing levels of per pupil funding through 2020. 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 Five-Year Budget please see Appendix 4.

Estimated Revenues and Expenses

The table below outlines our expected revenues and expenses through the 2019-20 academic year.

	Year 1	Year 2	Year 3	Year 4	Year 5
	2015-16	2016-17	2017-18	2018-19	2019-20
Projected Income	2,537,415	2,884,203	3,185,768	3,638,004	3,999,792
Projected Expenses	2,479,569	2,722,588	3,026,224	3,440,448	3,821,731
Net Income	57,846	161,616	159,544	197,555	178,061
Ending Balance	57,846	282,422	441,966	639,522	817,582

Budget Assumptions

Revenue projections for all 6 years of the above budget assumes CAFC will receive \$7,726.64 per student in basic aid, an amount equal to what *Fall Creek Academy* currently receives per pupil. Our budget anticipates no increase in per student funding through June 2020. In large part, the projections represented in our budget are based on current and previous years’ revenues and expenses in this location. In computing total projected revenues for Capitol from 2015 through 2020, we have also assumed:

- Title One and Title Two revenue - \$203,000 and \$21,500 – consistent with per student allotments at other schools.

- Each year's revenue also assumes relatively small amounts of revenue from textbook fees, textbook reimbursement and *e-rate*. All are consistent with current revenue streams at our other schools.
- Capitol's budget assumes no fundraising or development revenue; however, we do expect to pursue aggressively private grants and donations for special programs aligned with school goals.

In constructing both the Year One (2015-2016) Budget, we have made the following expenses assumptions. We made the same assumptions in constructing our Five-Year Budget Plan.

Salary Assumptions: *Capitol* projects \$1,100,000 in total salary expenditures. This figure includes taxes and benefits, calculated as an additional 25.5% of each staff members' salary.

- Administrative salaries are projected to cost \$244,663. The primary administrators include a Principal and two other administrators. The average salary of these lead administrators is \$69,375.
- Support administration includes a business manager and receptionist. The average salary of these support administrators is \$32,000.
- The remaining salary expenses, equaling \$861,947, pertain to our instructional team at the elementary, middle, and high school level. We anticipate a teaching staff of 32 certified educators, earning, on average \$39,281 a year.
- We also expect to employ 4 full-time, certified instructional aids, earning, on average, \$30,285 a year with full benefits.
- Finally, we also expect to employ a Guidance Counselor as well as a Discipline Dean, with average salaries of \$50,500.

On whole, salary figures reflect the current pay of staff members at the *Fall Creek Academy* as well as the profile of candidate that we'd like to hire for supervisory roles. Salary increases for any current or future employees will require growth in revenue or reallocation of expenses.

Benefits: Benefits and payroll taxes are conservatively estimated to be 25.5% of total salaries. This is consistent with our budgets and benefit projections at *Challenge Foundation Academy* and at the current *Fall Creek Academy*. Benefits, in total, account for \$536,420 of our 2014-15 expenditures.

Books and Supplies: If successful in our application for a new charter, *Capitol* will assume ownership of the textbooks and classroom supplies that FCA currently uses. Nonetheless, we are also working to update those textbooks and learning supplies to be better aligned with our curriculum plans. In fact, we anticipate spending \$120,733 (\$213 per student) on books and supplies in Year One, while actively pursuing grants to pay for further materials. We also expect to actively fundraise and seek grants for class trips, including overnights trips to nearby cities and historical locations. We also expect to set aside \$74 per student for athletics, clubs, and other after-school activities, like *Robotics*, which know support student growth.

Capitol Academy intends to contract with the Charter School Management Company to provide both accounting and SIS support. Through CSMC, we intend to use Powerschool, which CSMC helps support. Yet, we have also set aside \$41,000 for additional software purchases or relicensing

requirements. Finally, we anticipate spending \$50,000 in total for building utilities and an additional \$53,500 (\$4,441 per month) for cleaning services and janitorial supplies. All figures are based, primarily, on FCA's current expenses and years of service to students within the current facility.

Services: *Capitol Academy* expects to allocate considerable funds in professional services for instructional expenses, general administrative expenses, facility expenses and technology expenses. These reflect expenditures to independent vendors and other entities that support Capitol. Within the professional services line under each of these categories, we have combined expenses to fit the format of the Mayor's charter school application. Some may require further explanation.

- For instance, within professional services in the instructional expenses category, the Special Education expenses in the budget reflect both the cost of speech and OT/PT services provided to us through *Easter Seals* as well as the cost of SPED evaluations, which *Hazzard Associates* conducts for us for a fee. (The extent to which *Capitol* expects to use these vendors to provide services to support students with special needs is detailed in the Special Student Populations section.)
- Within the General Administrative Category, the Professional Services line includes \$48,000 for accounting services, provided to us through *Charter School Management Company* (CSMC). We also include within this category the funds we anticipate allocating to CCN, the team that supports and supervises the school's academic and operational development. Finally, also included in there are legal, payroll bank fees – all of which are based on our experience operating other schools.
- Within Facility and Technology Expenses, the Professional Services line includes security, building and grounds maintenance and cleaning services. Again, all of these figures are based on FCA's current allocations and, in order to be conservative, do not anticipate revenues from grants such as the Secured School Safety Grant, which we intend to apply for later this month. Technology expenses include the cost of computer hardware with additional students as well as the expenses of servicing our computer infrastructure, which are, based on current per-student expense rates.

Building Expense: We have allocated approximately \$177,000, which is 4% of our total budget in Year 1. We do anticipate our rent allocation to increase. Our Five-Year Projections anticipates a 15% increase in rent expense in '16-'17, which will amount to 9% of our total budget. Although we include no formal letter of commitment in our application, we have received very positive support from the *Ivy Tech Foundation*, which has expressed a willingness to help us secure financing for a new building through credit enhancement. Finally, if our building plans are delayed or fall through, we anticipate exploring a range of alternatives, including possibly seeking a partnership with an existing IPS school that is far below capacity or making significant improvements to our current site.

E. Facility

We expect that *Capitol Academy* will begin in the building currently occupied by *Fall Creek Academy* at 2540 N. Capitol Avenue. We expect to continue leasing this building from *Ivy Tech Community College*, the owner of the building. See Attachment 16 for a layout of the building, which is within the Indianapolis Public School district boundary.

By June 2016, we plan to move to a new building, just two blocks from our current location. We have the parcel under contract and have received a promise of support from the *Ivy Tech Foundation* to help us plan and finance a new school building. Within a new building, we expect to construct a space suitable to address the needs of student, grades 6 – 12. Given its proximity to our current spot, we also will have the opportunity to continue serving our target neighborhood and further strengthen our relationship with *Ivy Tech Community College* in ways that support our students, families and academic achievement.

Once relocated into a new building, *Ivy Tech*, who purchased FCA's current building from the GEO Foundation in July 2012, has expressed preliminary plans to transform the existing building into a community and early learning center, serving young children and their families. Our team at CCN is especially excited about the potential this plan has to further develop the neighborhood and focus on the needs of students and families – much as happened with our help within the Avondale Meadows neighborhood on the near east side.

F. Transportation

Capitol Academy intends to provide a variety of transportation options to meet the needs of our students and families, including those currently enrolled at *Fall Creek Academy*, which draws from neighborhoods across our city. Our current location along a major thoroughfare, Capitol Street, helps ensure *Capitol* is accessible to carpoolers, public transportation users and walkers from the areas around the school, particularly just north. *Capitol's* proximity to *Ivy Tech Community College* allows us to also accommodate college students or professors with children.

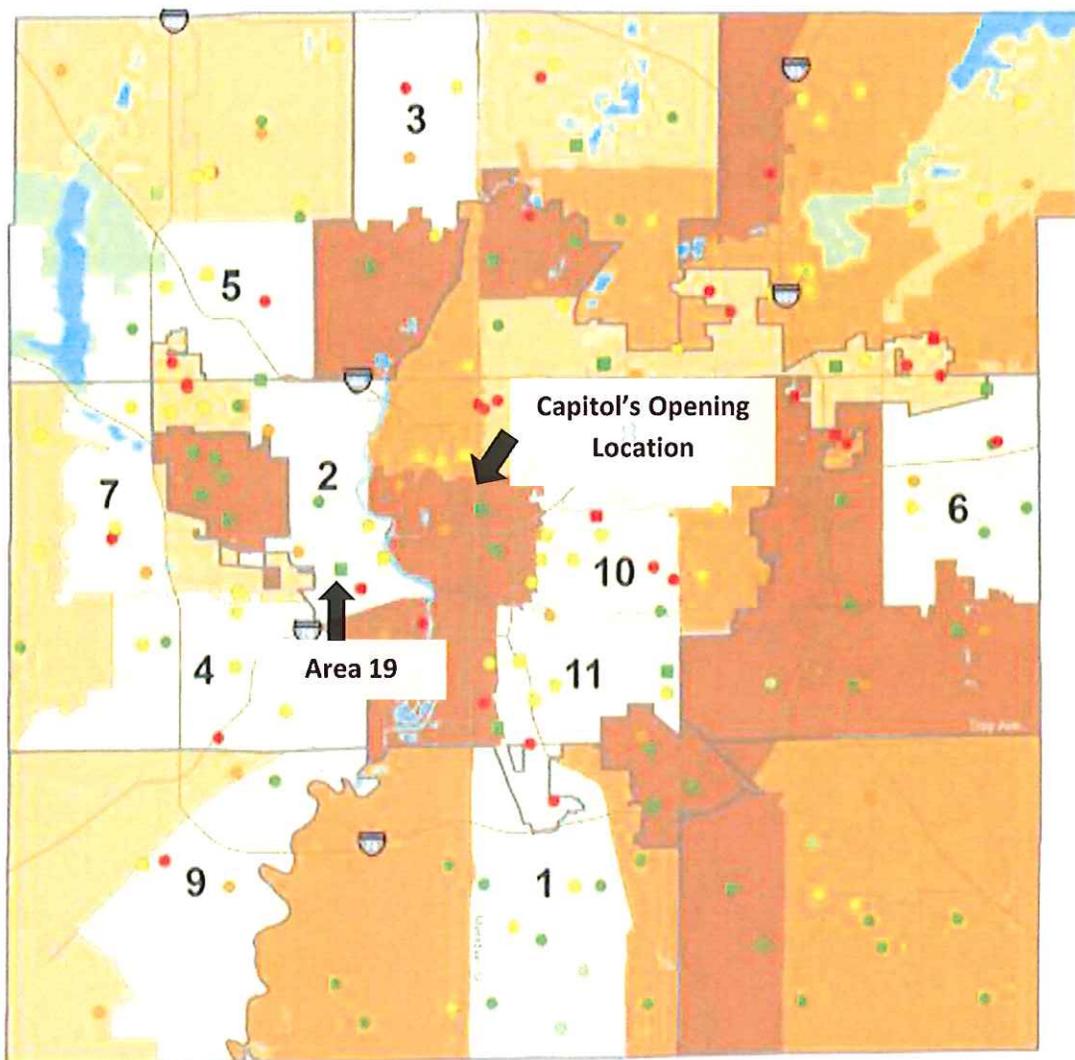
Given our location on a major thoroughfare, we will have also developed strong safety and logistical systems to accommodate the large number of walkers crossing nearby streets and carpoolers entering and exiting our parking area. Obviously, the safety of our families is most critical to us. As such, we expect to employ safety guards (including parent volunteers and staff members) during arrival and dismissal to monitor the safety of these students.

In order to meet the transportation needs of current and future students outside of our immediate neighborhood, we plan to contract with a bus company to run two bus routes, one transporting students to the east of our location, the other to the west of our location. See Attachment 17 for a draft schedule for our bus routes. Students in grades K – 8 will be invited to utilize this service. If we find that demand exceeds the capacity of these buses, we will pursue adding an additional bus route.

Finally, high school students will be provided with *IndyGo* bus passes and be expected to use public transportation to and from school. As we have gotten to know students and families currently in attendance at FCA, we learned to appreciate more the great benefit our school offers families, who wish to have their children at nearly all ages in one school, where older siblings often look after the younger ones just before or after school. A side benefit of our grade span is the fact that it often alleviates the transportation burden; parents with multiple children often need to make just one stop. Please see the *Needs Section* of this application for a description of some of the other benefits of this grade-level configuration.

Appendix 1 - Attachments

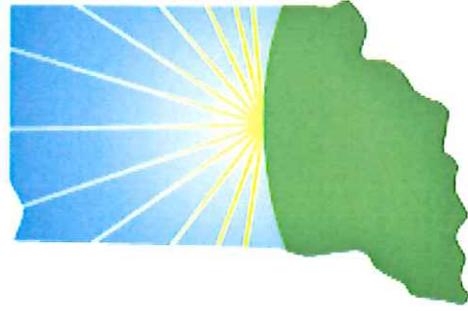
Attachment 1: IFF Priority Area 2 in Relation to CAFC Opening Location



Attachment 2: NWEA Goals Sheet

WINTER READING					SPRING READING				
206	6	5	0.8		214	14	6.6	2.8	
Mid-Year RIT Score	Overall I Fall to Winter RIT Growth	Mid-Year Grade Level Equivalent	Mid-Year Growth Achieved (yrs)	Progress to Date	Ending RIT Score	Overall I Fall to Spring RIT Growth	End of Year Grade Level Equivalent	End of Year Growth Achieved (yrs)	Overall I 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 3: RISE Instructional Rubric



RISE

Evaluation and
Development System

Indiana Department of Education

Capitol Academy at Fall Creek Teacher Effectiveness Rubric 2.0

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



DOMAIN 1: PURPOSEFUL PLANNING

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

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1 Utilize Assessment Data to Plan	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Incorporates differentiated instructional strategies in planning to reach every student at his/her level of understanding 	<p>Teacher uses prior assessment data to formulate:</p> <ul style="list-style-type: none"> - Achievement goals, unit plans, AND lesson plans 	<p>Teacher uses prior assessment data to formulate:</p> <ul style="list-style-type: none"> - Achievement goals, unit plans, OR lesson plans, but not all of the above 	<p>Teacher rarely or never uses prior assessment data when planning.</p>
1.2 Set Ambitious and Measurable Achievement Goals	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Plans an ambitious annual student achievement goal 	<p>Teacher develops an annual student achievement goal that is:</p> <ul style="list-style-type: none"> - Measurable; - Aligned to content standards; AND - Includes benchmarks to help monitor learning and inform interventions throughout the year 	<p>Teacher develops an annual student achievement goal that is:</p> <ul style="list-style-type: none"> - Measurable <p>The goal may <i>not</i>:</p> <ul style="list-style-type: none"> - Align to content standards; OR - Include benchmarks to help monitor learning and inform interventions throughout the year 	<p>Teacher rarely or never develops achievement goals for the class OR goals are developed, but are extremely general and not helpful for planning purposes</p>
1.3 Develop Standards-Based Unit Plans and Assessments	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Creates well-designed unit assessments that align with an end of year summative assessment (either state, district, or teacher created) - Anticipates student reaction to content; allocation of time per unit is flexible and/or reflects level of difficulty of each unit 	<p>Based on achievement goals, teacher plans units by:</p> <ul style="list-style-type: none"> - Identifying content standards that students will master in each unit - Creating assessments before each unit begins for backwards planning - Allocating an instructionally appropriate amount of time for each unit 	<p>Based on achievement goals, teacher plans units by:</p> <ul style="list-style-type: none"> - Identifying content standards that students will master in each unit <p>Teacher may <i>not</i>:</p> <ul style="list-style-type: none"> - Create assessments before each unit begins for backwards planning - Allocate an instructionally appropriate amount of time for each unit 	<p>Teacher rarely or never plans units by identifying content standards that students will master in each unit OR there is little to no evidence that teacher plans units at all.</p>

<p>1.4</p>	<p>Create Objective-Driven Lesson Plans and Assessments</p>	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Plans for a variety of differentiated instructional strategies, anticipating where these will be needed to enhance instruction - Incorporates a variety of informal assessments/checks for understanding as well as summative assessments where necessary and uses all assessments to directly inform instruction 	<p>Based on unit plan, teacher plans daily lessons by:</p> <ul style="list-style-type: none"> - Identifying lesson objectives that are aligned to state content standards. - Matching instructional strategies as well as meaningful and relevant activities/assignments to the lesson objectives - Designing formative assessments that measure progress towards mastery and inform instruction 	<p>Based on unit plan, teacher plans daily lessons by:</p> <ul style="list-style-type: none"> - Identifying lesson objectives that are aligned to state content standards - Matching instructional strategies and activities/assignments to the lesson objectives <p>Teacher may not:</p> <ul style="list-style-type: none"> - Design assignments that are meaningful or relevant - Plan formative assessments to measure progress towards mastery or inform instruction. 	<p>Teacher rarely or never plans daily lessons OR daily lessons are planned, but are thrown together at the last minute, thus lacking meaningful objectives, instructional strategies, or assignments.</p>
<p>1.5</p>	<p>Track Student Data and Analyze Progress</p>	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Uses daily checks for understanding for additional data points - Updates tracking system daily - Uses data analysis of student progress to drive lesson planning for the following day 	<p>Teacher uses an effective data tracking system for:</p> <ul style="list-style-type: none"> - Recording student assessment/progress data - Analyzing student progress towards mastery and planning future lessons/units accordingly - Maintaining a grading system aligned to student learning goals 	<p>Teacher uses an effective data tracking system for:</p> <ul style="list-style-type: none"> - Recording student assessment/progress data - Maintaining a grading system <p>Teacher may not:</p> <ul style="list-style-type: none"> - Use data to analyze student progress towards mastery or to plan future lessons/units - Have grading system that appropriately aligns with student learning goals 	<p>Teacher rarely or never uses a data tracking system to record student assessment/progress data and/or has no discernable grading system</p>

DOMAIN 2: EFFECTIVE INSTRUCTION

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

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

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>Competency 2.2:</p> <p>Demonstrate and Clearly Communicate Content Knowledge to Students</p>	<p>Teacher is highly effective at demonstrating and clearly communicating content knowledge to students</p> <p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> - Teacher fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding - Teacher effectively connects content to other content areas, students' experiences and interests, or current events in order to make content relevant and build interest - Explanations spark student excitement and interest in the content - Students participate in each others' learning of content through collaboration during the lesson - Students ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level 	<p>Teacher is effective at demonstrating and clearly communicating content knowledge to students</p> <ul style="list-style-type: none"> - Teacher demonstrates content knowledge and delivers content that is factually correct - Content is clear, concise and well-organized - Teacher restates and rephrases instruction in multiple ways to increase understanding - Teacher emphasizes key points or main ideas in content - Teacher uses developmentally appropriate language and explanations - Teacher implements relevant instructional strategies learned via professional development 	<p>Teacher needs improvement at demonstrating and clearly communicating content knowledge to students</p> <ul style="list-style-type: none"> - Teacher delivers content that is factually correct - Content occasionally lacks clarity and is not as well organized as it could be - Teacher may fail to restate or rephrase instruction in multiple ways to increase understanding - Teacher does not adequately emphasize main ideas, and students are sometimes confused about key takeaways - Explanations sometimes lack developmentally appropriate language - Teacher does not always implement new and improved instructional strategies learned via professional development 	<p>Teacher is ineffective at demonstrating and clearly communicating content knowledge to students</p> <ul style="list-style-type: none"> - Teacher may deliver content that is factually incorrect - Explanations may be unclear or incoherent and fail to build student understanding of key concepts - Teacher continues with planned instruction, even when it is obvious that students are not understanding content - Teacher does not emphasize main ideas, and students are often confused about content - Teacher fails to use developmentally appropriate language - Teacher does not implement new and improved instructional strategies learned via professional development

