

The Innovative Network School

Inspiring students to inquire, analyze, and innovate in order to prepare to solve the challenges of an ever-changing global community.



Location: The east side of Indianapolis

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Charter Applicant Information Sheet

Name of Proposed Charter School: The name of the school will reflect the neighborhood in which it is located. For the purposes of this document, the school is identified as “The Innovative Network School.”

Proposed School Address (if known): Eastside (proposed)

School District in which Proposed School would be located: Indianapolis Public Schools

Legal Name of Group Applying for the Charter: Enlace Academy

Applicant’s Designated Representative: Kevin Kubacki

Address: 3725 Kiel Rd.

City: Indianapolis

State: IN

Zip Code: 46224

Daytime telephone: (317) 383-0607

E-mail address: kkubacki@enlaceacademy.org

The proposed school will open in the fall of school year: 2016 - 2017

Proposed Grade Levels & Total Student Enrollment

	School Year	Grade Levels	Maximum Student Enrollment
First Year	2016 -2017	K - 2	270
Second Year	2017 -2018	K - 3	360
Third Year	2018 - 2019	K - 4	450
Fourth Year	2019 - 2020	K - 5	540

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

Are you planning to work with a management organization? No

Have you submitted this application to other authorizers? No

Do you plan to submit this application to another authorizer before the Mayor of Indianapolis makes a final determination on your application? No

Have you submitted any other applications to a sponsor in the previous five (5) years? Yes

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I. Vision

A. Mission

The Innovative Network School inspires students to inquire, analyze, and innovate in order to prepare to solve the challenges of an ever-changing global community.

- We believe that all children can and will learn.
- We believe students learn best in personalized learning environments with more time and attention to specific academic practice and feedback.
- We believe STEM education develops the problem-solving capabilities, creativity, and higher-order thinking skills to innovate and lead in the most promising career fields of the future.
- We believe students must engage in relevant problem solving to develop curiosity, imagination, and agency about improving the world around them.
- We believe students must be exposed to rigorous college and career pathways as early as possible.
- We believe families and community members are essential stakeholders in maximizing our impact on students' lives.

We intend to create a school that meaningfully integrates the STEM disciplines into students' real-world context and provides opportunities for problem- and project-based learning. We will implement an innovative blended learning model and establish a scholarly culture that focuses on building the character necessary to be an innovator and industry leader in the future. Our students will spend a significant portion of time using technology, which will not only provide them with individualized and appropriately challenging content, but also will create the opportunity for teachers to work closely with students in small groups. Additionally, our students will spend time within each unit actively questioning, creating, and testing solutions that strengthen or innovate systems around them. It is our goal to provide students with the educational foundation necessary to build deep conceptual understanding of STEM disciplines and the character and resolve to leverage that knowledge and understanding to profoundly impact their futures.

B. Need

Integrated STEM instruction is an educational framework argued to be the key to future global, national, and local prosperity for our children¹. In a 2007 report from the Committee on Prospering the Global Economy of the 21st Century, the following realities were presented: the jobs of the future are integrally STEM driven and the foundation of STEM knowledge received in grades K-12 can be directly linked to the prosperity of our country. Eighty percent of the fastest growing careers in our country are heavily dependent on knowledge and skills in the STEM disciplines and are being filled by talent abroad due to a talent shortage within the country². Additionally, mastery of STEM disciplines in K-12 schools has been linked to collegiate success.

In Indiana, 115,000 new STEM jobs are projected for 2018, with 90% of them requiring a four-year degree or more³. Despite this growth in job opportunities, Hire Up Indy conducted research that found at the current post-secondary degree attainment rate, central Indiana will see 45% of these new jobs go unfilled. On the

¹ Carla C. Johnson, Erin E. Peters-Burton, and Tamara J. Moore, *STEM Road Map: A Framework for Integrated STEM Education* (New York & London: Routledge, 2015)

² Bureau of Labor Statistics, 2008

³ Indiana's Career Council Progress Report, 2013

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Near Eastside of Indianapolis, median family incomes fall significantly lower than the county by \$20,000. One in every four people lives below the poverty line, compared to the county average of one in every nine. Now a federally designated Promise Zone, the Near Eastside is primed to experience transformative improvement in job opportunities and economic development. An innovative STEM learning model is well aligned to the needs and vision for growth of the community.