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>Competency 2.5:</p> <p>Modify Instruction As Needed</p>	<p>Teacher is highly effective at modifying instruction as needed</p> <p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> - Teacher anticipates student misunderstandings and preemptively addresses them - Teacher is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement 	<p>Teacher is effective at modifying instruction as needed</p> <ul style="list-style-type: none"> - Teacher makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students - Teacher responds to misunderstandings with effective scaffolding techniques - Teacher doesn't give up, but continues to try to address misunderstanding with different techniques if the first try is not successful 	<p>Teacher needs improvement at modifying instruction as needed</p> <ul style="list-style-type: none"> - Teacher may attempt to make adjustments to instruction based on checks for understanding, but these attempts may be misguided and may not increase understanding for all students - Teacher may primarily respond to misunderstandings by using teacher-driven scaffolding techniques (for example, re-explaining a concept), when student-driven techniques could have been more effective - Teacher may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding 	<p>Teacher is ineffective at modifying instruction as needed</p> <ul style="list-style-type: none"> - Teacher rarely or never attempts to adjust instruction based on checks for understanding, and any attempts at doing so frequently fail to increase understanding for students - Teacher only responds to misunderstandings by using teacher-driven scaffolding techniques - Teacher repeatedly uses the same technique to respond to misunderstandings, even when it is not succeeding

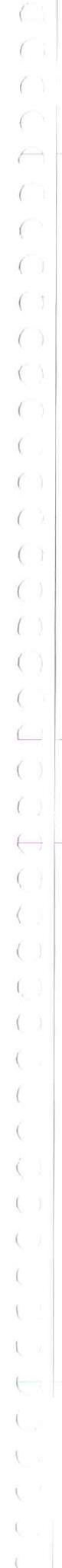
Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>Competency 2.6:</p>	<p>Teacher is highly effective at developing a higher level of understanding through rigorous instruction and work</p>	<p>Teacher is effective at developing a higher level of understanding through rigorous instruction and work</p>	<p>Teacher needs improvement at developing a higher level of understanding through rigorous instruction and work</p>	<p>Teacher is ineffective at developing a higher level of understanding through rigorous instruction and work</p>

<p>Develop Higher Level of Understanding through Rigorous Instruction and Work</p>	<p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> - Lesson is accessible and challenging to all students - Students are able to answer higher-level questions with meaningful responses - Students pose higher-level questions to the teacher and to each other - Teacher highlights examples of recent student work that meets high expectations; Insists and motivates students to do it again if not great - Teacher encourages students' interest in learning by providing students with additional opportunities to apply and build skills beyond expected lesson elements (e.g. extra credit or enrichment assignments) 	<ul style="list-style-type: none"> - Lesson is accessible and challenging to almost all students - Teacher frequently develops higher-level understanding through effective questioning - Lesson pushes almost all students forward due to differentiation of instruction based on each student's level of understanding - Students have opportunities to meaningfully practice, apply, and demonstrate that they are learning - Teacher shows patience and helps students to work hard toward mastering the objective and to persist even when faced with difficult tasks 	<ul style="list-style-type: none"> - Lesson is not always accessible or challenging for students - Some questions used may not be effective in developing higher-level understanding (too complex or confusing) - Lesson pushes some students forward, but misses other students due to lack of differentiation based on students' level of understanding - While students may have some opportunity to meaningfully practice and apply concepts, instruction is more teacher-directed than appropriate - Teacher may encourage students to work hard, but may not persist in efforts to have students keep trying 	<ul style="list-style-type: none"> - Lesson is not aligned with developmental level of students (may be too challenging or too easy) - Teacher may not use questioning as an effective tool to increase understanding. Students only show a surface understanding of concepts. - Lesson rarely pushes any students forward. Teacher does not differentiate instruction based on students' level of understanding. - Lesson is almost always teacher directed. Students have few opportunities to meaningfully practice or apply concepts. - Teacher gives up on students easily and does not encourage them to persist through difficult tasks
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Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>Competency 2.7: Maximize Instructional Time</p>	<p>Teacher is highly effective at maximizing instructional time</p> <p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> - Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when without prompting from the teacher - Students are always engaged in meaningful work while waiting for the teacher (for example, during attendance) - Students share responsibility for operations and routines and work well together to accomplish these tasks - All students are on-task and follow instructions of teacher without much prompting - Disruptive behaviors and off-task conversations are rare; When they occur, they are always addressed without major interruption to the lesson 	<p>Teacher is effective at maximizing instructional time</p> <ul style="list-style-type: none"> - Students arrive on-time and are aware of the consequences of arriving late (unexcused) - Class starts on-time - Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when with minimal prompting from the teacher - Students are only ever not engaged in meaningful work for brief periods of time (for example, during attendance) - Teacher delegates time between parts of the lesson appropriately so as best to lead students towards mastery of objective - Almost all students are on-task and follow instructions of teacher without much prompting - Disruptive behaviors and off-task conversations are rare; When they occur, they are almost always addressed without major interruption to the lesson. 	<p>Teacher needs improvement at maximizing instructional time</p> <ul style="list-style-type: none"> - Some students consistently arrive late (unexcused) for class without consequences - Class may consistently start a few minutes late - Routines, transitions, and procedures are in place, but require significant teacher direction or prompting to be followed - There is more than a brief period of time when students are left without meaningful work to keep them engaged - Teacher may delegate lesson time inappropriately between parts of the lesson - Significant prompting from the teacher is necessary for students to follow instructions and remain on-task - Disruptive behaviors and off-task conversations sometimes occur; they may not be addressed in the most effective manner and teacher may have to stop the lesson frequently to address the problem. 	<p>Teacher is ineffective at maximizing instructional time</p> <ul style="list-style-type: none"> - Students may frequently arrive late (unexcused) for class without consequences - Teacher may frequently start class late. - There are few or no evident routines or procedures in place. Students are unclear about what they should be doing and require significant direction from the teacher at all times - There are significant periods of time in which students are not engaged in meaningful work - Teacher wastes significant time between parts of the lesson due to classroom management. - Even with significant prompting, students frequently do not follow directions and are off-task - Disruptive behaviors and off-task conversations are common and frequently cause the teacher to have to make adjustments to the lesson.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>Competency 2.8:</p> <p>Create Classroom Culture of Respect and Collaboration</p>	<p>Teacher is highly effective at creating a classroom culture of respect and collaboration</p> <p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> - Students are invested in the academic success of their peers as evidenced by unprompted collaboration and assistance - Students reinforce positive character and behavior and discourage negative behavior amongst themselves 	<p>Teacher is effective at creating a classroom culture of respect and collaboration</p> <ul style="list-style-type: none"> - Students are respectful of their teacher and peers - Students are given opportunities to collaborate and support each other in the learning process - Teacher reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior - Teacher has a good rapport with students, and shows genuine interest in their thoughts and opinions 	<p>Teacher needs improvement at creating a classroom culture of respect and collaboration</p> <ul style="list-style-type: none"> - Students are generally respectful of their teacher and peers, but may occasionally act out or need to be reminded of classroom norms - Students are given opportunities to collaborate, but may not always be supportive of each other or may need significant assistance from the teacher to work together - Teacher may praise positive behavior OR enforce consequences for negative behavior, but not both - Teacher may focus on the behavior of a few students, while ignoring the behavior (positive or negative) of others 	<p>Teacher is ineffective at creating a classroom culture of respect and collaboration</p> <ul style="list-style-type: none"> - Students are frequently disrespectful of teacher or peers as evidenced by discouraging remarks or disruptive behavior - Students are not given many opportunities to collaborate OR during these times do not work well together even with teacher intervention - Teacher rarely or never praises positive behavior - Teacher rarely or never addresses negative behavior



Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>Competency 2.9:</p> <p>Set High Expectations for Academic Success</p>	<p>Teacher is highly effective at setting high expectations for academic success.</p> <p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> - Students participate in forming academic goals for themselves and analyzing their progress - Students demonstrate high academic expectations for themselves - Student comments and actions demonstrate that they are excited about their work and understand why it is important 	<p>Teacher is effective at setting high expectations for academic success.</p> <ul style="list-style-type: none"> - Teacher sets high expectations for students of all levels - Students are invested in their work and value academic success as evidenced by their effort and quality of their work - The classroom is a safe place to take on challenges and risk failure (students do not feel shy about asking questions or bad about answering incorrectly) - Teacher celebrates and praises academic work. - High quality work of all students is displayed in the classroom 	<p>Teacher needs improvement at setting high expectations for academic success.</p> <ul style="list-style-type: none"> - Teacher may set high expectations for some, but not others - Students are generally invested in their work, but may occasionally spend time off-task or give up when work is challenging - Some students may be afraid to take on challenges and risk failure (hesitant to ask for help when needed or give-up easily) - Teacher may praise the academic work of some, but not others - High quality work of a few, but not all students, may be displayed in the classroom 	<p>Teacher is ineffective at setting high expectations for student success.</p> <ul style="list-style-type: none"> - Teacher rarely or never sets high expectations for students - Students may demonstrate disinterest or lack of investment in their work. For example, students might be unfocused, off-task, or refuse to attempt assignments - Students are generally afraid to take on challenges and risk failure due to frequently discouraging comments from the teacher or peers - Teacher rarely or never praises academic work or good behavior - High quality work is rarely or never displayed in the classroom

DOMAIN 3: Teacher Leadership

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

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>3.1 Contribute to School Culture</p>	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:</p> <ul style="list-style-type: none"> - Seek out leadership roles - Go above and beyond in dedicating time for students and peers outside of class 	<p>Teacher will:</p> <ul style="list-style-type: none"> - Contribute ideas and expertise to further the schools' mission and initiatives - Dedicate time efficiently, when needed, to helping students and peers outside of class 	<p>Teacher will:</p> <ul style="list-style-type: none"> - Contribute occasional ideas and expertise to further the school's mission and initiatives <p>Teacher may <i>not</i>:</p> <ul style="list-style-type: none"> - Frequently dedicates time to help students and peers efficiently outside of class 	<p>Teacher rarely or never contributes ideas aimed at improving school efforts. Teacher dedicates little or no time outside of class towards helping students and peers.</p>
<p>3.2 Collaborate with Peers</p>	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:</p> <ul style="list-style-type: none"> - Go above and beyond in seeking out opportunities to collaborate - Coach peers through difficult situations - Take on leadership roles within collaborative groups such as Professional Learning Communities 	<p>Teacher will:</p> <ul style="list-style-type: none"> - Seek out and participate in regular opportunities to work with and learn from others - Ask for assistance, when needed, and provide assistance to others in need 	<p>Teacher will:</p> <ul style="list-style-type: none"> - Participate in occasional opportunities to work with and learn from others - Ask for assistance when needed <p>Teacher may <i>not</i>:</p> <ul style="list-style-type: none"> - Seek to provide other teachers with assistance when needed OR - Regularly seek out opportunities to work with others 	<p>Teacher rarely or never participates in opportunities to work with others. Teacher works in isolation and is not a team player.</p>
<p>3.3 Seek Professional Skills and Knowledge</p>	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:</p> <ul style="list-style-type: none"> - Regularly share newly learned knowledge and practices with others - Seek out opportunities to lead professional development sessions 	<p>Teacher will:</p> <ul style="list-style-type: none"> - Actively pursue opportunities to improve knowledge and practice - Seek out ways to implement new practices into instruction, where applicable - Welcome constructive feedback to improve practices 	<p>Teacher will:</p> <ul style="list-style-type: none"> - Attend all mandatory professional development opportunities <p>Teacher may <i>not</i>:</p> <ul style="list-style-type: none"> - Actively pursue optional professional development opportunities - Seek out ways to implement new practices into instruction - Accept constructive feedback well 	<p>Teacher rarely or never attends professional development opportunities. Teacher shows little or no interest in new ideas, programs, or classes to improve teaching and learning</p>

<p>3.4 Advocate for Student Success</p>	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:</p> <ul style="list-style-type: none"> - Display commitment to the education of all the students in the school - Make changes and take risks to ensure student success 	<p>Teacher will:</p> <ul style="list-style-type: none"> - Display commitment to the education of all his/her students - Attempt to remedy obstacles around student achievement - Advocate for students' individualized needs 	<p>Teacher will:</p> <ul style="list-style-type: none"> - Display commitment to the education of all his/her students <p>Teacher may not:</p> <ul style="list-style-type: none"> - Advocate for students' needs 	<p>Teacher rarely or never displays commitment to the education of his/her students. Teacher accepts failure as par for the course and does not advocate for students' needs.</p>
<p>3.5 Engage Families in Student Learning</p>	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Strives to form relationships in which parents are given ample opportunity to participate in student learning - Is available to address concerns in a timely and positive manner, when necessary, outside of required outreach events 	<p>Teacher will:</p> <ul style="list-style-type: none"> - Proactively reach out to parents in a variety of ways to engage them in student learning - Respond promptly to contact from parents - Engage in all forms of parent outreach required by the school 	<p>Teacher will:</p> <ul style="list-style-type: none"> - Respond to contact from parents - Engage in all forms of parent outreach required by the school <p>Teacher may not:</p> <ul style="list-style-type: none"> - Proactively reach out to parents to engage them in student learning 	<p>Teacher rarely or never reaches out to parents and/or frequently does not respond to contacts from parents.</p>

Core Professionalism Rubric

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

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



Attachment 4: Proposed Assessment Calendar

August 2015

- 3 First Day of Students
- 17 6th NWEA Reading
- 18 7th NWEA Reading
- 19 8th NWEA Reading
- 20 6th NWEA Math
- 21 7th NWEA Math
- 24 8th NWEA Math
- 25 9th Achieve 3000 Lexile Assessment
- 26 10th Achieve 3000 Lexile Assessment
- 27 11th Achieve 3000 Lexile Assessment
- 28 12th Achieve 3000 Lexile Assessment
- 31-4 Make-Ups

September 2015

- 23-25 Acuity Pred. A 6th/7th/8th Grade ELA
- 28-30 Acuity Pred. A 6th/7th/8th Grade Math

October 2015

- 1 Acuity Pred. A 6th Grade Science
- 2 Acuity Pred. A 7th Grade Social Studies
- 5-9 Acuity Pred. A Make-Ups

November 2015

- 3 Algebra I Acuity Pred. A
- 4 Eng. 10 Acuity Pred. A
- 5-6 Alg. I/Eng. 10 Pred. A Make-ups

December 2015

- 1 Acuity Pred. B 6th/7th/8th Grade ELA
- 2 Acuity Pred. B 6th/7th/8th Grade Math
- 3 Acuity Pred. B 7th Grade Social Studies
- 4 Acuity Pred. B 6th Grade Science
- 7-11 Acuity Make-Ups
- 9-11 ECA Early Winter Testers
- 14-16 ECA Early Winter Testers Make-Ups

January 2016

- 11 6th NWEA Reading
- 12 7th NWEA Reading
- 13 8th NWEA Reading
- 14 6th NWEA Math
- 15 7th NWEA Math
- 19 8th NWEA Math
- 20 9th Achieve 3000 Lexile Assessment
- 21 10th Achieve 3000 Lexile Assessment
- 22 11th Achieve 3000 Lexile Assessment
- 25 12th Achieve 3000 Lexile Assessment
- 26-29 Make-Ups
- 25 LAS Links Window Opens
- 28 Algebra I Acuity Pred. B
- 29 Eng. 10 Acuity Pred. B

February 2016

- 1-2 Acuity Algebra I and English 10 Make-Ups
- 3-5 Acuity Pred. C 6th/7th/8th Grade ELA

- 8-10 Acuity Pred. C 6th/7th/8th Grade Math
- 11 Acuity Pred. C 7th Social Studies
- 12 Acuity Pred. C 6th Grade Science
- 15-19 Acuity Make-Ups

March 2016

- 1 **LAS Links Window Closes**
- 1 ISTAR Window Opens
- 7 6th/7th/8th Grade ISTEP AS Math
- 8 6th/7th/8th Grade ISTEP AS ELA
- 9 7th Grade ISTEP AS Social Studies
- 9 6th Grade ISTEP AS Science
- 10-16 ISTEP Make-Ups
- 21 *Algebra I Acuity Pred. C*
- 22 *Eng. 10 Acuity Pred. C*
- 23-25 *Acuity Make-Ups*

April 2016

- 19-21 *Spring ECA- Algebra I and English 10*
- 26 6th/7th/8th Grade ISTEP MC
- 27 6th/7th/8th Grade ISTEP MC
- 28 6th/7th/8th Grade ISTEP MC
- 29 ISTAR Window Closes

May 2016

- 2-6 ISTEP Make-ups
- 16 6th NWEA Reading
- 17 7th NWEA Reading
- 18 8th NWEA Reading
- 19 6th NWEA Math
- 20 7th NWEA Math
- 23 8th NWEA Math
- 24 *9th Achieve 3000 Lexile Set Assessment*
- 25 *10th Achieve 3000 Lexile Set Assessment*
- 26 *11th Achieve 3000 Lexile Set Assessment*
- 27 *12th Achieve 3000 Lexile Set Assessment*
- 31-3 Make-Ups

June 2016

- 2-7 Finals
- 8 Last Day for Students
- 20 Summer ECA Window Opens

August 2016

- 1 Summer ECA Window Closes

Attachment 5: Data Demonstrating the Success of the Challenge Foundation Academy

The following data provides a profile of student achievement at Challenge Foundation Academy. The following data will serve as evidence of the current CFA's growth and achievement, as well as the standard of achievement expected at the replication school in terms of the most recent data.

In the space below, we share AYP status for the '10-11 school year. The measure of accountability is based upon ISTEP results.

In short, CFA made AYP on all 15 sub-groups, and our school made "exemplary progress" in terms of improvement in ISTEP proficiency. This is the second year in a row in which our school has made AYP; consequently, we are no longer on "probationary status."

2011 ADEQUATE YEARLY PROGRESS UPDATE

In 2010, CFA made "adequate yearly progress" on all 15 measures tracked through the No Child Left Behind legislation. This is the second year in a row in which CFA has made AYP on all 15 measures, which, in turn, removes us from the list of schools on "probationary status."

Student Group	English Performance					Math Performance				
	# of Stdts	Pass %	Target Pass %	Safe Harbor	Made	# of Stdts	Pass %	Target Pass %	Safe Harbor	Made
<u>Overall</u>	218	74.8	73.1		Y	189	67.9	72.2	Y	Y
<u>Black</u>	210	73.8	73.0		Y	81	67.1	72.1	Y	Y
<u>F/R Meals</u>	177	72.3	72.4	Y	Y	147	67.2	71.5	Y	Y
<u>Special Ed.</u>	38	55.3	64.2	Y	Y	33	68.4	63.2		Y

It is important to note that we made AYP only through the "safe harbor" provision on five of eight measures. Schools make "safe harbor" when the percentage of students not yet proficient declines by at least 10%. In other words, the percentage of students not yet proficient must decline by at least 3 percentage points in 2011 among school in which 30% of the students were not proficient in 2011. The areas in which we made AYP through "safe harbor" are those with a "Y" in the "SH" column.

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Attachment 6: 6-12 School Discipline Policy

OUR CULTURE

In order to achieve our mission, we will establish a culture of academic excellence based on an accountability system that is predictable, fair, and valuable to students while remaining manageable and beneficial for teachers.

The culture of our school is centered on the belief that **every student at CAFC can and will graduate from a four-year college**. Academic excellence is our primary goal. We believe that behavioral excellence is a strong determining factor in academic excellence. Our high expectations for student behavior directly correlate to our high expectations for success in academics and in life.

STUDENT EMPOWERMENT SYSTEM

In order for our students to achieve at the highest level, we know that **students must be empowered to learn in an environment that is safe, positive, supportive, and rigorous**. Further, for our students to achieve their full potential academically, they must make positive choices and demonstrate behavioral excellence.

Our student empowerment system is all about ensuring that **students succeed without any exceptions and without any excuses**. This system employs a “whatever it takes” attitude to help our students succeed and grow, ensures that we celebrate our successes, and allows our students the opportunity to give back to our community. Students will be able to understand that their **choices and actions lead to logical outcomes**, and students will feel empowered to make decisions that will lead to future success.

GOALS OF STUDENT EMPOWERMENT SYSTEM

In order to reach our goal of enabling the implementation of effective intervention and support so students can reach their full potential academically, emotionally, and socially, we must do the following:

- 1) Help students achieve academic success by increasing time for instruction and reducing incidents of making poor choices.
- 2) Help students achieve social success by teaching priority civic behaviors – respect, responsibility, safety, and community
- 3) Adhere to a system that enables a 4 to 1 ratio of positive attention to corrections

CAFC FIVE PART SYSTEM – A CONTINUUM OF REWARDS AND INTERVENTIONS

- Success Rewards and Demerit Marks – Behavior Incentive Program
- RISE (Restoring Individual Student Excellence) – Behavior Support Program
- Top Scholars – Academic Incentive Program
- Office Hours – Academic Support Program

Success Rewards and Demerits– BEHAVIOR INCENTIVE PROGRAM

Students will earn 25 Success Rewards per week (5 per day of attendance), and these Success Rewards will be used to bid on auction items at our school town hall meetings, which will take place on the last Friday of each month. If a student is tardy to school they will only earn three Success Rewards for that day. Students will be able to purchase

items from the school store and bid on special prizes and trips. Success Rewards that are accumulated during a given month do not need to be used during that month and can be carried over from month to month.

Bid trips are outings that involve students in an activity outside of school – going to a museum, attending a Pacers game, or anything else of interest to the trip’s organizers. Bid trips are created by any member of the staff, but the trip must be approved by the Principal. Once the trip is finalized, the organizer will set a minimum amount of Success Rewards needed to attend and a limit of how many students can go on the trip. Students can decide whether or not they want to bid on the trip, and the top bidders will go on the outing.

Bonus Merit Points

Throughout the year, students can earn “bonus success rewards” by going above and beyond their expected requirements. Teachers and staff should reward students with bonus Success Rewards for exemplifying the core values of the school and for genuine displays of essential civic behavior (respect, responsibility, safety, and community). For example, if twenty students walk by a piece of trash on the ground and one student picks the trash up, the student who picks the trash up should earn a bonus Success Rewards. He should also be recognized for his action in front of his peers.

Students may also receive bonus Success Rewards for assisting teachers in the classroom. Some teachers might choose to develop official classroom jobs and to assign a specific number of Success Rewards per week to this job. Other teachers might simply recognize a student’s assistance in cleaning up the room, putting chairs up, etc. with the reward of a bonus Success Rewards. Furthermore, students may receive bonus Success Rewards for taking part in community service activities that are sponsored by members of the staff or that are sponsored through outside organizations. If a student takes part in an activity through a community organization or Church, he or she will simply need to bring in a signed note from the sponsor/director of this activity indicating that the student participated and for how many hours. One hour of community service equals five bonus Success Rewards.

Demerit Marks

Just as students maintain and earn Success Rewards for doing the right thing, conversely, if they do not meet expectations, they will be issued Demerits. Students will lose five Success Rewards every time they earn a Demerit. Please note that Success Rewards and Demerits are the two main facets of one behavior incentive program and should be considered as such.

Demerits are given for non-negotiable and defiant behavior. Non-negotiable behavior constitutes actions that are not necessarily malicious in nature but cannot be tolerated in a school environment that is focused on learning and achievement. Defiant behavior constitutes actions that are purposefully disruptive and often intentionally harmful to other students, the staff, or the school environment.

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Procedures

Although the consequence for both types of behavior is a Demerit, teachers should address non-negotiable and defiant behavior in different ways. For example, if a student receives a demerit for having a cell phone that is visible, a teacher might pull the student aside briefly, inform the student he/she has a demerit, ask the student to put away the cell phone, and have the student quickly return to work. If a student receives a demerit for calling another student a name, this might be a time to stop the entire class and take a “teachable moment” about what it means to be respectful to those around you. For more serious behavior infractions, teachers might need to make an immediate phone call home or send the student immediately to the office with a recommendation to be put on instant RISE. Please note that this is only a recommendation. Administrators will make the final decision as to whether a student will be put on RISE. Also, please note that Demerits should rarely be used for student non-compliant behavior. In those circumstances, teachers are to use redirection or their in-class management system. Demerits are never to be used for student incompetence. In those circumstances, teachers need to re-teach expectations.

Non-compliant Behavior

- Off-task
- Talking out of turn
- Missing materials/supplies
- Unprepared for class
- Tardy to class
- Fixable uniform violation (shirt not tucked in, etc.)
- Not sitting up straight
- Not making eye contact (when requested)

The following is a non-exhaustive list of non-negotiable behavior:

- 1) Inappropriate Language
- 2) Using Profanity
- 3) Horse Playing
- 4) Public Displays of Affection
- 5) Running in Hallway or Cafeteria
- 6) Unescorted or No Hall Pass
- 7) Talking during any emergency procedure or all-school function
- 8) Cell Phone or Electronic Device Displayed
- 9) Gum Chewing/Eating/Candy
- 10) Uniform Violation (Not Fixable)

The following is a non-exhaustive list of defiant behavior:

- 1) Disrespectful Body Language (rolling eyes, huffing and puffing, kicking or pounding furniture)
- 2) Disrespect to Another Student (name calling, mocking, writing on another students' materials)

- 3) Insubordination (refusing to do work, argumentative)
- 4) Disruptive/Loud
- 5) Throwing Objects
- 6) Lying
- 7) Talking to or communicating with a student who is on RISE

Tracking Merit Rewards and Demerits

Success Rewards and Demerit Marks will be tracked using LiveSchool. The LiveSchool platform allows teachers and administrators to track and share real time behavior information. Once a success reward or demerit is entered electronically it follows a student for the rest of the week resetting every Monday. Every staff member can see each student's progress at any time.

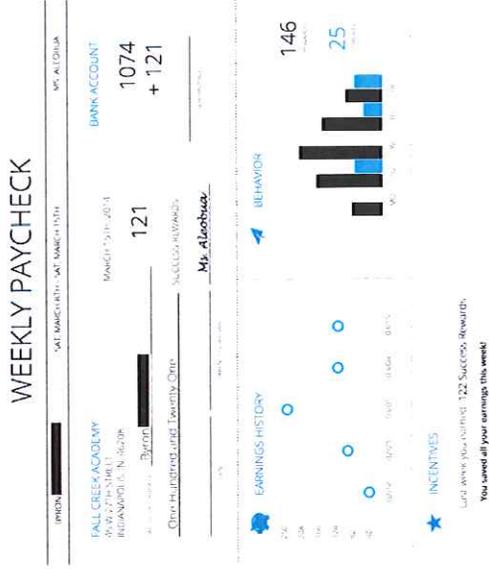
The screenshot displays the LiveSchool app interface. At the top, there are navigation icons for home, notifications, and profile. Below this is a header for 'LiveSchool' and a 'View Options' button. A row of student profiles is shown, each with a name, a bar chart representing their progress, and a set of colored dots (green for rewards, red for demerits). The students listed are Alan, Anthony, Ashlee, Ayreonna, Byron, and Dajaymeon. Below the student profiles, there is a section for 'Bonus Success Rewards' and a section for 'Demerit'. Each item in these sections is accompanied by a green plus sign (reward) or a red minus sign (demerit).

Category	Item	Icon
Bonus Success Rewards	Above & Beyond	+
	Academic Risks	+
	Courage	+
	Creativity	+
	Great attitude	+
	Helper	+
Demerit	Communicating w/ a RISE student	-
	Disrespect to another student	-
	Disrespectful body language	-
	Disruptive/Loud	-
	Electronic Device	-
	Professionalism	+

Parent Communication



When a student receives three Demerits in one week, the middle school or high school dean will make a call home to the student's parents/guardians by the end of the day. The goal of the call is to help deter future unwanted behavior.. It also serves as a warning to parents that the student is approaching their 5th demerit. When a student earns a 5th demerit in one week they are referred to RISE, which is discussed later. "Paychecks" are printed out every two weeks for students and parents. The paychecks include a list of all the Success Rewards and Demerits earned over the past two weeks and a balance for the year. At this time students also receive an academic progress report with all of their grades and a family newsletter. These three documents are also emailed to parents that have supplied the school with their email address.



RISE – BEHAVIOR SUPPORT PROGRAM

RISE stands for Restoring Individual Student Excellence. RISE is the opportunity for students to re-learn the expectations of being a member of the CAFC community, and it is a consequence that reinforces the value of making good decisions. We place an extraordinarily high value on the concept of teamwork and accountability for actions. We believe that in order to ensure student success, we must help students by teaching them strategies to use to become successful individuals. Students are expected to contribute to the CAFC team by respecting others and doing their share of work. While on RISE, students will receive the same instruction as others and will be expected to complete the same class work and homework.

Five Mark RISE Referral

When a student receives five Demerits in one week, the middle school or high school dean considers this a RISE referral. At that time the dean would call the student to their office and have an on the spot conference, a parent would be notified and the student would be placed on RISE.

Instant RISE Referral

Using LiveSchool a teacher can place an Instant RISE Referral for egregious misbehavior that needs immediate attention.

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Actions that may result in a student being placed on Instant RISE include the following:

- 1) Academic Dishonesty (cheating, plagiarism, copying homework)
- 2) Bullying/Harassment (at school or online)
- 3) Vandalizing School or Student Property
- 4) Skipping a school wide event or meeting
- 5) Skipping school
- 6) Fighting (***)Please note that "play fighting" is considered fighting(***)
- 7) Excessive or gross display of non-compliant or defiant behavior

In instances of bullying, harassment, or fighting, students may face more severe consequences, including PASS or the possibility of suspension or expulsion, at the discretion of school administrators.

RISE Levels

Students will be placed on four different levels of RISE, depending on the severity of the infraction and the number of times a student has previously been on RISE. At all levels, students must abide by the following rules:

If a student is put on RISE multiple times, he/she will then move to the next appropriate RISE level.

Level 1	<ol style="list-style-type: none">1. Report to the Dean of Discipline immediately at the beginning of the school day (prior to the beginning of Advisory)2. Carry a RISE Folder (distinguishable by color) with RISE tracker and parent letter to each class.3. Sit in an assigned location in each class and travel between classes separately.4. Eat silent lunch in a designated area away from peers.5. Do not communicate with other scholars in ANY way. This includes writing notes, gesturing with hands, laughing, or making facial expressions to other scholars.6. Participate in group activities ONLY if given permission by the teacher and if participation is required for the learning activity.7. Refrain from attending any field trips, participating in after school clubs/athletics, or taking part in school spirit activities.8. Write letter addressing your actions and why you should be allowed back into the community. The DSC will read the letter and based on its contents and the students conduct while on RISE, the DSC will make a determination about the student rejoining the community.
Level 2	<ol style="list-style-type: none">1. Level 1 consequences plus:2. Mandatory after-school RISE intervention during Office Hours to work on Readmit Letter. If a student does not attend they will be moved to Level 3.3. The student will write their Readmit Letter to their advisory. Again the DSC will determine rather the student is ready to rejoin the community.

Community Charter Network

Prospectus

Level 3	<ol style="list-style-type: none"> 1. Level 2 consequences plus: 2. Mandatory parent/guardian conference before student can return to school. 3. The student will write their Readmit Letter to their advisory. The advisory will decide by vote if the student can rejoin the community.
Level 4	<ol style="list-style-type: none"> 1. Level 3 consequences plus: 2. Student will be discussed as a school team. The team will discuss alternate strategies to support the student. The DSC will lead the creation of a behavior plan specialized for the student. The student may or may not be on RISE depending on the teams determination.
Level 5	<ol style="list-style-type: none"> 1. Level 3 consequences plus: 2. A parent/guardian will be required to shadow a student for a least half a school day. The student will remain on RISE until this is completed. 3. Student will read their readmit letter to their entire grade/school. Parent must be present. The grade/school will conduct a silent vote to determine if the student will be welcomed back into the community.
Last Chance	<ol style="list-style-type: none"> 1. School team will meet again to make an alternate behavior plan for the student. 2. A parent conference will be held with the parent present to discuss the behavior plan. It will be explained that this is the student's last chance to be a part of our community.

Staff Notification and RISE Students Reporting to Class

The Dean of Discipline will e-mail a RISE Report each morning. This will include a list of all students who are on RISE for that day and each student's RISE level. Students will always begin their time on RISE at the **beginning** of a school day, and students will remain on RISE for 3 to 5 days.

The Dean of Discipline will escort all RISE students to their first period classrooms, where they will be directed to their assigned locations in those classrooms.

Completion of a RISE Level

A student completes a RISE level by demonstrating a willingness to improve upon mistakes and change the negative behavior that caused the original consequence. This is shown by a student earning all 3's and 4's for three days on his/her RISE log within a five day period. In addition, students cannot receive any new Demerits on these days. A parent/guardian must sign the RISE log (which is located inside the RISE Folder) each night a student is on RISE. If the parent does not sign the log, the student will lose one of the five days needed to complete RISE. In addition, if a student loses or destroys his/her RISE Folder, he/she will lose one of the five days needed to complete RISE. There should be no writing or drawing on the RISE Folder and papers should be kept neat and orderly. Please see sample RISE log below.

Community Charter Network

Just Beginning (1)	Approaching (2)	Meets (3)	Exceeds (4)
<p>The student failed to meet the behavioral expectations of a CAFC scholar. The student failed to contribute to the learning environment of the classroom.</p>	<p>The student was on task for a majority of class, but did not follow all directions. The student made little effort to participate in classroom activities.</p>	<p>The student was on task and followed the instructor's directions. The student made an effort to participate in classroom activities.</p>	<p>The student was a model CAFC scholar! The on task behavior and active participation enhanced the learning environment.</p>
<p>Day 1 Period 1 Period 6</p>	<p>Behavior 1 2 3 4 1 2 3 4</p>	<p>Teacher Signature</p>	<p>Comment</p>

Parent Signature:

Student Readmit Letter

Students on RISE must also write Readmit Letter explaining why they received Demerits, what they plan to do to improve their behavior in the future, and why it is important to change their behavior. This letter will be edited and revised with the help of the dean of discipline or advisor until it is considered acceptable. After the plan is approved, students must present their final draft as stated in the RISE levels. If the letter is accepted the student will be able to join the CAFC family once again. If the letter is not accepted the student may have to serve additional days on RISE (at the discretion of administrators) until the student is welcomed back into the community.

There are many obstacles facing our students in their quest to attain a four-year college education. None of our students deserve to lose out on educational opportunities because of students in the classroom who are negatively contributing to the overall dynamics of the school. Any further offenses may result in PASS, suspension, or expulsion.

PASS

PASS stands for Positive Alternative to School Suspension. According to the Civil Rights Project at UCLA, "being suspended even once in 9th grade is associated with a twofold increase in the likelihood of dropping out" of high school. With this in mind, it is absolutely crucial that we do everything we can to minimize student suspensions while maintaining the highest behavior standards for our students.

The PASS program will be used for students who are repeatedly on RISE. Students who do not take RISE seriously or who fail to meet the expectations of one of the RISE levels, and students who take part in certain behavior that is considered severe. Placing a student on PASS will be at the discretion of school administrators.

When a student is on PASS, he or she will report to the dean of discipline immediately at the beginning of the school day (prior to the beginning of Advisory). Students will stay with school administrators for the entire school day, complete their school work in silence, and eat lunch in isolation in the dean's office. Students will complete a written

Community Charter Network

reflection (guidelines for this will be provided to the student by the Dean of Discipline) and will take part in several conversations with school administrators based on this written reflection. These conversations might include but are not limited to strategies to improve organization, conflict resolution, and self-control. The goals of PASS are to provide a consequence that will deter future negative behavior and to equip students with the knowledge, skills, and motivation necessary to improve their behavior in the future. If a student is on PASS, staff members will be notified via the morning PASS Report that will be e-mailed by the Dean of Discipline. Teachers should have work prepared that PASS students can complete during the school day. To the fullest extent possible, **this work should be the same work that students would complete if they were in the classroom** in order to prevent students from falling behind academically. The Dean of Discipline will collect this work prior to 7:55 AM.

Student Council and the Student Appeals Board

The CAFC Student Council will consist of seven members: President, Vice-president, Secretary, Treasurer, Commissioner of School Activities, Commissioner of Publicity and Student Recognition, and Commissioner of Student Appeals. Each position will be elected in a vote by the entire student body during the month of August.

The Commissioner of Student Appeals will run all meetings of the Student Appeals Board. This Board will be made up of the Commissioner of Student Appeals, the President of the Student Council, the Vice-president of the Student Council, and two appointed members (one appointed by the President of the Student Council and one appointed by the Principal). The Student Appeals Board will meet on an as-needed basis.

Students will be able to appeal consequences issued by the administration to the Appeals Board, and the Appeals Board will make one of two recommendations to the administration: upholding the consequence or changing the consequence (community service, a reduction in the number of days of a suspension, etc.). School administrators will decide whether or not to implement the Board's recommendation. A student may appeal if he or she is denied the opportunity to attend a school wide function or take part in the class trip, put on PASS, suspended, or expelled. A student may also appeal a failing grade that is issued because of attendance. A student may NOT appeal individual Demerits, being placed on RISE, or a failing grade that is issued for any reason other than attendance.

TOP SCHOLARS – ACADEMIC INCENTIVE PROGRAM

For the first three semesters of the year, any student whose academic average meets or surpasses the criteria below will be deemed a CAFC Top Scholar. This will be our "Honor Roll" recognition system to acknowledge the hard work scholars have put in to meet their academic goals. All Top Scholars will be recognized during the town-hall meeting that corresponds with the end of a particular semester and awarded with a catered luncheon to distinguish them as those who have invested their time and energy appropriately. They will also receive certificates and other rewards throughout the semester. During the final semester of the year, Top Scholars will be acknowledged at the end-of-the-year Awards Ceremony in lieu of a luncheon. Special recognition will go to students who have maintained their Top Scholar status all year. The top students in each grade will be given special awards at the end-of-the-year awards ceremony. Special awards will also be given to recognize commitments to community service, social justice, and the school culture of CAFC.

Top Scholar Designation	
Principal's List	4.0
Director's List	3.5 or higher
Honorable Mention	3.0 or higher

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OFFICE HOURS – ACADEMIC SUPPORT PROGRAM

At CAFC, we know that the best way for students to master subject matter is to continuously practice the skills learned in the classroom. One of the most straightforward ways for students to practice skills is for them to do homework. In addition, homework provides teachers with essential daily data to be able to monitor students' progress towards mastery of a skill set. When students do not complete their homework, they set themselves up for a cycle of failure and disengagement that does not produce the desired result of getting students to and through college successfully. At CAFC, we know that students might need help with their homework or might simply prefer to complete their homework or studying in a school environment that is safe and supportive. Additionally, we know that students might need help not necessarily with a specific homework assignment, but rather with understanding a particular concept that was taught during class time. Therefore, CAFC offers Office Hours to students every week, Monday – Thursday. Students will be able to stay at school for up to an hour and a half after the final bell to receive support from staff members. Each staff member will commit to being available during Office Hours one day per week, unless he or she is sponsoring another after-school activity or coaching a sport that prevents him or her from being able to assist during Office Hours.

Office Hours will be mandatory for any student who fails to turn in any homework assignment at the beginning of a school day. Moreover, CAFC administrators, teachers, and staff members reserve the right to make Office Hours mandatory for a student if it is determined that this time is essential for the student to reach his or her academic potential. This means that any student who has not mastered a particular concept could be required to attend Office Hours for additional support. This also means that any student who is excelling in a particular class and in need of enrichment could be required to attend Office Hours. If a student is required to attend Office Hours for any reason, failure to report to Office Hours will result in a Demerit Mark being issued.

Office Hours – Expectations

Office hours will take place in a classroom on Monday – Thursday beginning at 4:00 and ending at 5:30. Students will be given a snack at the beginning of Office Hours and then will be separated based on individual need. For example, students who need additional help mastering a math concept will be grouped together. Staff members will be engaged with students throughout Office Hours, providing mini-lessons as necessary, editing papers, conferencing with students, etc.

Homework Check

Advisory teachers will conduct a homework check at the beginning of Advisory Monday – Thursday. Students will place their homework in a designated folder for each of their classes and the teacher will check to ensure that each homework assignment is complete. Teachers will note any student who has not completed their homework for any class in the SIS system or Google Document by 8:15 AM. The Operations Specialist will then send out a phone blast to the parents of any students who have not turned in a homework assignment(s), indicating that those students will be required to stay for Office Hours on that day. Each advisory teacher will ensure that homework assignments are delivered to the appropriate teachers.

Additional Support/Enrichment

Students who need additional support in order to master content in any of their classes and students who are in need of enrichment in any of their classes may be required by teachers or administrators to attend Office Hours on a specified day(s). When this is the case, the staff member requiring attendance at Office Hours must communicate this to the student on the day prior to the student's required attendance. Additionally, the staff member requiring attendance must submit the names of any students whose attendance will be required at Office Hours (for additional support or enrichment) on the SIS System no later than the time that students names are submitted for missing homework on the morning of the day of required attendance. The Operations Specialist will send out this information via the same phone blast that is sent out for missing homework.