The Innovative Network School will enhance and expand the educational options currently available to low-income and minority children in Indianapolis' Near Eastside. Specifically:

- The Innovative Network School will provide parents and students with opportunities only available in most wealthy districts and private schools. Our unique combination of integrated STEM instruction and 21st century pedagogy at the primary grades, emphasis on school culture and character development, and relentless focus on student achievement will provide parents with a unique choice within the public education system.
- By locating the school in a low-income community, The Innovative Network School will expand the learning opportunities for students at risk of academic failure. Our success will be measured by the achievement of our low-income and minority students, English language learners and students with disabilities, many of whom would otherwise have attended failing schools.
- The Innovative Network School will model innovative teaching and learning methods by introducing an innovative blended-learning program that utilizes a computer-based learning management system to integrate digital content and assessment. This new approach allows teachers to focus on the individual needs of students and provide targeted small group instruction.
- Our blended-learning program and co-teaching model will provide new professional opportunities for teachers and staff to plan and deliver instruction, use formative assessment data to improve practice, and foster collaboration and growth.

Data from the Indiana Department of Education⁴ show that tremendous poverty and need exist among families who live within the boundaries of Indianapolis Public Schools, the state's largest public school system. When compared to public schools throughout Indiana, a disproportionate number of economically disadvantaged, minority, and Limited English Proficient (LEP) students reside in IPS boundaries. The following chart summarizes demographic data for IPS compared to public schools throughout the state of Indiana.

Student Population	Indianapolis Public Schools	State of IN Public Schools
Economically Disadvantaged (Qualification for Free/Reduced Lunch)	76%	49%
Minority	79%	30%
Limited English Proficiency	16%	6%
Special Education	18%	15%
Graduation Rate (in four years)	72%	90%

National and local data also demonstrate that poor, minority, and LEP students are at greater risk of academic failure, dropping out of school, and not pursuing post-secondary education. Data from the Indiana Department of Education confirm these challenges for students residing in IPS.

Indiana Statewide Testing for Educational Progress-Plus (ISTEP+) measures whether or not students have mastered basic skills necessary for academic success—one predictor of graduation from high school and

⁴ 2014 Data from Indiana Department of Education

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pursuance of post-secondary education. ISTEP+ scores for students residing in urban Indianapolis demonstrate that, when compared to public schools across Indiana⁵, a disproportionate number of students are not proficient in Math and Language Arts:

2013-2014 ISTEP+ Pass Results	Indianapolis Public Schools	State of IN Public Schools
3 rd grade Math	62%	80%
3 rd grade ELA	62%	83%
5 th grade Math	76%	89%
5 th grade ELA	61%	81%
8 th grade Math	55%	81%
8 th grade ELA	49%	76%

The Innovative Network School will make a special effort to serve the city's Near Eastside community. While many students in IPS are facing educational challenges, the city's Near Eastside has become particularly vulnerable. Academically, most Near Eastside public schools underperform not only the state, but also the Indianapolis Public Schools district, as evidenced in the table below⁶. One-third of Near Eastside residents hold no high school diploma, in comparison to 18% in Marion County.⁷ The Innovative Network School will conduct targeted outreach to serve children in this community.

Near Eastside Elementary School	2013-2014 ISTEP+ ELA Pass Results	2013-2014 ISTEP+ Math Pass Results	2013-2014 ISTEP+ Science Pass Results
Washington Irving Elementary	55%	62%	24%
Thomas D. Gregg Elementary	49%	57%	34%
Theodore Potter Elementary	91%	98%	70%
Brookside School	58%	69%	12%
Ralph Waldo Emerson Elementary	60%	64%	41%

Beyond the need for more academically strong schooling options in urban Indianapolis, particularly on the Near Eastside, The Innovative Network School will feature an innovative educational design. Our school intends to integrate the STEM disciplines and 21st century learning skills through the implementation of a classroom-based blended learning model that features students rotating between independent instruction on computers, small group problem-based learning, and small group instruction with teachers. This model appropriately provides elementary students consistent structure, direction, and support. Digital learning tools can provide personalized lessons at the optimal level of challenge for each student by continuously assessing mastery and adjusting content and pace. With digital learning programs able to teach basic academic skills and knowledge, teachers will have more time to build strong relationships with students, provide specific, academic instruction and feedback, and help them develop strong character habits. We believe this model of engaging and relevant STEM instruction, innovative uses of technology, and a strong focus on character will be a powerful demonstration of a scalable digital learning environment that will provide students academic and future career success.

⁵ Indiana Department of Education ISTEP+ data for 2013-2014 school year

⁶ 2014 Data from Indiana Department of Education

⁷ Indianapolis Sustainable Communities Monitoring Report, May 2011

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C. Goals

The Innovative Network School is committed to providing students an engaging, relevant, and rigorous academic environment that equips them to not only critically think and analyze the world around them, but also to design and test innovative solutions to problems in the future. These skills will position our students to excel at the strongest secondary schools, colleges, and careers in the future. Our school will aim to achieve the following:

- Our school will achieve STEM school certification from the Indiana Department of Education (IDOE) by 2018. ATTACHMENT A explains the STEM certification process requirements and timeline.
- 90% of students in all grades will sustain or increase annual growth in Math and English/Language Arts (ELA).
- All 3rd-5th grade students who have attended the school for at least 3 years will achieve a STEM proficient or above Core Knowledge rating, as measured by the IDOE's STEM Initiative Plan.
- All 5th grade graduates will enter a high performing secondary school option, as defined by college and career readiness and graduation data; 75% will enroll in advanced placement coursework at a college preparatory high school; 95% will graduate from high school; 90% will matriculate to postsecondary education; and 75% will graduate from a four-year college or university (The Innovative Network School will track students as they leave The Innovative Network School into high school and college years.)
- Students will demonstrate yearly growth in character strengths as measured by parents, staff, and self reports. Student attendance rates will be above the state norm. Student suspensions and expulsions will be below the state norm.
- The school will maintain strong student retention rates of 80%.
- 95% of parents will report a positive attitude towards the school.

All of The Innovative Network School's goals align with Indiana Academic Standards. Goals will be continually refined and developed to reflect the growing needs of our students and school community. ATTACHMENT B outlines school-specific performance goals.

II. Educational Services Provided

A. Education Model

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Academic research led by Harvard University professor, Dr. Roland Fryer⁸, identifies the five tenets that are proven to lead to success in charter schools with replicable data in district school corporations in Houston and Denver.

1. Relentless focus on academic achievement
 - We believe that all children *can* and *will* learn; we believe in the inherent dignity and potential of every child, and we have high expectations for our students' academic achievement and conduct that make no excuses based on their backgrounds or socio-economic status.
2. Increased instructional time
 - There are no shortcuts. Only with an extended school day and year will students have the time to acquire the academic knowledge, skills, and habits that will prepare them for success in college and in life. We will have an extended school day and an extended school year that equates to over 350 additional hours of instructional time annually.
3. High dosage tutoring
 - We will implement a blended learning rotation model where students rotate in small, differentiated groups between teacher-led and student-led stations where they receive the specific, academic feedback that leads to better learning. This model simulates the kind of personal attention one receives through tutoring.
4. Data-driven instruction
 - Results Matter: the school will have a relentless focus on high student performance on standardized tests and other objective measures because we hold ourselves accountable for helping students develop personally and academically in ways that will enable them to succeed at the nation's best high schools and colleges. The adaptive, online curriculum paired with intensive teacher-led assessments provide teachers with real-time data that they use to differentiate the learning based on the specific needs of the students.
5. More teacher feedback
 - Teachers are observed weekly and meet once a week with a coach who supports them in achieving specific learning goals. Teachers also engage in bi-weekly professional development.

Rooted in a strong belief and practice of these five cornerstones, other school design features take best practices from the nation's "no excuses" charter schools, including:

- Smart start – Start with kindergarten through grade 2 in year 1, then grow a grade level each year until we serve students in a K-5 school.
- Blended learning – Accessible computer hardware and advanced learning software can help teachers individualize instruction. Drawing from the experiences of KIPP: Empower in L.A. that has been achieving outstanding academic results with early elementary students, our students will spend approximately 30% of their instructional time on computers, allowing teachers to spend commensurate time providing targeted small group instruction. We have launched this

⁸ Roland G. Fryer. "Injecting Charter School Best Practices into Traditional Public Schools : Evidence from Field Experiments. (Harvard University, 2014)

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model with Enlace Academy and seen significant reading and math growth annually. Computer literacy is also an essential 21st century skill.

- Power to lead – The board has selected an entrepreneurial school leader who has demonstrated teaching success with underserved students and will provide her with the authority and resources to implement our vision, build a team of mission-driven professionals, and manage school operations and budget. Shanae Staples has served in education for over 6 years in various roles in Atlanta Public Schools, Teach For America, Enlace Academy, and is currently an Innovation School Fellow with The Mind Trust. Shanae served as the founding Academic Dean of Enlace Academy, and brings a wealth of experience in both the blended learning model and in leading a founding staff. Shanae will be held accountable by the board for results.
- Literacy x 2 – The education program provides two blocks of literacy instruction daily, which is integrated with STEM disciplines and balanced with social studies content.
- Integrated STEM Instruction – The school’s academic program, in both content and instructional design, will draw from the STEM roadmap for integrated STEM instruction created by Purdue University, embracing the idea that meaningful learning should develop problem-solving abilities, creativity, and higher-order thinking skills.
- Experiential learning – In addition to problem- and project-based learning inside the school community, students will engage in experiential learning exhibitions in the community and city to make relevant and meaningful connections to the curriculum.
- Strong parent and community involvement – The school will provide parents/guardians with frequent communication about student and school performance, monthly parenting workshops, and many in- and out-of-school opportunities to be involved in their child’s education. Additionally, the school will partner with community organizations and partners to provide students opportunities to engage in experiential learning in the world around them, and make meaningful community ties and impact.

Rationale for our model: Our research indicates that students need more time in school, a structured and supportive environment, a deep and rich knowledge base, and personalized learning opportunities.