Attachment 7: Response to Instruction in Detail

**Capitol Academy
Response to Instruction**

Tier One	
<i>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.</i>	
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 Acuity Tests Benchmark Assessment Results Behavior and Counseling Referrals Teacher Referrals (proposed during RTI Mtgs)

30 minutes per day in addition to Core	Tier Two	
	<i>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.</i>	
	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 Accelerated Reader & Math Response to Counseling, Behavioral Contracts, Student-Support Team Assessments

Two 30 min. instruct. blocks per day in addition to Core	Tier Three	
	<i>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/Math Specialists. T3 students may or may not have a diagnosed learning disability.</i>	
	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

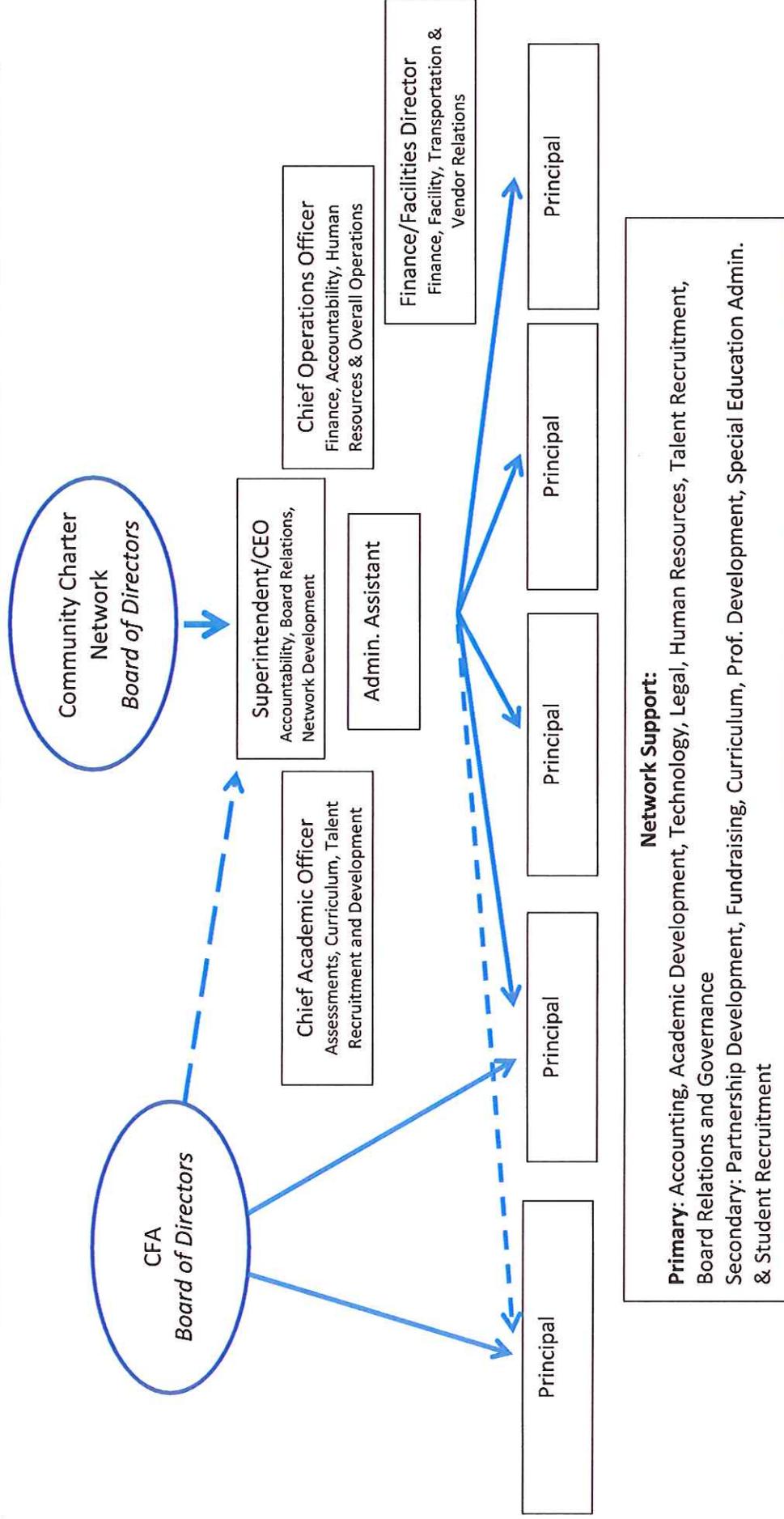
Monitoring and Assessment Data:
Progress in T3 Interventions, GEI's and Student Study Team SPED Assessment

Attachment 8: 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 positive 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.

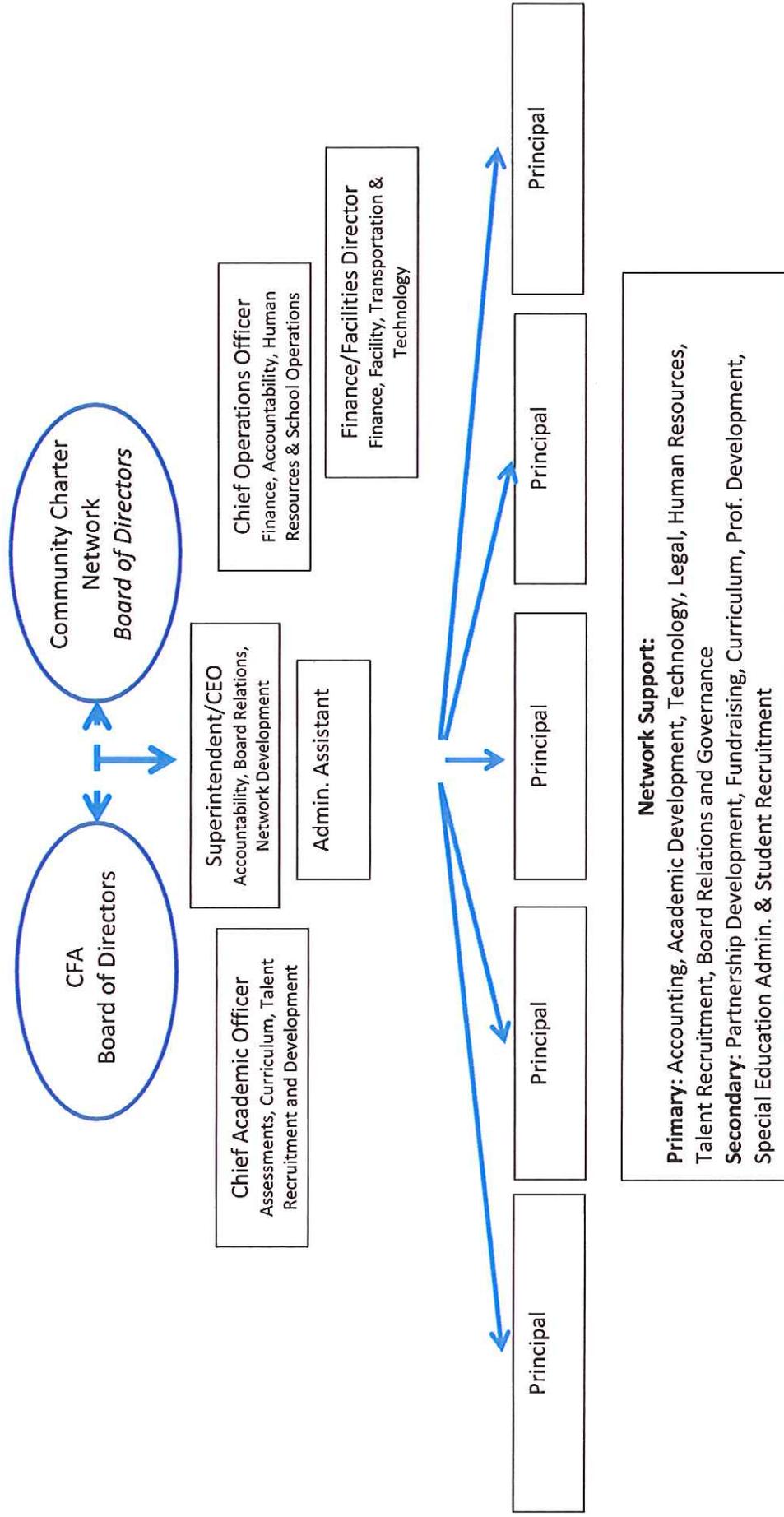
* Northwest Regional ESD. (2012). Best Practices for ELLs . Available from <http://ell.nwresd.org>

Attachment 9: Current Community Charter Network Organization Chart



Note: A Business Manager at each school will assume responsibility for basic accounting, data management and vendor accountability, under the support, coordination and oversight of the Chief Operations Officer. The Business Manager is included in the budget of each school.

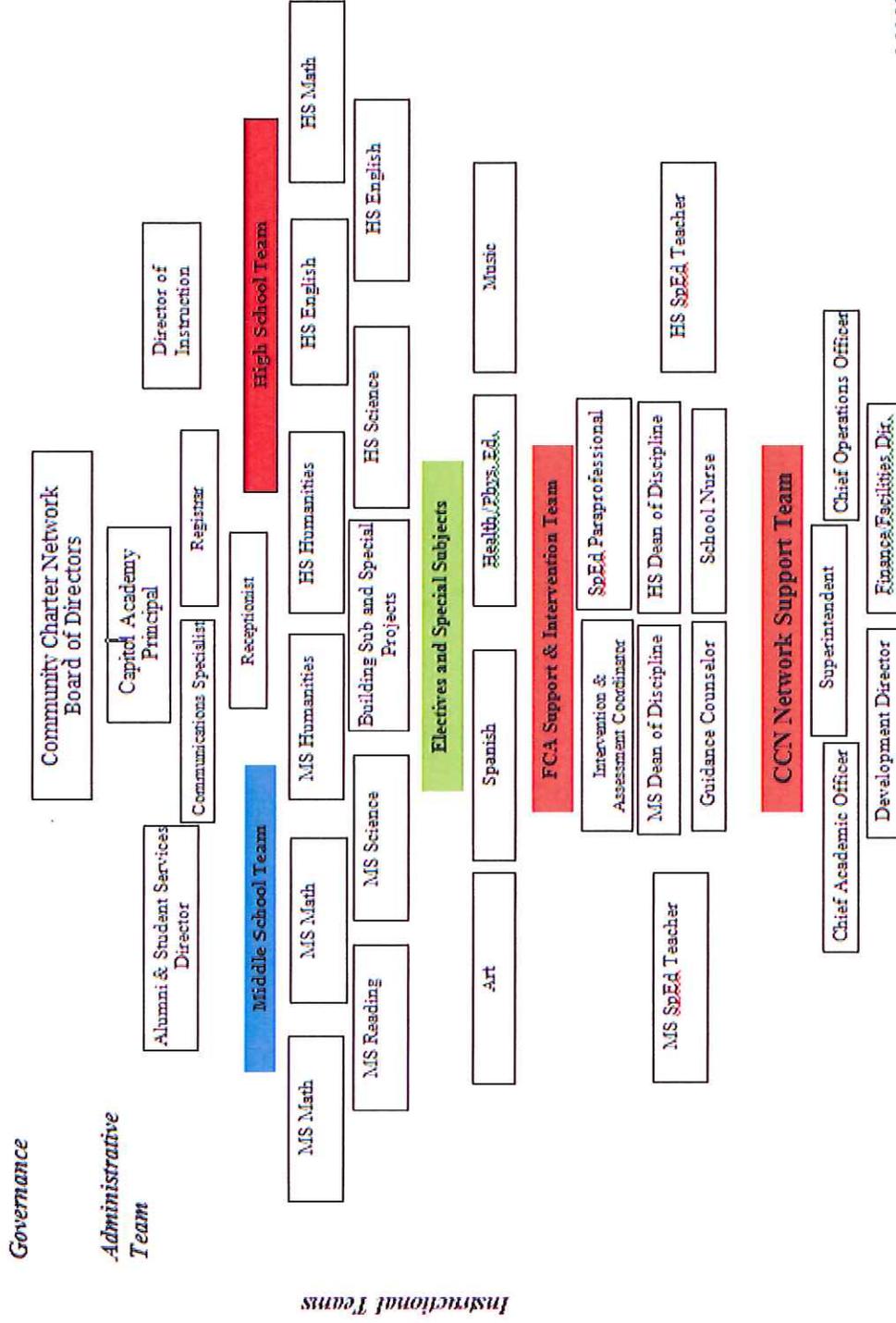
Attachment 10: Proposed Community Charter Network Organization Chart Beginning Jan. 2015



Note: A Business Manager at each school will assume responsibility for basic accounting, data management and vendor accountability, under the support and oversight of the Chief Operations Officer. The Business Manager is included in the budget of each school.



Attachment 11: School Organization Chart



Attachment 12: RISE Principal Evaluation Rubric Domains and Competencies

Domain 1: Teacher Effectiveness

Great principals know that teacher quality is the most important in-school factor relating to student achievement. Principals drive effectiveness through (1) their role as a human capital manager and (2) by providing instructional leadership. Ultimately, principals are evaluated by their ability to drive teacher development and improvement based on a system that credibly differentiates the performance of teachers based on rigorous, fair definitions of teacher effectiveness.

Competency 1.1 – Human Capital Manager

- 1.1.2 Hiring and Retention
- 1.1.3 Evaluation of Teachers
- 1.1.4 Professional Development
- 1.1.5 Leadership and Talent Development
- 1.1.6 Delegation
- 1.1.7 Strategic Assignment
- 1.1.8 Addressing teachers who are in need of improvement or are ineffective

Competency 1.2 – Instructional Leadership

- 1.2.1 Mission and Vision
- 1.2.2 Classroom Observations
- 1.2.3 Teacher Collaboration

Competency 1.3 – Leading Indicators of Student Learning

- 1.3.1 Planning and Developing Student Learning Objectives
- 1.3.2 Rigorous Student Learning Objectives
- 1.3.3 Instructional Time

Domain 2: Leadership Actions

Great principals are deliberate in making decisions to raise student outcomes and drive teacher effectiveness. Certain leadership actions are critical to achieving transformative results: (1) modeling the *personal behavior* that sets the tone for all student and adult relationships in the school; (2) *building relationships* to ensure all key stakeholders work effectively with one another; and (3) developing a school wide *culture of achievement* aligned to the school’s vision of success for every student.

Competency 2.1 – Personal Behavior

- 2.1.1 Professionalism
- 2.1.2 Time Management
- 2.1.3 Using Feedback to Improve Student Performance
- 2.1.4 Initiative and Persistence

Competency 2.2 – Building Relationships

- 2.2.1 Culture of Urgency
- 2.2.2 Communication
- 2.2.3 Forging Consensus for Change and Improvement

Competency 2.3 – Culture of Achievement

- 2.3.1 High Expectations
- 2.3.2 Academic Rigor
- 2.3.3 Data Usage in Teams

Attachment 13: Letters of Support from a Sampling of Community Partners



March 19, 2014

Mayor Ballard
 Office of the Mayor
 2501 City County Building
 200 East Washington Street
 Indianapolis, Indiana 46204

Dear Mayor Ballard,

I am writing today to express my support for the Community Charter Network's application for a charter issued by your Office of Education Innovation. Over the past year, Ivy Tech has developed a deep trust and admiration for Dr. Schlegel, Agnes Alenbaa, and the CCN Team and their expertise in providing students a rigorous, college preparatory program.

In recent months, Ivy Tech has gotten to know and developed great confidence in Ms. Alenbaa through her leadership at Fall Creek Academy. We are confident that, with the support of the Mayor's office, Capitol Academy can develop with Ivy Tech a model program, combining the academic opportunities of dual credit and early college with the supports that help high school students succeed in our classes. In recent months, we have met with each member of CCN's leadership team, reviewed their plans for Capitol and believe this school will be poised to offer an exemplary Early College Program to all eligible students.

As a member of the institution's Senior Leadership Team, I believe Ivy Tech is in a unique position to improve the quality of our state's workforce. In order to serve this important need, we depend greatly on the quality of the preparation of our students. Rigorous schools, like Capitol Academy proposes to be, present an excellent opportunity for our institutions to work together in providing a brighter future for Hoosier families. A robust Early College Program, as Capitol Academy aims to build, only facilitates students' post-secondary progress and helps transform the life trajectories of these young men and women as they pursue viable career opportunities.

On whole, I endorse the Community Charter Network's charter application and recommend that the Mayor's office add Capitol Academy to their portfolio of high performing schools in Indianapolis. We look forward to furthering our partnership with CCN, Ms. Alenbaa and Capitol Academy's other leaders to ensure an increasing number of their high school students are equipped to succeed in college-level courses and graduate from high school on their way to college success.

Sincerely,

Jeffrey A. Perry
 Executive Vice President and Chief Operating Officer

30 WEST LAKE AVENUE, PARKWAY NORTH BUILDING
 INDIANAPOLIS, IN 46204-1742
 P: 317.321.4600



1400 East Hanna Avenue | (317) 788-3777
Indianapolis, Indiana 46227 | (317) 791-5925 fax
<http://celluindy.edu>

August 29, 2013

Dr. Charlie Schlegel
Superintendent
Fall Creek Academy
2540 North Capital Avenue
Indianapolis, Indiana 46208

Dear Members of the Charter School Board,

I am writing to express my support for the Fall Creek Academy's request for a charter from the Indianapolis Charter School Board. The Fall Creek Academy and the Center of Excellence in Leadership of Learning have collaborated since the school's founding. The school's vision of creating an Early College High School model is consistent with our role in providing technical assistance for such implementations and will undoubtedly have a positive influence on both present and planned educational improvement efforts for Fall Creek Academy.

As the organization officially designated by the Indiana Commission for Higher Education to provide certification for Indiana Early College High Schools, CELL looks forward to the opportunity of working with Fall Creek Academy to utilize their previous experience with this model to create a certified Early College High School that would meet our certification criteria, including pathways for students into dual credit, instructional supports for student success and formalized agreements with Ivy Tech Community College and other higher education partners.

In our role in promoting Early College and maintaining the Indiana Early College High School Network, CELL will provide support to Fall Creek Academy in its efforts should they be successful in receiving a charter from your board. As such, we anticipate that our continuing collaboration will ultimately serve the school to increase student achievement and improved educational attainment for future generations of Fall Creek Academy students.

Sincerely,

A handwritten signature in black ink that reads "David Dresslar".

David Dresslar
Executive Director



Mapleton-Fall Creek
Development Corporation
Building a Strong Community

March 19, 2014

Mayor Ballard
Office of the Mayor
2501 City-County Building
200 East Washington Street
Indianapolis, IN 46204

Dear Mayor Ballard,

On behalf of Mapleton-Fall Creek Development Corporation (MFCDC), I am pleased to offer this letter to support *Capitol Academy's* request for a charter from the City of Indianapolis. MFCDC is committed to connecting neighborhood partners to help, serve, revitalize, stimulate and invest resources to rebuild an affordable, safe and vital community.

The MFCDC has maintained a long-standing partnership with *Fall Creek Academy*, and, while we recognize its challenges through the years, we are excited to continue our work with the *Community Charter Network* and support *Capitol Academy*. Their plans for educating students and families in our neighborhood are indicative of CCN's commitment to ensuring young people receive opportunities to become active, educated, and contributing members of society. We look forward to build a strong partnership with *Capitol Academy* and continuing our work with the CCN while improving the quality of life for residents and students in the Mid-North area of Indianapolis.

Please feel free to contact me or Kelli Mirgeaux, our Community Builder at kelli@mfcdc.org should you have any questions about our working relationship with the Community Charter Network.

Sincerely,

Leigh Riley Evans
Chief Executive Officer



814N. Delaware Street | Indianapolis, IN 46204 | phone 317.955.7912 | fax 317.955.7914 | www.starfishinitiative.org

March 20, 2014

Mayor Ballard
Office of the Mayor
2501 City-County Building
200 East Washington Street
Indianapolis, Indiana 46204

Dear Mayor Ballard:

We are excited to hear that the Community Charter Network ("CCN") is making application to open a new 6-12 Charter School, Capitol Academy, under your control and supervision.

As a prominent nonprofit organization in Indianapolis that is committed to "encouraging, inspiring and preparing promising, economically disadvantaged students for college and career success," we are excited these efforts may be successful. As we have in the past, we are committed to partnering with students that qualify for Indiana's Twenty First Century Scholars program to secure a mentor who will help them on their journey to academic success and a future where college becomes a very distinct and real possibility. Today our program supports nearly 350 high school students and an estimated 200 who are still in college.

Starfish Initiative is excited about the possibility of an enhanced partnership with CCN to provide many more eligible students with the assistance and support they need to be successful getting to and through college. Gaining Mayoral support and sponsorship will allow CCN and Starfish to continue to work together in providing more students with the exceptional support that our program provides.

We stand ready to continue to advance our partnership with CCN.

Sincerely,

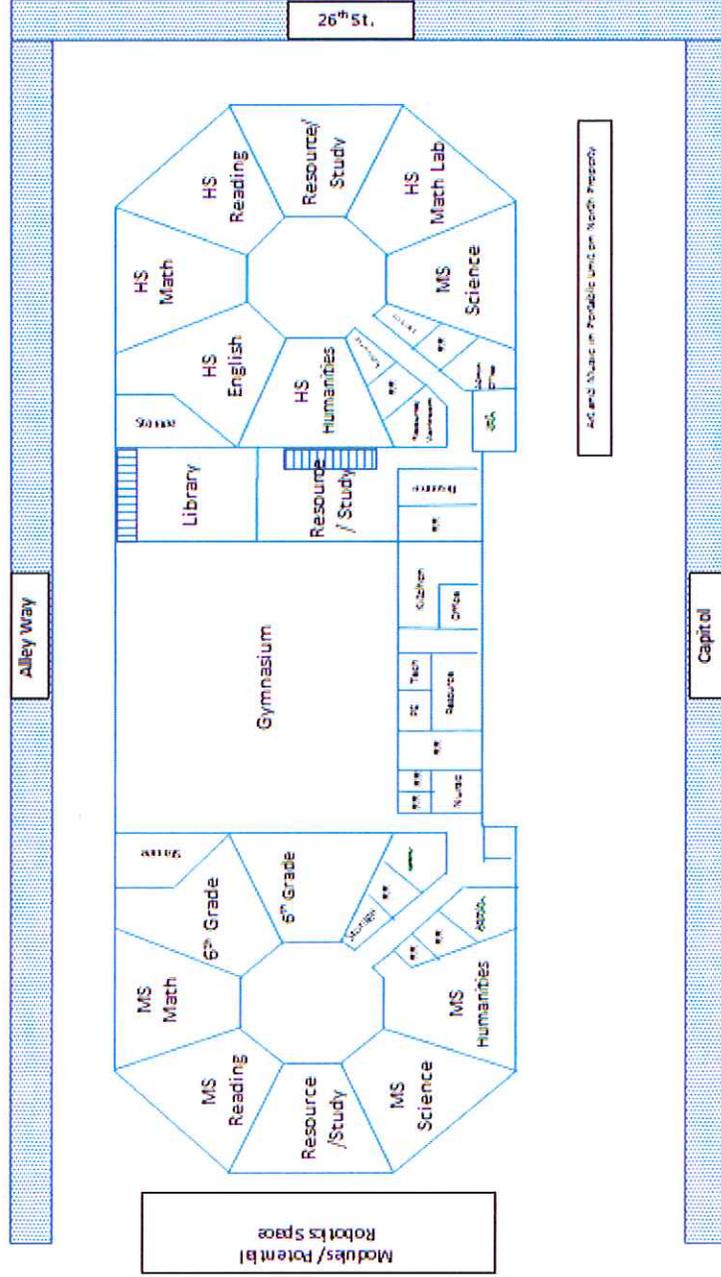
Robert L. Ceer, President and CEO
Starfish Initiative
317-955-7913 direct
bob@starfishinitiative.org

cc: Dr. Charlie Schlegel



Attachment 16: Capitol Academy, '15-'16 Campus

Capitol Academy
'15-'16 Campus



Appendix 2 - Governance Documents

**FIRST AMENDED AND RESTATED
BY-LAWS
OF
COMMUNITY CHARTER NETWORK, INC.**

**ARTICLE I
Name**

The name of the corporation is Community Charter Network, Inc. (the "Corporation").

**ARTICLE II
Fiscal Year**

The fiscal year of the Corporation shall begin each year on the first day of July and end on the last day of June of the following year.

**ARTICLE III
Board of Directors**

Section 1 Number, Appointment, Election and Term of Office.

- (a) Number. Unless and until this Section is amended, the number of directors shall be established by the Board of Directors and shall be no less than five (5) and no more than eleven (11).
- (b) Qualifications. The Board of Directors may, from time to time, by resolution establish qualifications for directors of the Corporation.
- (c) Appointments and Elections. The initial members of the Board of Directors shall be those individuals appointed by the incorporator of the Corporation. Thereafter, directors shall be elected by a majority vote of the Board of Directors as then is constituted at the annual meeting of the Board of Directors, or, if not so elected, at a special meeting of the Board of Directors called for that purpose by the President or any two (2) directors.
- (d) Term of Office. The term of office of each director shall be for a period of three (3) years from the effective date of their appointment or election and for such additional period

until his or her successor is duly appointed or elected, as applicable, and are otherwise qualified, provided that the successor to any director who has resigned or been removed shall serve for the remaining applicable term. The terms of the members of the Board of Directors may be staggered as deemed necessary by the Board of Directors.

- (e) Participation. Subject to any resolutions and/or policies and procedures of the Board of Directors, directors are expected to attend all meetings of the Board of Directors.

Section 2 Vacancies. Any vacancy occurring on the Board of Directors caused by an increase in the number of directors, or by resignation, removal, death or otherwise, shall be filled until the next annual meeting of the Board of Directors by a vote of a majority of the entire remaining members of the Board of Directors.

Section 3 Removal of Directors. Any member of the Board of Directors may be removed with or without cause at a meeting of the Board of Directors called expressly for that purpose, by a vote of the majority of the persons then serving as directors.

Section 4 Resignations. A director may resign at any time by giving written notice to the Secretary or the Chairperson of the Board of Directors. Any such resignation shall take effect upon receipt of such notice or at any later time specified therein; and, unless otherwise specified therein, no acceptance of such resignation shall be necessary to make it effective

Section 5 Regularly Scheduled Meetings.

- (a) Annual Meeting. The annual meeting of the Board of Directors for the election of officers and for the transaction of such other business as may properly come before the meeting shall be held at such time and place as shall from time to time be determined by the Board of Directors. Failure to hold the annual meeting in any given year(s) shall not work any forfeiture or dissolution of the Corporation and shall not affect otherwise valid corporate acts.
- (b) Regular Meetings. Regular meetings of the Board of Directors may be held at such time and place as shall from time to time be determined by the Board of Directors. The annual meeting of directors may be held in place of one of such regular meetings. The Board of Directors shall hold at least six (6) regular meetings on an annual basis and meetings shall be scheduled so that not more than six (6) months elapses between regular meetings (including the annual meeting).
- (c) Schedule. A schedule showing the annual meeting and the regular meetings of the Board of Directors for the fiscal year shall be distributed to each director. A change in the date

or time for any of the meetings on such schedule shall be communicated to each director at least three (3) days prior to the changed meeting.

- (d) Location. Meetings of the Board of Directors shall be held at such place as may from time to time be designated by the Chairperson, or as may be specified in the notices or waivers of notice of such meetings.

Section 6 Special Meetings. Special meetings of the Board of Directors may be called by the Chairperson or at the request of not less than one-third (1/3) of the directors then in office.

Section 7 Notice. Unless the Act requires a longer notice period, notice of the time and place of the annual meeting, regular meetings and any special meeting of the Board of Directors shall be served personally upon, e-mailed, faxed or telephoned to each director at his or her usual place of business or residence. Notice of regular meetings (including the annual meeting) shall be provided at least ten (10) days prior to the day of the meeting. Notice of special meetings shall be provided at least at least three (3) days prior to the day of the meeting. Directors, in lieu of such notice, may sign a written waiver of notice either before the time of the meeting, at the meeting or after the meeting. Attendance by a director in person at any such special meeting (a) waives objection to lack of notice or defective notice of the meeting, unless the director at the beginning objects to holding the meeting or transacting business at the meeting, and (b) waives any valid objection to consideration of a particular matter at the meeting that is not within the purpose described in the meeting notice, unless the member objects to considering the matter when the matter is presented. The Corporation or other party sending such notice shall be entitled to rely upon the most current addresses and telephone numbers on the Corporation's books and records.

Section 8 Compliance with Indiana Open Door Law. Notwithstanding any other provisions of these By-Laws, the Corporation shall comply in all respects with the Indiana Open Door Law, as amended, in connection with all regular meetings (included the annual meeting) and special meetings.

Section 9 Conference Telephone Meetings. A member of the Board of Directors may participate in any meeting of the Board of Directors by means of a conference telephone or similar communications equipment by which all persons participating in the meeting can communicate with each other, and participation by these means constitutes presence in person at the meeting; provided, however, that the following conditions must be satisfied:

- (a) At least one-third (1/3) of the members of the Board of Directors must be physically present at the meeting;

- (b) The Board Chair must approve the participation of a member of the Board of Directors by means of telephone or similar communications equipment. Members are asked to submit any requests to participate in such a manner to the Chairperson at least four (4) hours prior to the scheduled meeting; and
- (c) Votes during the meeting must be taken by roll call vote.

Section 10 Quorum and Voting. A majority of the actual number of directors elected and qualified, from time to time, shall be necessary to constitute a quorum for the transaction of any business. Attendance at meetings shall be taken by the Secretary or by means of a roster signed by each member of the Board of Directors in attendance. The act of a majority of the directors present at the meeting, at which a quorum is present, shall be the act of the Board of Directors, unless the act of a greater number is required by the Act, the Articles of Incorporation, or these By-Laws.

Section 11 Consent Action by Directors. No action required or permitted to be taken at any meeting of the Board of Directors or of any committee thereof may be taken without a meeting.

Section 12 Compensation and Expenses. The directors of the Corporation shall serve on a volunteer basis and shall not be compensated for their service as a director to the Corporation. However, expenses incurred by directors for the benefit of the Corporation may be reimbursed by the Corporation. No expense may be reimbursed unless a written request for reimbursement, accompanied by a receipt, is presented.

Section 13 Delegation of Powers. For any reason that the Board of Directors determines to be sufficient, whether occasioned by absence or otherwise, the Board of Directors may delegate all or any of the powers and duties of any officer to any other officer or director.

ARTICLE IV
Committees

Section 1 General Authority. The Board of Directors may create, by resolution, one (1) or more committees to assist it in carrying out any of the purposes of the Corporation, define the responsibilities of such committee or committees and delegate to such committee or committees powers as the Board of Directors determines to be appropriate. To the extent designated in the initial resolution creating such committee and as later amended and supplemented by further resolutions, each such committee has and may exercise, when the Board of Directors is not in session, all the powers of the Board of Directors that are specified in such resolutions. By written duly approved written resolution or by unanimous written consent, the Board of Directors may designate any director or directors as alternate members of any committee. Unless otherwise

specified in the resolution creating or modifying a committee, the President is an ex officio member of all committees.

Section 2 **Executive Committee.** The Board of Directors may, by resolution, create an Executive Committee consisting of not less than three (3) directors. When an Executive Committee is so created, its members will collectively possess and exercise the authority of the Board of Directors in the management of the business of the Corporation between meetings of the Board of Directors. A majority of the directors on the Executive Committee constitutes a quorum. The Executive Committee shall report regularly to the Board of Directors on any action taken between meetings of the Board of Directors.

Section 3 **Limitations.** Notwithstanding the rest of this Section, no committee has the power to do the following:

- (a) Fix or determine the compensation of any director or officer;
- (b) Authorize distributions by the Corporation;
- (c) Approve the merger or dissolution of the Corporation;
- (d) Approve the sale, pledge, or other transfer of substantially all of the Corporation's assets;
- (e) Appoint, select, or remove directors with respect to seats on the Board of Directors or of any committee;
- (f) Adopt, approve, amend or repeal the Articles of Incorporation or these By-Laws; or
- (g) Approve submission of a proposal under Indiana Code Section 20-5.5-3-3 to establish a charter school or authorize the Corporation's execution of a charter under Indiana Code Section 20-5.5-4-1.

However, a committee holding delegated powers pertaining to any of the foregoing subjects may make recommendations to the full Board of Directors with respect to such subjects.

ARTICLE V
Officers

Section 1 Principal Officers. The principal officers of the Corporation shall be a Chairperson, a President, a Treasurer and a Secretary. Any of the principal officers may be, but are not required to be, members of the Board of Directors. The Corporation may also have such subordinate officers as may be appointed in accordance with the provisions of these By-Laws. Any of the offices may be held by the same person; provided, however, that an officer shall not execute, verify or acknowledge any document or instrument in more than one capacity.

Section 2 Election and Term of Office. The principal officers of the Corporation shall be chosen annually at the annual meeting of the Board of Directors by a vote of a majority of the directors then in office. Each officer shall hold office for a period ending at the next annual meeting of the Board of Directors and until such officer's successor shall have been duly chosen and qualified, or until such officer's death, or until such officer shall resign, or until such officer shall have been removed in the manner hereinafter provided.

Section 3 Removal. Any principal officer may be removed, either with or without cause, at any time, by resolution adopted at a meeting of the Board of Directors by a majority of the directors then entitled to vote.

Section 4 Subordinate Officers. In addition to the principal officers enumerated in Article V, Section 1, the Corporation may have one or more Vice Presidents, one or more Assistant Treasurers, one or more Assistant Secretaries and such other officers, agents and employees as the Board of Directors may deem necessary and as it shall select or as may be appointed by the President, each of whom (a) shall hold office for such period as the Board of Directors or the President, as applicable, shall determine, (b) may be removed with or without cause at any time by the Board of Directors or the President, as applicable, and (c) shall have such authority and perform such duties as the Board of Directors may from time to time determine. The Board of Directors may delegate to any principal officer the power to appoint and to remove any such subordinate officers, agents or employees.

Section 5 Resignations. Any officer may resign at any time by giving written notice to the Board of Directors, the President or the Secretary. Any such resignation shall take effect upon receipt of such notice or at any later time specified therein; and, unless otherwise specified therein, no acceptance of such resignation shall be necessary to make it effective.

Section 6 Vacancies. Any vacancy in any office may be filled for the remaining term of such office by the Board of Directors at any regular or special meeting of the Board of Directors.

Section 7 Chairperson. The Chairperson shall preside at all meetings of the Board of Directors. In general, the Chairperson shall perform all duties and have all powers incident to the office of Chairperson, as herein defined, and all such other duties and powers as, from time to time, may be assigned to the President by the Board of Directors.

Section 8 President. The President shall be the chief executive officer of the Corporation and as such shall have general supervision of the affairs of the Corporation, subject to the supervision and direction of the Board of Directors. In the absence of the Chairperson, the President shall preside at all meetings of the Board of Directors. Subject to the supervision and direction of the Board of Directors, the President may enter into any agreement and may execute and deliver any agreement, instrument or document in the name and on behalf of the Corporation. In general, the President shall perform all duties and have all powers incident to the office of President, as herein defined, and all such other duties and powers as, from time to time, may be assigned to the President by the Board of Directors.

Section 9 Treasurer. The Treasurer shall be responsible for all funds and securities of the Corporation. The Treasurer shall upon request exhibit at all reasonable times the books of account and records to any of the directors of the Corporation during business hours at the office of the Corporation where such books and records shall be kept; shall render upon request by the Board of Directors a statement of the condition of the Corporation at any meeting of the Board of Directors; and, in general, shall perform all duties incident to the office of Treasurer and such other duties as from time to time may be assigned by the Board of Directors. The Treasurer shall give such bond, if any, for the faithful discharge of the Treasurer's duties as the Board of Directors may require.

Section 10 Secretary. The Secretary shall keep or cause to be kept in the books provided for that purpose the minutes of the meetings of the members and of the Board of Directors; shall duly give and serve all notices required to be given in accordance with the provisions of these By-Laws and by the Act and the Articles of Incorporation; shall be custodian of the records of the Corporation and attest to all documents, the execution of which on behalf of the Corporation under the Secretary's attestation is duly authorized in accordance with the provisions of these By-Laws; and, in general, shall perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned by the Board of Directors.

Section 11 Titles and Job Descriptions. By resolutions adopted from time to time or by amendments to these By-Laws, the Board of Directors may change the title or job description of any officer, so long as at least one officer (by whatever name or title) has the duty to exercise the executive powers of a corporate president and one officer (by whatever name or title) has the duty to exercise the recordkeeping and attesting powers of a corporate secretary. In the event of a conflict between an officer's job description and the duties of that officer as stated in these By-Laws, these By-Laws control.

ARTICLE VI

Contracts, Checks, Deposits and Funds

Section 1 Contracts. The Board of Directors may authorize any officer or officers, agent or agents of the Corporation, in addition to the officers so authorized by these By-Laws, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances. Except as specifically required by applicable law, a contract, deed, or other instrument of the Corporation need not bear a corporate seal to be valid and enforceable, so long as it is executed in accordance with this Section.

Section 2 Checks, Drafts, etc. Unless the last sentence of this Section applies, all checks, drafts, or orders for the payment of money, notes or other evidence of indebtedness issued in the name of the Corporation, shall be signed by any of the following persons: (a) the

President; (b) the Treasurer; or (c) any other officer or agent that the Board of Directors, in resolutions duly adopted from time to time, authorizes to sign such checks, drafts, notes, or other evidence of indebtedness. Checks, drafts, or other debits for each expenditure exceeding one thousand dollars (\$1,000.00) must be signed by two officers, one of whom must be the President or the Treasurer or the designee of either the President or the Treasurer, unless the Board of Directors expressly authorizes the expenditure and the signing of the check, draft or debit by some other officer.

Section 3 **Deposits.** Unless a specific short- or long-term investment is authorized by a resolution of the Board of Directors, all funds of the Corporation shall be deposited from time to time to the credit of the Corporation, promptly after receipt, in such banks, trust companies, or other depositories as the Board of Directors selects.

Section 4 **Gifts.** The Board of Directors may accept on behalf of the Corporation any contribution, gift, bequest or devise for the general purpose or for any special purpose of the Corporation. However, the Board of Directors shall not accept, on behalf of the Corporation, any contribution, gift, bequest or devise that would jeopardize the tax-exempt status of the Corporation under the federal tax laws, or whose acceptance or application would violate the Articles of Incorporation of the Corporation.

Section 5 **Loans.** The Corporation shall not make or guarantee any loan or issue any note or other evidence of the Corporation's indebtedness except upon an authorizing resolution of the Board of Directors. Any such loan or evidence of indebtedness by the Corporation is not and shall not be considered to be a debt or liability of any charter school for which the Corporation serves as organizer, unless such loan or evidence of indebtedness is duly approved by the board of directors or trustees of such charter school.

ARTICLE VII **Books and Records**

Section 1 **Books and Records.** The Corporation shall keep correct and complete books and records of account and shall also keep minutes of the proceedings of the Board of Directors and of the proceedings of the committees having any of the authority of the Board of Directors. The Board of Directors shall observe, and shall require all officers to observe, standards of honesty and accuracy with respect to reimbursements to directors, officers, and other agents for expenditures made by them on behalf of and for the benefit of the Corporation.

Section 2 **Reporting Required by Statute.** Under the supervision of the Board of Directors, the Treasurer shall cause the preparation and submission of all accountings and reports required by Indiana Code Section 20-5.5-7 and all other applicable laws and regulations with respect to the Corporation's activities as fiscal agent for each charter school established by the Corporation. For each charter school established by the Corporation, the Board of Directors shall cause the Corporation to prepare and submit to the Department the annual report required by Indiana Code Section 20-5.5-9-1, and to publish the annual performance report required by Indiana Code Section 20-5.5-9-6.