At the core of our curricular model is the importance of what and how students learn and the way content knowledge and experiential problem solving affects the rest of their life. The design of an integrated STEM curricular framework intends to grow students’ content knowledge and skills through application. As a result, students experience the overlapping nature of integrated STEM learning and deeper conceptual understanding of both STEM and non-STEM disciplines.

At-risk students—urban, low-income, minority—tend to acquire far less knowledge and underperform in the STEM disciplines, leaving them ill prepared for higher education and gainful employment. For example, researchers have noted an enormous gap in children’s exposure to words; one widely cited study estimates that by the age of four the children of professional families have been exposed to almost 45 million words compared to only 13 million for children whose families receive welfare (Hart & Risley). In addition, low-income children also have lower mathematical thinking and reasoning skills. To address these inequities, our model is based on what research suggests about the learning process:

- Students are motivated when they are working toward personally meaningful goals whose attainment requires activity at a continuously optimal level of difficulty. This is known as the Zone of Proximal

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Development (Vygotsky). To learn effectively, students must be provided with tasks that engage at a level of difficulty that is challenging but within reach.

- Most classrooms contain students with a range of skills and interests, yet traditional instruction typically focuses on only one performance level, usually somewhere in the middle, and is unable to adjust to the needs of other students who then become either confused or bored and consequently lose motivation to learn (Levine). Blended learning provides the space for continuous, small-group, individualized instruction that meets students at their performance level and raises their achievement.
- Brain research indicates the need for a differentiated approach where the learning environment is safe and non-threatening and students are appropriately challenged and able to make meaning of ideas and skills (Tomlinson & Kalbfleisch).

School Culture: The success of our academic program depends on the creation and maintenance of a strong school culture for students, staff and parents. We believe that school culture should be respectful, structured and above all else completely in service of the school's mission. This requires clarity, consistency, and action. Based on other successful "no excuses" charter schools, we will establish a vibrant learning environment that promotes high academic and moral expectations among the whole school community. We will employ The Responsive Classroom principles and practices in our school-wide curriculum. ATTACHMENT D further outlines the Responsive Classroom principles and practices. In utilizing these practices, we aim to do the following:

Set High Academic Expectations: The Innovative Network School's culture will emphasize the inherent dignity of every child and each child's potential to excel academically through discipline, hard work, and perseverance. The school's practices, rituals, routines and rewards will reinforce high academic achievement.

Develop Strong Character: We believe that education is about more than academic skills and knowledge; helping our students develop good habits and character is a central part of our mission.

Habits listed are in the order that they are added at the grade levels. All habits are promoted throughout the school at all grade levels, but certain habits are a focus at each grade level. The habits are consistent with the work of Dr. Seligman and Dr. Peterson's work at the University of Pennsylvania.

Habits beginning in Kindergarten: Who am I?

- **Grit** - Completing something despite obstacles; a combination of persistence and resilience
- **Zest** - Approaching life with excitement and energy; feeling alive and activated
- **Curiosity** - Taking an interest in experience for its own sake; finding things fascinating
- **Self-control** - Regulating what one feels and does; being self-disciplined

Habits beginning in Second Grade: How do I work with others?

- **Love** - Valuing close relationships with others; being close to people
- **Gratitude** - Being aware of and thankful for the good things that happen
- **Integrity** - Speaking the truth and presenting oneself sincerely and genuinely
- **Understanding** - Being aware of motives and feelings of other people and oneself

Habits beginning in Fourth Grade: How do I contribute to a larger community?

- **Optimism** - Expecting the best in the future and working to achieve it

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- **Creativity** - Coming up with new and productive ways to think about and do things
- **Citizenship** - Working well as a member of a group or team; being loyal to the group
- **Open-mindedness** - Examining things from all sides and not jumping to conclusions

These habits will be posted throughout the school and referenced frequently. During Summer Institute, teachers will develop a common understanding of the meaning and potential impact of the habits. Beginning with home visits and first days of school, students will be explicitly taught how the habits will contribute to their success in school and happiness in life. All elements of the school day will be developed with an eye towards teaching and promoting the development of good habits and character not only among students, but also among the entire school community. While students are asked to reflect on their own character development, school leaders, teachers and other staff members will be asked to do the same.

Character education will also be integrated across the curriculum. We will select materials that include indelible fables, biographies, myths and stories to illuminate what it means to live a life of virtue.

Build Community: It is important for students to feel safe and part of a larger community that cares about their well being. The school will take a number of steps to ensure students feel a strong sense of belonging to and responsibility for their community. All students will wear a uniform as a symbol of membership in a unique school. Students will be consistently and warmly welcomed into the building and classrooms by adults. Every day will begin with a school-wide morning meeting, including routines such as a pledge, chants or songs, and activities to recognize the achievements of students and adults; parents will be welcome to attend. The school will also host events throughout the year, such as family nights, holiday concerts and end-of-year promotion celebrations.