ARTICLE VIII
Standard of Care

Section 1 **General Standard.** Based on facts known to him or her at the time, each director or officer of the Corporation shall discharge his or her duties (including duties as a member of a committee):

- (a) In good faith;
- (b) With the care an ordinarily prudent person in a like position would exercise under similar circumstances; and
- (c) In a manner that the director or officer reasonably believes to be in the best interests of the Corporation.

Section 2 **Reliance.** In discharging his or her duties, a director may rely on information, opinions, reports, or statements, including financial statements and other financial data, if prepared or presented by one of the following:

- (a) An officer or employee of the Corporation whom the director reasonably believes to be reliable and competent in the matters presented; or
- (b) A committee established by the Board of Directors and of which the director is not a member, if the director reasonably believes the committee merits confidence; or
- (c) Legal counsel, public accountants, or other persons with respect to matters that the director reasonably believes to be within the person's professional or expert competence.

Section 3 **Limitations on Liability.** A director or officer is not liable for an action taken in that capacity, or for a failure to act, unless:

- (a) The director or officer has breached or failed to perform the director's or officer's duties in compliance with this Article; or
- (b) The breach or failure to perform constitutes willful misconduct or recklessness.

ARTICLE IX
Conflict of Interest Policy

Section 1 **Prohibitions.** The Corporation shall not loan money to or guarantee any obligation of a director or officer of the Corporation. The Corporation shall not pay salary or other compensation to a director or officer in advance of the normal payment period authorized by the Board of Directors.

Section 2 **Standards of Conduct of Directors.** All directors shall abide by standards of ethical conduct while performing their duties as directors of the Corporation, as more particularly prescribed by Indiana Code Section 23-17-13-1.

Section 3 **Purpose of Conflicts of Interest Policy.** The purpose of the conflicts of interest policy is to protect the Corporation's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Corporation. This policy is intended to supplement but not replace any applicable state laws governing conflicts of interest applicable to nonprofit and charitable corporations.

Section 4 **Definitions.** For purposes of this Article:

- (a) "Interested Person" means any director, principal officer, or member of a committee (with board-delegated powers) who has a direct or indirect Financial Interest, as defined below. If the Corporation's Articles of Incorporation or these By-Laws (as amended) authorizes an entity to designate or select one or more directors on the Board of Directors of the Corporation and if an individual is an Interested Person in that entity, then that individual is an Interested Person with respect to the Corporation if he or she has a Financial Interest.
- (b) A person has a "Financial Interest" if the person has, directly or indirectly, through business, investment, or family –

- (i) an ownership or investment interest in any entity with which the Corporation has a transaction or arrangement, or
 - (ii) a compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement, or
 - (iii) a potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement.
- (c) "Compensation" includes direct and indirect remuneration as well as gifts or favors that are substantial in nature.

Section 5 **Duty to Disclose.** In connection with any actual or possible conflicts of interest, an Interested Person must disclose the existence and nature of his or her Financial Interest to the directors who are considering the proposed transaction or arrangement.

Section 6 **Determining Whether a Conflict of Interest Exists.** After disclosing his or her Financial Interest, the Interested Person shall leave the Board of Directors meeting while the Financial Interest is discussed and voted upon. The remaining directors shall decide if a conflict of interest exists.

Section 7 **Procedures for Addressing Conflict of Interest.**

- (a) The chairperson of the Board of Directors meeting, if appropriate, shall appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- (b) After exercising due diligence, the remaining directors shall determine whether the Corporation can obtain a more advantageous transaction or arrangement with reasonable efforts from a person or entity that would not give rise to a conflict of interest.
- (c) If a more advantageous transaction or arrangement is not reasonably attainable under circumstances that would not give rise to a conflict of interest, the remaining directors shall determine, by a majority vote of the disinterested directors, whether the transaction or arrangement is in the Corporation's best interest and for its own benefit, and whether the transaction is fair and reasonable to the Corporation. The remaining directors shall make their decision as to whether to enter into the transaction or arrangement in conformity with such determination.

Section 8 **Violations of the Conflicts of Interest Policy.**

- (a) If the Board of Directors has reasonable cause to believe that a director has failed to disclose actual or possible conflicts of interest, it shall inform the director of the basis for such belief and afford the director an opportunity to explain the alleged failure to disclose.
- (b) If, after hearing the response of the director and making such further investigation as may be warranted in the circumstances, the Board of Directors determines that the member has in fact failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Section 9 **Records of Proceedings.** The minutes of the Board of Directors and of all committees with Board-delegated powers shall contain –

- (a) the names of the persons who disclosed or otherwise were found to have a Financial Interest in connection with an actual or possible conflict of interest, the nature of the Financial Interest, any action taken to determine whether a conflict of interest was present, and the Board of Directors' or committee's decision as to whether a conflict of interest in fact existed; and
- (b) The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection therewith.

Section 10 **Compensation Decisions.** A director who is authorized to vote regarding compensation payable to any directors shall not vote on any proposal or question pertaining to the determination of that director's compensation.

Section 11 **Periodic Reviews.** To ensure that the Corporation operates in a manner consistent with its charitable purposes and that it does not engage in activities that could jeopardize its status as an organization exempt from federal income tax, the Board of Directors shall cause periodic reviews to be conducted, including, at a minimum, the following subjects:

- (a) Whether compensation arrangements and benefits are reasonable and are the result of arm's-length bargaining; and

- (b) Whether any joint venture arrangements or other transactions involving the Corporation (including but not limited to agreements to provide or to purchase goods or services) have resulted in private inurement or impermissible private benefit.

Section 12 **Use of Outside Experts.** In conducting the periodic reviews provided for in this Article, the Corporation may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the Board of Directors of its responsibility for ensuring that periodic reviews are conducted.

ARTICLE X

Indemnification of Directors and Officers

Section 1 **"Covered Persons" Defined.** For purposes of this Article, a "Covered Person" means an individual who:

- (a) Is or was an officer or director of the Corporation and is therefore eligible to receive indemnification from the Corporation under this Article, or
- (b) Is or was a director, officer, shareholder, employee, independent contractor, or agent of the Corporation and is eligible to receive indemnification from the Corporation pursuant to a contract with the Corporation, a resolution or other determination by the Board of Directors, or a provision of applicable law.

Section 2 **Indemnification in General, Conditions.** This Article requires the Corporation to indemnify former and current officers and directors of the Corporation to the maximum extent permitted under Indiana Code Sections 23-17-6-9 and 23-17-16-13. This Article permits but does not require the Corporation to indemnify current or former employees, independent contractors, or agents, to the extent permitted under Indiana Code Section 23-17-16-13. Where Indiana Code Section 23-17-16-1 *et seq.* (as amended from time to time) affirmatively requires the Corporation to pay indemnification, to advance expenses, and to make determinations, the Corporation shall do so in good faith and consistent with applicable Indiana law as amended from time to time. However, where Indiana Code Section 23-17-16-1 *et seq.* (as amended from time to time) merely permits the Corporation to pay indemnification, to advance expenses, and to make determinations, the Corporation may but is not required to do so, unless such indemnification or advancement of expenses is expressly required by contract or other applicable law. In all cases or situations:

- (a) The right of a Covered Person to indemnification under this Article arises when the Covered Person is made a party or threatened to be made a party in any pending or

threatened suit, action, or proceeding, whether civil, criminal, administrative, or investigative, and whether formal or informal ("Proceeding");

- (b) The right of a Covered Person to indemnification under this Article is conditioned upon a determination by the Corporation (under Indiana Code Section 23-17-16-12, as amended from time to time) that the Covered Person's conduct conformed to the standard in Indiana Code Sections 23-17-13-1 and 23-17-16-8 (as amended from time to time) or other applicable law or these By-Laws; and
- (c) The Corporation's obligation to indemnify extends to the Covered Person's liability or obligation to pay any judgment, settlement, penalty, fine, court costs, reasonable attorney fees, and other reasonable expenses incurred in or with respect to the Proceeding in which the Covered Person has been made or threatened to be made a party.

Upon receiving a written demand by a Covered Person for indemnification or advancement of expenses, the Corporation shall proceed as provided in Indiana Code Section 23-17-16-12, as amended from time to time, to determine whether the Covered Person is entitled to indemnification or advancement of expenses (as the case may be) under this Article or under a contract or other applicable law.

Section 3 **Restrictions.** The Corporation shall not pay indemnification or advance expenses to or on behalf of a current or former director, officer, employee, or agent of the Corporation if the payment of such indemnification or the advancement of such expenses would constitute an excess benefit transaction or private expenditure under Sections 4958 and 4945, respectively, of the Code.

Section 4 **This Article Not Exclusive.** This Article does not preclude or limit any current or former officer, director, shareholder, employee, independent contractor, or agent of the Corporation from seeking and receiving indemnification, advancement of expenses, or both under a written contract with the Corporation or under other applicable law.

Section 5 **Insurance.** The Corporation may purchase and maintain insurance on behalf of any person who is or was a director, officer, employee, independent contractor or agent of the Corporation, or who is or was serving at the request of the Corporation as a director, officer, partner, trustee, employee or agent of another foreign or domestic corporation, partnership, joint venture, trust, employee benefit plan, or other enterprise, against any liability asserted against or incurred by such person in any capacity or arising out of his or her status as such, whether or not the Corporation has the obligation or power to indemnify such person against such liability under the provisions of this Article, the Law, the rest of these the Articles of Incorporation, or otherwise.

Section 6 **Effective Date; Continuation of Indemnity.** This Article applies to any Proceeding (as defined in Section 2(a) of this Article) that commences after the adoption of this Article, whether the proceeding arises from acts or omissions occurring before or after the adoption of this Article. If a Proceeding described in Section 2(a) is commenced or continued against a Covered Person, and if the Covered Person is entitled to indemnification or advancement of expenses or both but dies or otherwise ceases to serve the Corporation in his or her indemnified capacity before such indemnification or advancement of expenses is completed or fully paid, the Corporation's obligation to indemnify and advance expenses continues and inures to the benefit of the heirs, personal representatives, and other successors of the Covered Person, unless such continuation is expressly prohibited in a written contract that is the source of the Covered Person's right to indemnification or advancement of expenses.

Section 7 **Severability.** If this Article or any portion hereof is invalidated on any ground by any court of competent jurisdiction, then the Corporation shall nevertheless indemnify each director or officer of the Corporation with respect to costs, charges and expenses (including reasonable attorney fees), judgments, fines and amounts paid in settlement with respect to any action, suit or proceeding, whether civil, criminal, administrative or investigative, including an action by or in the right of the Corporation, to the fullest extent permitted by any applicable provision of this Article that is not invalidated and to the fullest extent permitted by applicable law.

ARTICLE XI
Other Matters

Section 1 **Amendments.** The Corporation reserves the right to make, amend, alter, change or repeal any provisions contained in the By-Laws of the Corporation or in any amendment thereto, by a majority vote of the members of the Board of Directors; provided, however, that (a) such power shall not authorize any amendment, alteration, change or repeal which would have the effect of disqualifying the Corporation as a tax-exempt organization under Section 501(c)(3) of the Code or would have the effect of disqualifying contributions to the Corporation for deduction under Section 170(c)(2), Section 2055(a)(2) or Section 2522 of the Code, (b) the text of the proposed amendment shall be (1) sent to all directors with the notice of the meeting at least ten (10) days in advance of such meeting and (c) the amendment is approved by an authorized representative of the sponsor of the Corporation's charter school(s).

Section 2 **Electronic Records and Signatures.** The Corporation approves the use of modern communication tools for the transaction of the Corporation's business contemplated by these By-Laws. An electronic record within the meaning of the Indiana Uniform Electronics Transaction Act (Indiana Code Section 26-2-8-101, et. seq.) as amended and in effect from time to time ("IUETA") shall satisfy any requirement under these By-Laws regarding a record or other writing. An electronic signature within the meaning of the IUETA shall satisfy any requirement under these By-Laws with respect to a signature. The use of electronic records and of electronic signatures is authorized to fulfill and implement the provisions of these By-Laws, subject to such security procedures (within the meaning of the IUETA) as the Board of Directors may approve from time to time to assure the authenticity and validity of electronic records and electronic signatures that may be utilized for such purposes.

Section 3 **Other Staff and Programs.** The Board of Directors or any officer or committee with Board-delegated authority may design, establish and carry out various programs consistent with the Corporation's charitable and educational purposes. Toward those ends, and to the extent the Corporation's officers and regular staff employees are insufficient in number, skill, or experience, the Board of Directors may authorize the Corporation to contract with third parties, as either employees or independent contractors, to help carry out the Corporation's programs.

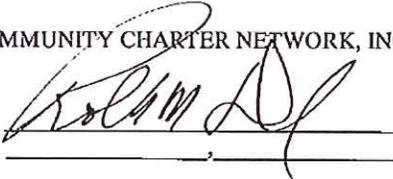
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CERTIFICATE

The undersigned hereby certifies, in the capacity shown, that the foregoing First Amended and Restated By-Laws of the Corporation were duly approved and adopted by action of the Board of Directors of the Corporation to be effective as of the ___ day of September, 2013.

COMMUNITY CHARTER NETWORK, INC.

By: _____



**FIRST AMENDED AND RESTATED
ARTICLES OF INCORPORATION
OF
COMMUNITY CHARTER NETWORK, INC.**

Community Charter Network, Inc., being organized under the provisions of the Indiana Nonprofit Corporation Act of 1991, as amended (the "Act"), hereby sets forth its First Amended and Restated Articles of Incorporation (the "Articles of Incorporation") as follows:

ARTICLE I

Name

The name of the corporation is Community Charter Network, Inc. (the "Corporation").

ARTICLE II

Type of Corporation

The Corporation is a nonprofit, public benefit corporation.

ARTICLE III

Members

The Corporation has no members.

ARTICLE IV

Purposes, Powers and Prohibited Activities

Section 1 **Purposes.** The Corporation is a public benefit corporation organized and operated exclusively for the following purposes as may qualify it for exemption from Federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or the corresponding provisions of any future United States internal revenue law (the "Code"), and the Treasury Regulations promulgated thereunder (the "Regulations"), and as may qualify contributions to it for deductions under Section 170(c)(2), Section 2055(a)(2) and Section 2522 of the Code and the Regulations promulgated thereunder:

(a) The primary purposes of the Corporation shall include:

- (i) To organize, operate and manage schools as a "charter school" in accordance with the provisions of the Indiana Charter Schools Act, Indiana Code Section 20-5.5-1-1, *et seq.*, as amended;
- (ii) To serve the unique needs of students and their families and provide support for the attainment of a high quality education, including the different learning styles and needs of students and to offer students appropriate and innovative choices;
- (iii) To receive and disburse funds to support the operation of such charter schools;
- (iv) To educate the general public and parents of prospective students about charter schools and other educational opportunities available;
- (v) To advance education by overseeing and supporting charter schools substantially serving low-income students and families and that have been determined by the IRS to be tax-exempt organizations as described under Section 501(c)(3) of the Code;
- (vi) To improve student achievement and the potential for post-secondary education and lifetime success for all students and promote the long-term success and sustainability of Code Section 501(c)(3) charter schools;
- (vii) To advance, promote and improve education by providing operational, managerial and academic support and services, including the identification, study and dissemination of educational and operational best practices, to improve quality, minimize administrative expenses and allow Code Section 501(c)(3) charter schools to focus their time and resources on improving student achievement and the potential for post-secondary education and lifetime success for all students;
- (viii) To advance, promote and improve education by supporting the principals and instructional leaders of Code Section 501(c)(3) charter schools by

providing tools and resources to develop and improve their capacities to lead their respective Code Section 501(c)(3) charter schools;

- (ix) To advance, promote and improve education by supporting talent recruitment, hiring systems, training and staff evaluation to recruit, train and retain skilled teachers and professionals to serve Code Section 501(c)(3) charter schools;
- (x) To support Code Section 501(c)(3) charter schools by recruiting, cultivating and maintaining local community leadership to advise and govern the Corporation;
- (xi) To lessen the burdens of government by overseeing and supporting Code Section 501(c)(3) charter schools, providing operational and academic support to Code Section 501(c)(3) charter schools and seeking to improve student achievement and the potential for post-secondary education and lifetime success for all students, which would otherwise be an immediate educational burden and potentially a long-term supportive services burden of the government;
- (xii) To engage in any and all activities necessary or appropriate to raise funds for the purposes of the Corporation, including the solicitation of direct or indirect contributions from public and private sources wherever located;
- (xiii) To empower committed volunteers and donors to share compassion and resources for the educational and related benefits to be provided by the Corporation; and
- (xiv) To engage in any and all activities necessary or appropriate to raise funds for the purposes of the Corporation, including, but not limited to, the solicitation of direct or indirect contributions from public and private sources wherever located.

(b) The Corporation shall be organized and operated exclusively for charitable, scientific, testing for public safety, literary or educational purposes which purposes then qualify it for exemption from Federal income tax under the provisions of Section 501(c)(3) of the Code and as then qualify contributions to it for deductions under Section 170(c)(2), Section 2055(a)(2) and Section 2522 of the Code.

(c) In furtherance of the foregoing purposes, the Corporation shall be authorized and empowered to exercise all power and authority granted to it under the Act; provided, however, that the Corporation shall not, except to an insubstantial degree, engage in any activities or exercise any powers that are not in furtherance of the primary purposes of this Corporation.

Section 2 **Powers.** Except as otherwise provided in these Articles of Incorporation, the Corporation shall have, hold, enjoy and exercise any and all rights, privileges and powers vested in or conferred upon a corporation organized under the Act.

Section 3 **Prohibited Activities.**

(a) No part of the Corporation's income, corpus or principal assets shall ever inure to the benefit of, or be distributable to, directly or indirectly, any private individual, and no director or officer of the Corporation may or shall receive any pecuniary benefit from the same; provided, however, that private individuals may be paid such reasonable compensation for services actually rendered and that are necessary to organize the Corporation and to carry out the purposes of the Corporation, as may be fixed in the manner provided by the Board of Directors. No individual shall be precluded from taking such employment and reasonable compensation by reason of the fact that he or she is a director or officer of the Corporation. The Corporation is expressly precluded from advancing or loaning its directors, officers or employees any money or property.

(b) The Corporation shall not in any manner or to any extent participate in, 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.

(c) Except as otherwise provided in accordance with Section 501(h) of the Code, no substantial part of the Corporation's activities may consist of carrying on propaganda or otherwise attempting to influence legislation.

(d) The Corporation shall not accept gifts or other contributions if the use or expenditure of the gift or contribution is subject to any condition which is inconsistent with the purposes of the Corporation as set forth in Section 1 of this Article IV.

(e) The Corporation shall not conduct or carry on any activities prohibited from being conducted or carried on by an organization exempt from Federal income tax under Section 501(c)(3) of the Code, and the Regulations promulgated thereunder, or by a Corporation, contributions to which are deductible under Section 170(c)(2), and which also are described in Section 2055(a)(2) or Section 2522 of the Code.

(f) The Corporation shall make no advancements for services to be performed in the future, nor shall the Corporation make any loan of money or property, to any director or officer of the Corporation, other than advances of expenses in connection with a possible indemnification matter.

(g) Notwithstanding any other provisions of these Articles of Incorporation, the Act, or any other law, rule or regulation, in the event that the Corporation is

classified as a private foundation under Section 509 of the Code, the Corporation shall:

- (i) Distribute during each taxable year amounts sufficient to avoid liability for the tax imposed by Section 4942 of the Code.
- (ii) Not engage in any act of self-dealing as defined in Section 4941(d) of the Code.
- (iii) Not retain any excess business holdings as defined in Section 4943(c) of the Code.
- (iv) Not make any investment in such manner as to subject the Corporation to tax under Section 4944 of the Code.
- (v) Not make any taxable expenditure as defined in Section 4945(d) of the Code.

ARTICLE V

Registered Agent and Registered Office

Section 1 **Registered Agent.** The name and street address of the Corporation's registered agent for service of process is Charlie Schlegel, 3908 N. Meadows Drive, Indianapolis, Indiana 46205.

Section 2 **Registered Office.** The address of the registered office of the Corporation is c/o Charlie Schlegel, 3908 N. Meadows Drive, Indianapolis, Indiana 46205.

ARTICLE VI

Distribution of Assets on Dissolution

Upon the dissolution of the Corporation, the Board of Directors shall, after paying or making provision for the payment of all the liabilities of the Corporation and returning grants, if any, owing to the State of Indiana, distribute all the remaining assets of the Corporation exclusively for nonprofit educational purposes in such a manner, or to such organization(s) organized and operated exclusively for charitable, scientific, testing for public safety, literary or educational purposes, which purposes then qualify such organization or organizations for exemption from Federal income tax under the provisions of Section 501(c)(3) of the Code, as the Board of Directors shall determine. Moreover, in the event of dissolution of the Corporation, any remaining funds received from the Indiana Department of Education (the "Department") shall be returned to the Department not more than thirty (30) days after dissolution, and any

funds after the Department's funds have been returned shall be used exclusively for nonprofit educational purposes.

ARTICLE VII

Board of Directors

Section 1 Authority of Board. Management of the property, affairs, business and activities of the Corporation shall be supervised and directed by the Board of Directors. The Board of Directors shall possess and may exercise all the powers and authority granted to the Corporation by the Act, by these Articles of Incorporation or by the By-Laws of the Corporation, as now or hereafter in effect.

Section 2 Number, Term and Election of Directors. The exact number of members of the Board of Directors shall be prescribed from time to time according to the By-Laws of the Corporation; provided, however, that under no circumstances shall the minimum number of members of the Board of Directors be less than three (3). In the absence of an applicable provision in the By-Laws of the Corporation, the number of the members of the Board of Directors shall be three (3). The term of directors shall be as specified in the By-Laws; provided, however, that the term of an elected director shall not exceed five (5) years.

Section 3 Compensation of Directors. The directors of the Corporation shall serve on a volunteer basis and not be compensated for their service to the Corporation.

ARTICLE VIII

**Provisions for Regulation and Conduct
of the Affairs of Corporation**

In addition to the By-Laws and consistent with the Act, the following provisions for the regulation and conduct of the affairs of the Corporation, and for the creation, definition, limitation or regulation of the powers of the Corporation and its directors, shall apply:

Section 1 **Committees.** The Board of Directors may utilize one (1) or more committees, as set forth in the By-Laws to assist it in the carrying out of any of the purposes of the Corporation, define the responsibilities of such committee or committees and delegate to such committee or committees' powers as the Board of Directors determines to be appropriate.

Section 2 **Amendment of Articles of Incorporation.** The Corporation reserves the right to amend, alter, change or repeal any provisions contained in these Articles of Incorporation or any amendment hereto, by a majority vote of the members of the Board of Directors; provided, however, that such power of amendment shall not authorize any amendment which would have the effect of disqualifying the Corporation as a tax-exempt organization under the provisions of Section 501(c)(3) of the Code or would have the effect of disqualifying contributions to the Corporation for deduction under Section 170(c)(2), Section 2055(a)(2) or Section 2522 of the Code.

Section 3 **Adoption and Amendment of By-Laws.** The Corporation reserves the right to make, amend, alter, change or repeal any provisions contained in the By-Laws of the Corporation or in any amendment thereto, by a majority vote of the members of the Board of Directors; provided, however, that such power shall not authorize any amendment, alteration, change or repeal which would have the effect of disqualifying the Corporation as a tax-exempt organization under Section 501(c)(3) of the Code or would have the effect of disqualifying contributions to the Corporation for deduction under Section 170(c)(2), Section 2055(a)(2) or Section 2522 of the Code.

ARTICLE IX

Effective Date

These First Amended and Restated Articles of Incorporation shall be effective upon filing with the Indiana Secretary of State.

* * * * *

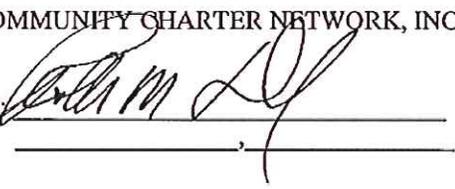
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CERTIFICATE

The undersigned hereby verifies that the foregoing constitutes the First Amended and Restated Articles of Incorporation of the Corporation as of this ___ day of September, 2013.

COMMUNITY CHARTER NETWORK, INC.

By



KD_5356575_3.docx

Community Charter Network

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: JUL 26 2002

21ST CENTURY CHARTER SCHOOL, INC
1800 N MERIDIAN ST STE 506
INDIANAPOLIS, IN 46202

Employer Identification Number:
38-3644164
DLN:
17053066029012
Contact Person:
LORI PERRY ID# 31107
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Form 990 Required:
Yes
Addendum Applies:
Yes

Dear Applicant:

Based on information supplied, and assuming your operations will be as stated in your application for recognition of exemption, we have determined you are exempt from federal income tax under section 501(a) of the Internal Revenue Code as an organization described in section 501(c)(3).

We have further determined that you are not a private foundation within the meaning of section 509(a) of the Code, because you are an organization described in sections 509(a)(1) and 170(b)(1)(A)(ii).

If your sources of support, or your purposes, character, or method of operation change, please let us know so we can consider the effect of the change on your exempt status and foundation status. In the case of an amendment to your organizational document or bylaws, please send us a copy of the amended document or bylaws. Also, you should inform us of all changes in your name or address.

As of January 1, 1984, you are liable for taxes under the Federal Insurance Contributions Act (social security taxes) on remuneration of \$100 or more you pay to each of your employees during a calendar year. You are not liable for the tax imposed under the Federal Unemployment Tax Act (FUTA).

Since you are not a private foundation, you are not subject to the excise taxes under Chapter 43 of the Code. However, if you are involved in an excess benefit transaction, that transaction might be subject to the excise taxes of section 4959. Additionally, you are not automatically exempt from other federal excise taxes. If you have any questions about excise, employment, or other federal taxes, please contact your key district office.

Grantors and contributors may rely on this determination unless the Internal Revenue Service publishes notice to the contrary. However, if you lose your section 509(a)(1) status, a grantor or contributor may not rely on this determination if he or she was in part responsible for, or was aware of, the act or failure to act, or the substantial or material change on the

Letter 947 (DO/CG)

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21ST CENTURY CHARTER SCHOOL INC

part of the organization that resulted in your loss of such status, or if he or she acquired knowledge that the Internal Revenue Service had given notice that you would no longer be classified as a section 509(a)(1) organization.

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for federal estate and gift tax purposes if they meet the applicable provisions of Code sections 2055, 2106, and 2522.

Contribution deductions are allowable to donors only to the extent that their contributions are gifts, with no consideration received. Ticket purchases and similar payments in conjunction with fundraising events may not necessarily qualify as deductible contributions, depending on the circumstances. See Revenue Ruling 67-246, published in Cumulative Bulletin 1967-2, on page 104, which sets forth guidelines regarding the deductibility, as charitable contributions, of payments made by taxpayers for admission to or other participation in fundraising activities for charity.

In the heading of this letter we have indicated whether you must file Form 990, Return of Organization Exempt From Income Tax. If Yes is indicated, you are required to file Form 990 only if your gross receipts each year are normally more than \$25,000. However, if you receive a Form 990 package in the mail, please file the return even if you do not exceed the gross receipts test. If you are not required to file, simply attach the label provided, check the box in the heading to indicate that your annual gross receipts are normally \$25,000 or less, and sign the return.

If a return is required, it must be filed by the 15th day of the fifth month after the end of your annual accounting period. A penalty of \$20 a day is charged when a return is filed late, unless there is reasonable cause for the delay. However, the maximum penalty charged cannot exceed \$10,000 or 5 percent of your gross receipts for the year, whichever is less. For organizations with gross receipts exceeding \$1,000,000 in any year, the penalty is \$100 per day per return, unless there is reasonable cause for the delay. The maximum penalty for an organization with gross receipts exceeding \$1,000,000 shall not exceed \$50,000. This penalty may also be charged if a return is not complete, so be sure your return is complete before you file it.

You are required to make your annual information return, Form 990 or Form 990-EZ, available for public inspection for three years after the later of the due date of the return or the date the return is filed. You are also required to make available for public inspection your exemption application, any supporting documents, and your exemption letter. Copies of these documents are also required to be provided to any individual upon written or in person request without charge other than reasonable fees for copying and postage. You may fulfill this requirement by placing these documents on the Internet. Penalties may be imposed for failure to comply with these requirements. Additional information is available in Publication 557, Tax-Exempt Status for Your Organization, or you may call our toll free number shown above.

Letter 947 (DO/CG)

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21ST CENTURY CHARTER SCHOOL, INC

You are not required to file federal income tax returns unless you are subject to the tax on unrelated business income under section 511 of the Code. If you are subject to this tax, you must file an income tax return on Form 990-T, Exempt Organization Business Income Tax Return. In this letter we are not determining whether any of your present or proposed activities are unrelated trade or business as defined in section 513 of the Code.

You need an employer identification number even if you have no employees. If an employer identification number was not entered on your application, a number will be assigned to you and you will be advised of it. Please use that number on all returns you file and in all correspondence with the Internal Revenue Service.

If we have indicated in the heading of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

Because this letter could help resolve any questions about your exempt status and foundation status, you should keep it in your permanent records.

If you have any questions, please contact the person whose name and telephone number are shown in the heading of this letter.

Sincerely yours,



Steven T. Miller
Director, Exempt Organizations

Enclosure(s) :
Addendum

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21ST CENTURY CHARTER SCHOOL INC

You are not subject to the specific publishing, reporting, and record keeping requirements of Revenue Procedure 75-50, 1975-2 C.B., page 587, as long as you operate as a charter school pursuant to state statute. If your method of operation changes to the extent that your charter is terminated, cancelled, or not renewed, you should notify us. You may then be required to comply with the provisions in Rev. Proc. 75-50.

Appendix 3 – Leadership Documents

ROLLIN M. DICK

Mr. Dick is a consultant with MH Equity Investors, a private equity investing group located in Indianapolis, Indiana. In this role he participates in identifying and analyzing potential investments, structuring the financing to purchase the investment, and overseeing the ongoing management of the acquired company. The group has investments in a number of companies located in various states.

Mr. Dick was previously Vice Chairman and Chief Financial Officer of Haverstick Consulting, Inc. located in Indianapolis, Indiana. Haverstick Consulting is a business and technology consulting firm that was one of the fastest growing companies in Indiana. Haverstick's annual revenue increased from \$7 million in 2000 when Mr. Dick joined the company to \$100 million as a result of both marketing activities and strategic acquisitions. Haverstick was sold in December 2007.

From 1986 to 2000 he was Executive Vice President and Chief Financial Officer of Conseco, Inc., a New York Stock Exchange financial services company with \$100 billion of assets under management. In that role Mr. Dick worked closely with the Chief Executive Officer to plan and execute Conseco's numerous acquisitions and financings in addition to normal CFO responsibilities.

Mr. Dick has 58 years of accounting and financial management experience. From 1965 to 1986, Mr. Dick was a partner at Coopers & Lybrand. In 1970, he moved to Indianapolis to open the Indianapolis office for Coopers & Lybrand. From 1951 to 1965, Mr. Dick was with two smaller CPA firms in Des Moines.

Rollie has been an active "angel" and "venture capital" investor and has had interests in thirty businesses. He is a director of numerous companies and three venture capital funds. He received the Ernst and Young award as Entrepreneur of the Year for the support he provided new businesses.

He is also active with civic and non-profit organizations and is currently a director of Butler University, Performing Arts Center Foundation, Ivy Tech Community College (Central Indiana), WFYI Foundation, St. Vincent Hospital Foundation, University Heights Prep and Fountain Square Academy (charter schools), and AIB College of Business.

Memorandum

To: Office of the Mayor, Office of Education Innovation

From: **Rollin Dick**

Re: Capitol Academy Charter Application, Leadership Information

Knowledge and Experience:

Financial Management

Non-profit organizational management

Disclosure of actual or potential conflicts of interest:

None

Signature



Date

11-2-14



strategic
capital
partners

Darell E. “Gene” Zink, Jr.

Chairman and Chief Executive Officer

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 hh Gregg, 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.

Memorandum

To: Office of the Mayor, Office of Education Innovation

From: **Darrell Zink**

Re: Capitol Academy Charter Application, Leadership Information

Knowledge and Experience:

Zink is a founding Board Member and former Board Chair of the *Challenge Foundation Academy*, a well-regarded K-5 charter school, authorized through the Mayor's office.

His firm, *Strategic Capital Partners*, has led the re-development of the *Avondale Meadows* area, one of the premier projects of *Purpose Built Communities*.

Zink has extensive experience in real estate development and finance and positive relationships with other civic leaders committed to improving health and education in Indianapolis.

Disclosure of actual or potential conflicts of interest:

None

Signature: _____

Date: 3/19/14

Michael L. Smith

Michael L. Smith served as Executive Vice President and Chief Financial Officer (CFO) of Anthem, Inc. and its subsidiaries, Anthem Blue Cross and Blue Shield from April 1999 until his retirement in January 2005.

Prior to joining Anthem, Mike was Chairman, President and Chief Executive Officer of Mayflower Group, Inc from 1989 to 1995. Mayflower operated a worldwide relocation service and provided school and public passenger transportation in 30 states. He held various other management positions at Mayflower from 1974 to 1989. He started his business career in the Indianapolis office of Arthur Andersen & Co. following his graduation from DePauw University in 1970.

Mike serves as the Chairman of the Board of HH Gregg. He also serves on the boards of Envision Healthcare Holdings, Inc., Vectren Corporation, Kite Realty Group Trust, Carestream Health Services, Inc., USI, Inc., Hulman & Company, LDI Ltd, LLC and Go Health, Inc.

Mike has served as a Director of several charitable and civic organizations and is currently a member of the Board of Trustees of DePauw University, the Indiana Commission for Higher Education, and the Lumina Foundation for Education.

Mike is a founding member and advisor to Cardinal Equity Partners, a mid-market private equity investment fund headquartered in Indianapolis, Indiana.

Mike and his wife, Sue, reside in Carmel, Indiana.

Memorandum

To: Office of the Mayor, Office of Education Innovation

From: Michael L. Smith

Re: Capital Academy Charter Application, Leadership Information

Knowledge and Experience:

Six years of activity in education reform.

Commission for Higher Education (7 years)

Active investor in several "alternative K-12 models"

Financial expertise acquired through career (1984-95) as the CEO of a School Transportation Contractor

Trustee of Lumina Foundation

Disclosure of actual or potential conflicts of interest:

None

Signature: Michael L. Smith

Date: 3/20/19

Rose M. Mays Career Biography

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.

Memorandum

To: Office of the Mayor, Office of Education Innovation

From: **Rose Mays**

Re: Capitol Academy Charter Application, Leadership Information

Knowledge and Experience:

35 years of teaching at the college level (IUPUI)

Disclosure of actual or potential conflicts of interest:

None

Signature: *Rose M. Mays*

Date: MARCH 20, 2014

Jim Parker

Jim Parker is the President & CEO of IU Health Plans, an affiliate of Indiana University Health, that is building risk management capabilities to take advantage of the significant changes taking place in U.S. health care. In this role, Jim is responsible for the organization's short and long-term strategies and financial performance. Prior to joining IU Health plans, Jim was the President of Health Market Strategies, a firm that partners with emerging health care firms to achieve growth and industry differentiation through effective industry and government stakeholder management.

Jim is an accomplished health care leader with 20 years experience, leading organizations through mergers and acquisitions, organizational turnarounds and market repositioning initiatives. Jim is known for his ability to improve performance in underperforming organizations by creating and articulating a compelling vision that organizations and stakeholders embrace.

Jim is also a Fellow to Foundation for HealthSMART Consumers, a foundation dedicated to activating health care consumers by properly informing them about the evolving landscape for individual health responsibility and care accountability. Jim is also an advisor to two emerging health care IT companies, hCentive and VoCare.

Prior to establishing Health Market Strategies, Jim served in a number of significant leadership roles within WellPoint, Inc., the nation's largest health benefit company. These roles included Chief of Staff to Angela Braly, WellPoint Inc.'s President and CEO; Senior Vice President and President of WellPoint Inc.'s Federal Government Solutions Division; President of the Federal Employee Health Benefit Plans Business Unit; President of Anthem Blue Cross and Blue Shield's Maine Business Unit; and Vice President of Public Affairs for Anthem Inc.

Jim holds an undergraduate degree from Kenyon College in economics and political science and a Masters of Business Administration from The Ohio State University. He and his wife Debra reside in Indianapolis, Indiana with their two sons, Colin and Jameson.

Memorandum

To: Office of the Mayor, Office of Education Innovation

From: **Jim Parker**

Re: Capitol Academy Charter Application, Leadership Information

Knowledge and Experience:

I bring to the board 25 years of experience leading others. I have held a number of leadership roles with Anthem/Well Point and now with IU Health. Through this work, I have developed an ability to work collaboratively with diverse constituencies and points of view, often in the face of significant opposition. Perhaps most important, I have a passion for mentoring young leaders and supporting their development.

Disclosure of actual or potential conflicts of interest:

None

Signature: 
Date: March 13, 2014

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 (480 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 \$5 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 partners, 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 nationally.
- 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 the 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 & Mumane, 2005).
- 8/95- 6/97 **Upper Elementary School Teacher, Orleans Parish 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 standardized 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 for assignments.
 - 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 English/Language Arts teaching standards for teacher licensure.
 - Reviewed and compiled research on effective teaching practices in science and elementary reading.
 - Produced a report detailing state-level issues in establishing performance standards for teachers.
- Service Experience:**
- 3/10 – Present **Board Member, Young Audiences** Indianapolis, IN
- Serve on team to oversee the direction, management and finances on nonprofit. Serve on Program Committee, developing effective ways to impact student achievement through arts programming.
- 3/02- 7/08 **Mentor, Big Brothers of Massachusetts** Boston, MA
- Mentored high-school-aged student, working on a weekly basis with family and teachers to support and encourage school engagement, social maturity and healthy development through adolescence.
- 9/98- 8/02. **Citizen Teacher, Citizen Schools Program** Boston, MA
- Design and led a total of seven 10-week classes, working with 8-10 youth on projects such as a radio documentary, a report on citizens’ views of local schools and clinic in bike repair.
- 6/93- 8/93 **Group Leader, Bike Aid** San Francisco, CA
- Led a cross-country bicycle trek to educate people about AIDS. Organized learning activities for community organizations on route. Personally raised \$2600 for AIDS education.