Calendar and Schedule: The school year for students will begin in August and run into June. Our extended school year provides students with 190 full days of instruction, over two weeks more than the traditional district school. In July teachers will participate in two weeks of Summer Institute for staff development and planning. We will recognize major federal holidays and extended breaks that align with those of IPS. For grading purposes, the calendar is divided into four quarters.

Our extended school day maximizes student time on task while providing teachers with ample opportunities for planning and development. For students, the school day runs from 8:00 am to 3:30 pm. The Innovative Network School will seek an external afterschool provider to offer optional enrichment activities. Teachers are expected to be at school from 7:30 am until 4:30 pm every day. Recognizing the large amount of time we expect our teachers to be interacting with students each day, they will have daily 45-minute prep periods plus lunch.

Here is a typical student day:

7:30am	Breakfast: Students arrive early for breakfast.
8:00am	Morning Meeting: The school day begins with a school-wide meeting to share information, recognize achievements, highlight a virtue, and build community.
8:15am	Kinesthetics: Structured kinesthetic learning activities will take place in the movement lab to awaken students' minds and bodies for the day. Students will work on math or sight word fluency, or vocabulary while engaging in kinesthetic activities.
8:45am	Literacy: The first literacy block takes place in flexible learning spaces, where mixed grade

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	level students receive instruction at their performance level, instead of grade level. Through small group rotations, students receive instruction among teacher-led stations, independent or collaborative stations, and computer based learning in phonics, reading fluency, decoding and vocabulary.
10:00am	STEM theme introduction: Through whole class read alouds, small group exploration, project-, or problem-based learning, students will be introduced to the STEM unit.
10:30am	Literacy: The second literacy block begins, including small group rotation among teacher-led comprehension instruction, guided reading, computer based lessons, and integrated STEM research or projects.
12:00pm	Lunch: Students eat a nutritious lunch.
12: 25pm	Structured Play: Structured play provides a creative outlet while simultaneously developing self-control and social skills.
1:00pm	Math: The math block includes small group rotation among teacher-led math instruction, computer based lessons, and integrated STEM activities.
2:00pm	STEM lab: Students engage in hands-on engineering design work aligned to the STEM theme.
2:45pm	Special: Visual/Performing arts and Fitness classes alternate daily.
3:30pm	Dismissal: Students are dismissed; teachers tutor and/or plan until 4:30pm

A day in the life of a student: Camron wakes up early and arrives at school with his mom. When they get there, they are met by the Principal who is greeting the children by name as they arrive. Camron’s mom drops by the parent center to pick up information about the upcoming parent workshop and sends Camron off for breakfast with a hug and kiss. In the cafeteria, Camron greets his teacher, Mrs. Johnson, and hands her his homework folder before joining his friends at the table for breakfast. Once finished eating, Camron and his friends clean their table because they feel responsible for their area as members of the school community. They then pick up their morning work from a basket at the end of the table and get started on sight word review. The school day starts with community meeting, and today they talk about having grit. Camron raises his hand to share that he used grit yesterday when testing his team’s watering system in STEM lab. The students return to their respective classrooms, and Camron is excited because today his class starts in the Movement Lab with the Health and Fitness teacher, Mr. Brooks. Though Camron enjoys starting his day with yoga every other morning to become aware of his emotions and set goals for the day, Movement Lab mornings are his favorite! In the lab, Camron chooses Michelle to be his rotation partner for the day and grabs a seat on the carpet to hear the circuit stations for the morning. He and Michelle enjoy practicing math facts while using hula hoops, jump ropes, and tennis balls. After the Movement Lab, Camron’s class begins their first reading block. Camron is in the green group with four of his classmates. They are starting today’s rotation on the computer. Camron is excited because he is close to achieving another learning badge on his reading program. His group will then rotate to his teacher, Mrs. Johnson’s small group. Lastly, he will get to choose an independent station from his personal learning menu. After reading, Mrs. Johnson brings the class together for a read aloud of a book called *Beatrice’s Goat*. She tells the class they will be engaging in study around what animals need to survive and how they adapt to different seasons. This research will prepare them for a project learning experience at the Petting Zoo. Camron loves animals and is already curious about

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animal adaptations. He jots down questions and ideas in his STEM journal to use in STEM lab later. Camron's class begins their second reading block and chooses reading text for independent reading that may answer his questions about animals. Camron's class enjoys lunch and then recess outside, before returning to class for math. In math, Mrs. Johnson connects their unit on measurement to animal adaptations by measuring and counting the food animals store in cold seasons. In STEM lab, Camron meets Mr. Perkins, a zoologist from the Indy Zoo. He informs the class that they will be presenting to a team of zoologists about animal adaptations and designing living spaces for animals for each season. Camron is so excited about this project! After STEM lab, he enjoys creating a mosaic of patterns in art class. Camron has had such a great day and shares the highlights in his reflection sheet. He feels great about the zest he exhibited all day and notes it on his daily character reflection sheet. He cannot wait to tell his mom how great his day was!