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

Memorandum

To: Office of the Mayor, Office of Education Innovation

From: **Charlie Schlegel**

Re: Capitol Academy Charter Application, Leadership Information

Knowledge and Experience:

Five years of teaching experience

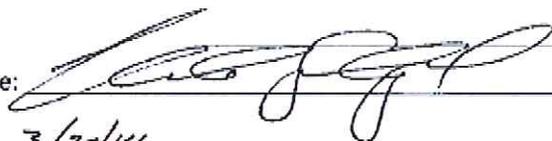
Eight years as a school principal

Two years managing schools and school principals

Disclosure of actual or potential conflicts of interest:

None

Signature: _____



Date: _____

3/20/14

Chandre E. Sanchez Reyes
949 East Bradbury Avenue
Indianapolis, Indiana 46203
chemorga@yahoo.com
317.258.4186

Work Experience **Marian University**
School of Education, Director of Graduate Studies & Associate Director for the Academy for Teaching and Learning Leadership
September 2011-Present

- Oversee the graduate programs for Transition into Teaching, namely Indianapolis Teaching Fellows and Teach for America
- Oversee cohorts for the Academy of Teaching and Learning Leadership, including but not limited to:
 - Securing national and local faculty
 - Monitoring and responding to data
 - Strategic planning of coursework and assessments
 - Recruitment and Selection

The New Teacher Project
Indianapolis Teaching Fellows, Training and Resource Manager
February 2008-August 2011

- Director for Development and Training of Alternate Route Teachers
 - Exceeded Client and Program goals, 2008 to 2011
- Coordinator and Liaison for University Partnership and Mentoring of Alternate Route Teachers
- Coordinator and Liaison for K-12 School Visits and Debriefing Meetings with Alternate Route Teachers and Administration
- Responsible for Data-Driven, Strategic Business Forecasting and Planning
- Provider of Individualized Coaching and Mentoring to Alternate Route Teachers
- Management and Supervisory Experience

Indianapolis Public Schools
Broad Ripple High School, Instructional Coach
June 2007-February 2008

- Facilitator for Professional Learning Community
- Coordinator for school-wide Professional Development
- Responsible for school-wide Data-Driven Student Instruction
- Leader for School Based Improvement Plan
- Provider of Individualized Teacher Coaching and Mentoring
- Site Based Decision Making Member
- 11th grade English Teacher, where in one semester all my students who had previously not passed the English portion of the Graduation Qualifying Exam, passed

Brownsburg Community School Corporation
East Middle School, 8th Grade English Teacher
August 2006-June 2007

- CARE Committee Member
- Diversity Committee Member
- School Improvement Plan Committee Member

**Indianapolis Public Schools
Northwest High School, English Teacher
August 2001-2006**

- 9th and 11th grade English Teacher, facilitated significant student growth in literacy as measured by the Scholastic Reading Inventory and NWEA
- Head Softball Coach
- Site Based Decision Making Member and Facilitator
- Career Day Committee Leader, piloted the 1st Career Day at Northwest
- Indiana Certified Mentor for New Teachers
- School Improvement Plan Committee Member
- Co-designer and teacher of Sheltered Classes (content classes designed specifically for ESL students with a Language Proficiency Score of 1-3)
 - ESL students made a minimum of one level of growth in language proficiency each semester as measured by the LAS Links test
 - Core Content Class failure rate for our group of ESL students was reduced
 - School attendance for our group of ESL students increased

Professional Experiences

- Director and designer of new teacher programs and curriculum
- Extensive experience in using data to inform program goals and needs as well as new educator strengths and areas for development
- Served as Project SEAM representative, *Read Across America* sponsor, *Understanding by Design* coach and participant
- Trained in *International Baccalaureate Middle Years Programme*
- Presenter at Indiana Department of Education conference, *Celebrating Our Rising Stars*
- Receiver of *Who's Who Among America's Teachers* award, 2005
- *Pearson Prentice Hall* teacher evaluator, 2003-2008
- National School of Reform member, 2007
- Critical Friends Group facilitator, 2007
- Presenter at *CELL's Future Conference*, 2007
- Participant in KIPP's Design Leadership Fellowship, Cohort 1, 2011-2012

Community Experience **Give Hope, Fight Poverty**
Indianapolis, Indiana
Board of Directors, President
June 2011- Present

- Give Hope, Fight Poverty is an organization whose mission is to foster philanthropy domestically by designing service-learning programs that engage US students with communities abroad where we work together to educate, empower and lift orphaned and vulnerable children out of poverty.

Education **Marian University**
Indianapolis, Indiana
Academy for Teaching and Learning Leadership

- Building Level Administrator's Program, complete in May 2013
- GPA 4.0

Indiana Wesleyan University
Indianapolis, Indiana
December 2006

- Master of Education, M.ED.
- GPA 4.0

Indiana University
Bloomington, Indiana
May 2001

- Bachelor of Science in Education; GPA 3.18
- Student Teaching completed in Fort Wayne Community Schools, Northrop High School, January 2001-April 2001
- Dean's List Spring/Summer/Fall 2000

Professional Licenses

Building Level Administrator, REPA P-12, exp. 2014
Instructional 5-12, English, Rules 46-47, exp. 2021

Strengths

- Personable, dependable, and extremely self-motivated
- Efficient, well-organized, and flexible
- Collaborator and Team Oriented
- Strong Critical Thinking and Problem Solving skills
- Technology Proficient

Memorandum

To: Office of the Mayor, Office of Education Innovation

From: [Chandre Sanchez Reyes]

Re: Capitol Academy Charter Application, Leadership Information

Knowledge and Experience:

[briefly highlight the knowledge and experience that you bring to the *Capitol* Team]

Over 10 years of experience in urban schools as a teacher and leader.
Extensive knowledge of instructional practices that yield positive student results.

Disclosure of actual or potential conflicts of interest:

[disclose any actual or potential conflicts of interest or indicate that no such conflicts exist]

No such conflicts exist.

Signature:

Chandre Sanchez Reyes

Date:

March 20, 2014

Lauren Rush

4150 Broadway Street • Indianapolis, IN 46205 • 317.767.5789 • lauren.e.rush@gmail.com

EDUCATION

Purdue University

Bachelor of Science, Highest Distinction
Major: Youth, Adult, and Family Services
Specialization: Youth and Families at Risk
GPA: 3.9/4.0

West Lafayette, IN
May 2004

EXPERIENCE

Teach For America

Managing Director, Teacher Leadership Development

Indianapolis, IN
2009 - present

- Hire, manage and develop a team of managers who drive the outcomes of 150 first and second year corps members (teachers) working in 30 Indianapolis schools, ultimately impacting over 6,000 students
- Develop a joyful, transparent, and outcomes-focused culture within our regional team and corps, resulting in exceedingly high staff (92 percentile on Gallup Q¹²) and corps culture (6th highest overall corps strength in nation)
- Plan and execute all-corps professional development geared toward addressing identified gaps in performance and increasing corps member leadership in the short- and long-; including monthly Professional Saturdays and multi-day Induction and Orientation conferences
- Set and monitor progress against ambitious student achievement benchmarks that are based on the growth that a 75th percentile teacher can achieve; the corps ultimately exceeded goals each year, most recently at 95.7% benchmark achieved for first year corps members and 103.5% benchmark achieved for second year corps members in 2012

Program Director

2008 – 2009

- Managed 24 first-year corps members toward achieving academic gains by establishing a year-long vision, setting ambitious goals, backwards planning from these goals, and regularly analyzing progress
- Examined student achievement and classroom observation data in order to engage in regular problem solving conversations with corps members, 95% of whom indicated that these conversations contributed to their ability to lead their students to academic achievement
- Managed 49% of corps members to lead their students to over a year and a half of academic growth and 80% to lead students to at least a year of growth

St. Joan of Arc Catholic Church

School Commission Member

Indianapolis, IN
2009 - present

- Leverage knowledge of local educational landscape in order to make financial, facility, and personnel recommendations to pastor and school principal
- Collaborate in goal setting and the development of school strategic plan, participate in fundraising events, and serve on scholarship committee

KIPP Delta College Preparatory School

Helena, AR

6th Grade Mathematics

2007 – 2008

- Refined and implemented Saxon math curriculum for 60 students, resulting in 75% of students scoring proficient or advanced on the state criterion-based assessment as compared to 59% of students district-wide and 71% of students state-wide
- Compiled and analyzed student assessment data, placed students in differentiated classes, and created and implemented individualized academic improvement plans
- Analyzed diagnostic data to differentiated instruction, teaching rigorous pre-algebra curriculum to nearly half of my students, resulting in 100% of these students scoring proficient or advanced on the end-of-course Algebra assessment as seventh graders

Anna Strong Middle School

Marianna, AR

7th Grade Mathematics Teacher - Teach For America

2004 – 2007

- Guided students to reach 81% average mastery of state standards and to make significant gains on criterion-referenced tests
- Initiated evening study sessions at a local restaurant to prepare students to demonstrate mastery of objectives on weekly quizzes and exams
- Planned and facilitated ongoing professional development for all Mississippi Delta corps members with secondary math placements by leading mathematics content learning team and a course on effective student practice at regional professional development days
- As a Corps Member Advisor, coached and mentored a group of ten corps members through the structures of Teach For America's summer training institute to reach the target goal for 83% of Teaching as Leadership rubric actions

Memorandum

To: Office of the Mayor, Office of Education Innovation

From: Lauren Rush

Re: Capitol Academy Charter Application, Leadership Information

Knowledge and Experience:

Having taught in a low-income community for four years in Arkansas and managed teachers in over 30 Indianapolis school over the last five years, I have a strong understanding of the challenges facing schools, communities and families in low income communities. Moreover, I have worked in a high performing charter network (KIPP Delta Public Schools) and a high performing national organization (Teach For America) and have great strength in management and building efficiencies.

Disclosure of actual or potential conflicts of interest:

None

Signature: _____

Lauren Rush

Date: _____

3/21/2014

AGNES ALEOBUA

aleobua@gmail.com

26608 Stanford Dr. W. Southfield, MI 48033

(313) 618-1629 or (734) 649-4491

LEADERSHIP EXPERIENCE:

UNIVERSITY YES ACADEMY

Founding Principal, DETROIT, MI

July, 2009 – Present

- Establishing founding principles and systems for a new high performing school serving low-income Detroit youth
- Creating and using data systems to organize and analyze data that informs school based decision making, program modification, and targeted professional development
- Identifying instructional and operational needs school-wide and establishing tailored systems to address those needs
- Overseeing the recruitment and hiring of instructional staff

CLEVELAND LIGHTHOUSE COMMUNITY SCHOOL

Director of Instruction, CLEVELAND, OH

May, 2008 – June, 2009

- Providing instructional, operational and strategic leadership such that a culture of high achievement, efficiency, and respect is created throughout our school
- Creating ongoing summative assessments in alignment with state standards to establish accurate, ongoing knowledge of students progress
- Planning and leading staff learning experiences through professional development, grade level meetings, and ongoing coaching

TEACH FOR AMERICA

Program Director, MIAMI, FL

July, 2007 – May, 2008

- Creating and managing data driven professional development opportunities for 29 secondary Language Arts and Social Studies teachers to increase student achievement
- *Project Manager, Diversity Initiative:* designing and delivering regional based diversity curriculum
- *Project Manager, Professional Learning Communities leader (PLC) Training:* creating and facilitating training sessions for all Miami-Dade regional PLC leaders; managing four leaders in creating content focused group learning experiences

Curriculum Specialist, ATLANTA, GA

Summer, 2007

- Delivering core training sessions to 106 corps members to ensure they secure knowledge, skills and mindsets necessary to be a successful first year teacher
- Facilitating diversity sessions and discussions to prepare beginning teachers to lead students in high-needs schools

Corps Member Advisor, LOS ANGELES, CA

Summer, 2006

- Providing training and professional development for 12 incoming teachers through group sessions and observations
- Ensuring that first year corps members have tools necessary to achieve academic excellence from their students

Alumni, MIAMI, FL

June, 2005 – June, 2007

- Energetically participating in the movement to end educational inequity and provide every child with a quality education

MIAMI TEACHING FELLOWS

Fellows Selector, MIAMI, FL

October, 2006 – May, 2008

- Selecting outstanding candidates through implementing the rigorous Miami Teaching Fellows' selection model
- Ensuring selected candidates are a good fit to become beginning teachers in Miami-Dade's under-resourced schools

TEACHING EXPERIENCE:

MIAMI CENTRAL SENIOR HIGH SCHOOL

Teacher, MIAMI, FL

August, 2005 – June, 2007

- Teaching eleventh grade, advanced placement US history and African and African-American history
- Executing dynamic lessons geared toward preparing urban students for the rigor of college work
- Developing student confidence and increasing their bank of knowledge and power through technology driven instruction
- Implementing differentiated lesson plans, learning activities and assessment evaluations based on student needs

EDUCATION:

UNIVERSITY OF MICHIGAN SCHOOL OF EDUCATION, Ann Arbor, MI

April, 2005

- Bachelor of Arts in Education (A.B.Ed)
- Certification: Secondary History and Social Studies, Michigan and Florida

Memorandum

To: Office of the Mayor, Office of Education Innovation

From: Agnes Aleobua

Re: Capital Academy Charter Application, Leadership Information

Knowledge and Experience:

I have worked in education for eight years, six years in a leadership capacity. The most relevant experience I bring to this role is as the founding principal for University YES Academy, a charter school in Detroit. Currently, I am completing my Master's Degree in Educational Leadership at Columbia University Teachers' College.

Disclosure of actual or potential conflicts of interest:

None

Signature: _____

Agnes Aleobua

Date: _____

~~04/22/19~~
03/20/14

KYLE J. ROUSE

125 West 91st Street • Indianapolis, Indiana 46260 • kyle.j.rouse@gmail.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

Community Charter Network, Indianapolis, IN

Director of Operations

July 2012-Present

- Ensure each school maintains a safe and comfortable school environment, overseeing matters related to: HVAC, grounds, custodial services, plumbing, electrical and other mechanical work, interior maintenance (i.e. walls, floors, ceiling tiles, doors, etc.), and all other building issues as assigned.
- Maintain a transparent, fiscally-conservative relationship with each vendor, including: food service, information technology, custodial, textbook publishers, furniture vendors, insurance brokers, and other vendors as assigned

GEO FOUNDATION, Indianapolis, IN

Program Director, 21st Century Community Learning Center Grant

May 2010-July 2012

- 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-July 2012

- 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.
- 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.
- Advanced to the Regional level in the state tournament each of the last two years.

Memorandum

To: Office of the Mayor, Office of Education Innovation

From: Kyle Rouse

Re: Capitol Academy Charter Application, Leadership Information

Knowledge and Experience:

I have worked in the operational management of charter schools in Indianapolis for over six years.

Disclosure of actual or potential conflicts of interest:

No such conflicts exist.

Signature: _____

Date: _____

Kyle Rouse

3/19/14

Appendix 4 – Finance Documents

 Capitol Academy

5-Year Forecast 2015-2016

Updated 3/20/14



	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	Comments
Student Count						
6th Grade	47	55	60	68	75	ADM from client projections
7th Grade	47	55	60	68	75	
8th Grade	46	55	60	69	75	
9th Grade	34	37	42	49	54	
10th Grade	34	37	43	49	54	
11th Grade	34	38	42	49	54	
12th Grade	33	38	43	48	53	
Total	275	315	350	400	440	
ADM	275	315	350	400	440	
% Increase		15%	11%	14%	10%	
Income						
Basic Support	2,100,000	2,394,000	2,660,000	3,040,000	3,344,000	Basic grant amount * ADM
Common School Loan	-	-	-	-	-	
Student Lunch Revenue	133,467	152,880	169,867	194,134	213,547	Increased by ADM factor
Contribution Income	-	-	-	-	-	
Facility Grant	-	-	-	-	-	
Federal Grants	263,828	302,203	335,781	383,750	422,125	Increased by ADM factor
Interest Income	120	120	120	120	120	
Other Income	35,000	35,000	20,000	20,000	20,000	
Total Income	2,532,415	2,884,203	3,185,768	3,638,004	3,999,792	
Expenses						
Instructional Expenses						
Salaries & Wages	832,176	981,816	1,123,634	1,322,678	1,498,594	Increased by ADM factor
Payroll Taxes & Benefits	253,828	314,444	377,857	467,032	555,604	Increased by ADM factor
Supplies/Materials/Equipment	18,792	22,171	25,373	29,868	33,840	Increased by ADM factor
Professional Services	59,592	70,308	80,464	94,718	107,315	Increased by ADM factor
Training Expenses	3,996	11,793	13,436	15,887	18,000	Increased by ADM factor
Other Expenses	-	-	-	-	-	Increased by ADM factor
Total Instructional Expense	1,174,384	1,400,532	1,620,824	1,930,183	2,213,353	

**Capitol Academy:
Five Year Budget Forecast (Continued)**

General & Administrative						
Salaries & Wages	309,576	318,863	328,429	338,282	348,430	Expenses increased by 3%
Payroll Taxes & Benefits	74,461	80,529	87,093	94,191	101,867	
Supplies/Materials/Equipment	38,400	39,552	40,739	41,961	43,220	
Professional Expenses	162,696	167,577	172,604	177,782	183,115	
Community Relations	6,600	6,798	7,002	7,212	7,428	
Other Expense	3,696	3,807	3,921	4,039	4,160	
Total General & Administrative Expense	595,429	617,126	639,788	663,467	688,220	
Facilities Expense						
Supplies/Materials/Equipment	24,900	25,647	26,416	27,208	28,024	Expenses increased by 3%
Rent/Leasehold Improvements	187,000	220,000	260,000	300,000	340,000	
Professional Services	87,672	90,302	93,011	95,801	98,675	
Utilities/Property Tax	46,800	48,204	49,650	51,140	52,674	
Insurance Expense	15,204	15,660	16,130	16,614	17,112	
Total Facilities Expense	361,576	302,424	311,496	320,841	330,465	
Technology Expense						
Supplies/Materials/Equipment	23,196	27,367	31,320	36,868	41,771	Increased by ADM factor
Professional Services	54,192	63,937	73,172	86,134	97,590	Increased by ADM factor
Total Technology Expense	77,388	91,304	104,492	123,002	139,361	
Debt Service						
Mortgage Payable	3,000	3,000	3,000	3,000	3,000	
Total Building Debt Service Expense	3,000	3,000	3,000	3,000	3,000	
Other Expense						
Transportation Expense	75,000	88,486	101,267	119,206	135,060	Increased by ADM factor
School Lunch	141,096	166,468	190,513	224,261	254,088	Increased by ADM factor
Other Expenses	51,636	53,247	54,844	56,489	58,184	
Total Other Expenses	267,732	308,201	346,624	399,956	447,332	
Total Expense	2,479,569	2,722,588	3,026,224	3,440,448	3,821,731	
Net Income	52,846	161,616	159,544	197,555	178,061	
Ending Cash Balance	52,846	282,422	441,966	639,522	817,582	

Capitol Academy, 2015-2016 Budget

Projected ADM 275 Updated 3/20/14	Jul-15 Budget	Aug-15 Budget	Sep-15 Budget	Oct-15 Budget	Nov-15 Budget	Dec-15 Budget	Jan-16 Budget	Feb-16 Budget	Mar-16 Budget	Apr-16 Budget	May-16 Budget	Jun-16 Budget	2015-2016 Total
INCOME													
3111 Basic Grant	174,166	174,166	174,166	174,166	174,167	174,167	174,167	174,167	174,167	174,167	174,167	174,167	2,090,000
3114 Summer school	-	-	-	-	10,000	-	-	-	-	-	-	-	10,000
State Basic Support	174,166	174,166	174,166	174,166	184,167	174,167	2,100,000						
1611 Student Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-
3151 State Matching Funds	-	-	-	-	-	-	-	-	-	-	-	-	-
4291 Federal Lunch Program	-	-	10,727	10,727	10,727	10,727	10,727	10,727	10,727	10,726	10,726	10,726	107,267
4292 Federal Breakfast Reimb	-	-	2,620	2,620	2,620	2,620	2,620	2,620	2,620	2,620	2,620	2,620	26,200
4294 Summer School Reimbursement	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Lunch Revenue	-	-	13,347	13,346	13,346	13,346	133,467						
1920 Foundation Funding	-	-	-	-	-	-	-	-	-	-	-	-	-
1920 Donations	-	-	-	-	-	-	-	-	-	-	-	-	-
Contribution Income	-												
4514 Title I	16,906	16,906	16,906	16,906	16,906	16,906	16,906	16,906	16,906	16,906	16,904	16,904	202,868
4990 Title II	-	-	2,134	2,134	2,134	2,134	2,134	2,134	2,134	2,134	2,134	2,134	21,340
3217 Technology Grant	-	-	-	-	-	-	-	-	-	-	-	-	-
4222 Federal Special Ed	-	-	3,962	3,962	3,962	3,962	3,962	3,962	3,962	3,962	3,962	3,962	39,620
State/Federal Grants	16,906	16,906	23,002	23,000	23,000	263,828							
Interest Income	10	120											
1942 Textbook Fees	-	1,500	1,500	1,500	-	-	-	-	-	-	-	-	4,500
3910 Textbook Reimbursement	918	918	918	918	918	918	918	9,904	918	918	918	916	20,000
3210 Summer School Reimbursement	-	-	-	-	-	-	-	-	-	-	-	-	-
1741 Student Fees	-	1,500	1,500	4,500	-	-	-	-	1,500	1,500	-	-	10,500
1910 Rent of Property	5,000	-	-	-	-	-	-	-	-	-	-	-	5,000
1999 E-Rate/Other Income	-	-	-	-	-	-	-	-	-	-	-	-	-
1999 Foundation Funding CCN	-	-	-	-	-	-	-	-	-	-	-	-	-
1984 Overpayments/ Refunds	-	-	-	-	-	-	-	-	-	-	-	-	-
5430 Temporary Loan	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Income	5,918	3,918	3,918	6,918	918	918	918	9,904	2,418	2,418	918	916	40,000
Total Income	197,000	195,000	214,443	217,443	221,444	211,444	211,444	220,430	212,944	212,943	211,441	211,439	2,537,415