Discipline: By establishing and teaching clear expectations for behavior, the school can then implement an effective discipline system for misbehavior, the sole purpose of which is to redirect students to productive learning and develop habits necessary for future success. Not only must consequences be clear and consistent, but also there must be meaningful follow-through. A Code of Conduct will be disseminated to all families as part of the Family Handbook; it will be printed in multiple languages and parents will be expected to sign it to demonstrate that they have received and read it. The code will spell out Responsive Classroom school practices and consequences for infractions based on their severity and frequency. Our guiding policy is to be fair, firm and consistent in the application of discipline for inappropriate behavior. We recognize the vast emotional and moral development of students between kindergarten and 5th grade. To be fair, consequences will align to the offense and be developmentally appropriate. Teachers will be trained in the discipline system at the beginning of the year and, based on regular observation, receive critical feedback and suggestions to ensure adherence to this policy.

All consequences will include opportunities for reflection and reconciliation to maintain connections with learning and the school community. The school will create time and tools to support and document reflection, e.g., verbal reflection protocols for younger students or incident reflection forms that require older students to write what happened, what rules and virtues were violated, and what alternative actions could have been taken. Reconciliation will include apologies and/or action related to the harm done. Students who are suspended will be provided with alternative instruction. ATTACHMENT E outlines the school discipline procedures.

B. Academic Standards

Our curriculum integrates the STEM disciplines (science, technology, engineering, and math) with English language arts and social studies. The foundation of its curriculum is built upon the Indiana Academic Standards. ATTACHMENT F illustrates the exit standards for each grade level for English Language Arts, math, and science. For completion of 5th grade and promotion to middle school, a student must demonstrate mastery of skills, content, and character at a 5th grade level or above.

In addition to the attached exit standards, students will design a portfolio of work over the course of their time at the school culminating in a fifth grade capstone project. In this capstone project, students will build their argument for graduating from the school. They will include samples of work, data for academic achievement and growth from the HLMS, and data for character growth from the character growth cards and examples of service, and a plan for future success. This project will exhibit the students understanding and execution of the school's values.

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Promotion Standards : We believe that it is in the best interest of our students that they demonstrate mastery of skills and knowledge rather than merely attend school and show effort. State standards and the integrated framework determine what a student should learn in each grade, which will inform promotion and retention decisions. We believe that a rigid formula does not make sense for deciding promotion from one grade to the next. Because our blended-learning and intervention programs allow teachers to personalize learning in a given subject, it is often not in the best interest of the student to repeat an entire grade with all of the same content in other subjects. Our Response to Intervention (RTI) Program is designed to identify struggling students early, implement targeted strategies to get them on track, and include parents in the process. Thus both teachers and parents will know if a student was at risk of not achieving grade level proficiency by the end of the year and what steps were taken to prevent failure. For students whose promotion remain in doubt, teachers will employ a protocol to holistically analyze a number of factors including:

- student performance data from standardized and state tests
- academic growth and performance information gleaned from the HLMS
- teacher developed assessments
- grades
- academic interventions
- attendance
- behavior and discipline
- character growth from the character growth cards
- social development

Teachers will use the results to generate a recommendation based on the best interests of the student that will be shared with parents. The Principal will make the final decision.

Alignment to State Standards: ATTACHMENT S illustrates how Indiana Academic standards are aligned to our academic model.

C. Curriculum

To achieve our mission, we will carefully select curriculum that provides rigorous instructional and learning opportunities, multisensory learning approaches, differentiated instruction, reliable assessments, and teacher instructional support. We will also carefully select blended learning software that is adaptive to student learning, highly engaging, standards-aligned, and provides reliable assessment data. Key elements of the school's academic program include an integrated STEM curriculum framework from Purdue University, a blended-learning model, and a co-teaching classroom model.

Curriculum Framework: The focus of integrated STEM is providing opportunities for students to learn in settings that require interdisciplinary boundaries to be crossed. Students are also provided opportunities to engage in engineering design and thinking to develop or explore technologies in a manner that requires deep learning and application of mathematics and/or science, as well as other disciplines. The STEM disciplines use specific knowledge and skills that form the behaviors that professionals, such as scientists, mathematicians, and engineers, utilize as they investigate, design, and problem solve, as well as build models, theories, and systems. These practices include: scientific inquiry, engineering and engineering design, mathematical reasoning and thinking, and 21st century skills. Therefore, instruction that integrates across STEM disciplines facilitates students' understanding, development, and use of these practices.

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Two of the primary approaches to integrated STEM that will be present in the school curriculum include project and problem based learning. Project based learning provides students the opportunity to use inquiry skills, engineering design skills, and reasoning and thinking to test whether a particular project is a viable solution to an identified problem. This is most often tied to a school or local community issue. Problem based learning provides students the ability to investigate and analyze a problem and brainstorm solutions without creating a tangible product. This type of learning often looks at broader problems, such as global or societal issues.

We believe a spiraled curriculum, which aligns to the Indiana Academic Standards and Next Generation Science Standards in grades K-5 best serves our students. Additionally, we understand that in order to truly engage with an integrated STEM framework, students must develop rich content knowledge across grades. We intend to use the Framework for Integrated STEM education created by Purdue University alongside the Core Knowledge curriculum. An outline⁹ of the framework for kindergarten through second grade is below.

STEM Theme	Kindergarten Topics	Grade 1 Topics	Grade 2 Topics
<i>Cause and Effect</i>	Motion: The “Roll” of Physics	Influence of Waves	Our Changing Environment
<i>Innovation and Progress</i>	-----	Communication: The STEM of sound	Material Assembly: Science & Space
<i>The Represented World</i>	Patterns on Earth and Sky	Patterns and Plants	Change Over Time
<i>Sustainable Systems</i>	Habitats in the U.S.	Habitats – Local & Far Away	Our Schoolyard Garden
<i>Optimizing the Human Experience</i>	Our Changing Environment	Survival on Earth - Water	-----

ATTACHMENT G details a kindergarten STEM unit in its entirety. ATTACHMENT H outlines sample lesson plans in kindergarten and third grade.

We have selected the Purdue University framework because of its alignment to state standards, coherence across grades, and incorporation of project-based learning. We have selected Core Knowledge as a supplemental curriculum because of its depth of knowledge within units, specificity, coherence across grades, and alignment to the STEM framework. Core Knowledge is used by schools across the country and research supports its efficacy. Researchers at the Center for the Social Organization of Schools at Johns Hopkins University did a series of studies in the late 1990s and found that Core Knowledge was associated with positive changes in schools, including student achievement and engagement as well as teacher satisfaction and collaboration. Controlled, independent studies on the effects of Core Knowledge conducted in 2000 in Oklahoma City, an urban district with 67 elementary schools, found Core Knowledge students posted significantly higher scores in reading comprehension, vocabulary, science, math concepts and social studies.

⁹ Carla C. Johnson, Erin E. Peters-Burton, and Tamara J. Moore, *STEM Road Map: A Framework for Integrated STEM Education* (New York & London: Routledge, 2015)

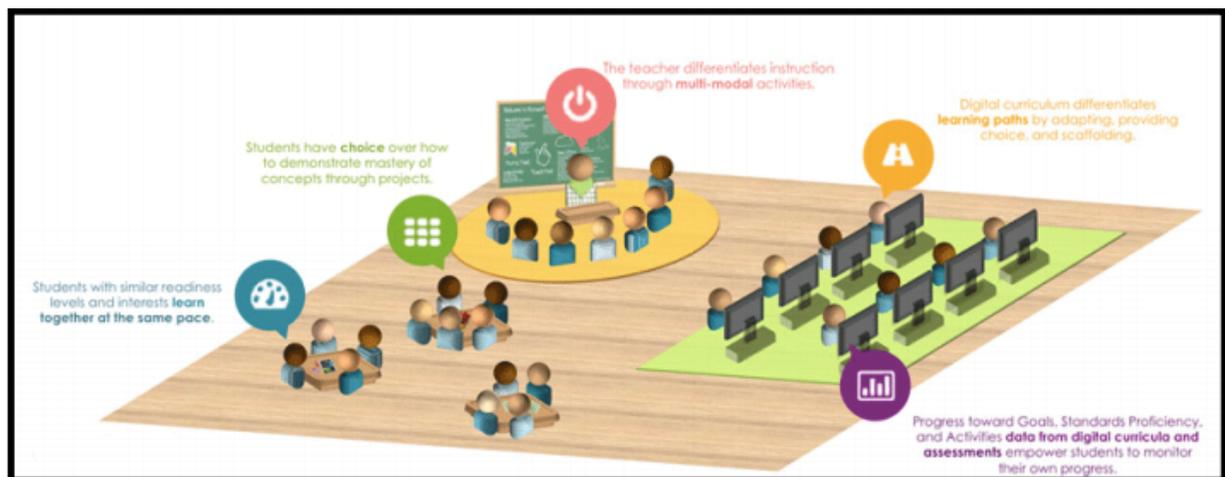
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Experiential Learning: Research has proven that children learn best when learning is connected to the real world around them. Because of this, our instructional model will include “hands – on” learning and be purposefully connected to students. We will partner with Purdue University and IUPUI for professional development for staff and alignment of experiential learning and projects with the STEM framework. Students will complete field research, exploratory learning opportunities, and community presentations. We will partner with local community organizations, businesses, museums, and industry leaders to develop “microschools”, small community learning centers that foster personalized learning through meaningful engagement in project-based learning.

Blended Learning Model: Blended-learning is an evolving term that addresses the intersection of technology and instruction to maximize learning. The Innovative Network School intends to use an innovative classroom-based model that features students rotating between adaptive computer-based and teacher-led instruction. This model is appropriate for elementary students who need consistent structure, direction and support; it is based on what current brain research suggests about the learning process: students need to be challenged at the appropriate level. As cognitive psychologist Daniel Willingham points out, in order to engage students their instruction “has to aid in presenting problems as both challenging and solvable. And many technologies can do just that.” Blended-learning provides personalized lessons at the optimum level of challenge for each student by continuously assessing mastery and adjusting content and pace. In addition, the rotational model in and of itself enhances learning. Finally, blended-learning can enhance student motivation: studies find that computer games motivate learners by offering immediate feedback, increasing participation and reinforcing knowledge that together promote the application and transfer of skills and changes in behavior and attitudes. They can also provide positive emotional experiences and help students persist through negative experiences such as failure.

In practice, blended-learning at the school will look like this: each classroom will contain fifteen networked computers or iPads with headphones, and students will rotate on and off the computers throughout the day. With half the class engaged on computers, teachers can devote their attention to the other half through targeted small group lessons, doubling down on personalized instruction with teacher-student ratios no greater than one to 15. With two adults in the room this means small groups of about seven students. The computer does not replace the teacher in this model; indeed, the teacher is involved in all aspects of classroom learning, from assigning specific tasks and programs on the computer to monitoring student progress to reviewing assessment results and revising groups and instructional methods.



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A blended-learning model is only as successful as the tools that help teachers customize and coordinate computer-based and teacher-led instruction. Noting the importance of effective design and implementation, an innovative and critical component of our program is the use of the cloud-based Hybrid Learning Management System (HLMS) developed by Education Elements. Key features include:

- Teachers, administrators, students and parents can log on to one system to access a range of content, assessments and student performance data.
- Organized around student groups and subjects—not whole classes and grade levels—teachers can work with smaller groups of students and target instruction.
- Content can be quickly added and changed to provide students with developmentally appropriate and engaging materials.
- Curriculum can be supplemented with remedial and advanced content for all types of learners, including students with disabilities and English language learners.
- Ongoing formative assessment provides students and teachers with immediate feedback to inform teaching and learning.
- Teacher-created assessments can be incorporated along with those offered by content providers.
- Data analysis tools allow teachers to review progress by student, group, and standard and use results to plan future instruction and facilitate Response to Intervention.
- Integrated grade book provides holistic real-time view of student progress to teachers, administrators and parents.

Education Elements has experience working with successful start-up charter schools serving students similar to our target population, including KIPP: Empower in Los Angeles, IDEA Public Schools serving 16 schools in the Rio Grande Valley in Texas and Alliance College-Ready Public Schools serving 20 schools in California. In addition, the state of Pennsylvania is using the HLMS as the backbone of its statewide Hybrid Learning Initiative.

A learning management system is nothing without great content. The Obama Administration recently called for states to change their calcified curriculum adoption processes and accelerate the transition to digital textbooks and software. One of the great advantages of being a charter school is the ability to quickly modify curriculum to meet students' needs. The HMLS will allow the school to select from a diverse array of content providers. With the field of education technology evolving so rapidly, it does not make sense to specify now the digital content we will use at the school. When selecting digital content, the school's leaders will use the following criteria:

1. *Aligned:* Engaging content must support our curriculum and instructional objectives.
2. *Adaptive:* Lessons must continuously personalize instruction based on frequent assessment of student progress and mastery.
3. *Assignable:* Teachers must have some control over assigning lessons to address identified needs of individual students and coordinate with their instruction.
4. *Reporting:* Programs must provide useful feedback to both students and teachers.

Examples of computer-based programs that currently meet these criteria include Odyssey K-5 by Compass Learning, iStation, Dreambox and Lexia Core 5.

While The Innovative Network School intends to implement a relatively new and innovative approach, blended-learning does have a track record and research base. Corporations, the military and higher education have relied on it for years to develop critical mastery of skills and knowledge. KIPP: Empower, an elementary charter school in Los Angeles, uses a model close to our design with encouraging results: In 2012, just 9% of its kindergarten students were reading at a proficient or advanced level at the start of the school year, but

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96% were doing so by the end of the school year, as measured by the STEP literacy assessment. Similarly, on the SAT-10 test, 96% of students were performing at or above the national average in both reading and math. What's more, the KIPP Empower model accelerated many students beyond grade level: 30% of kindergarten students were reading at a 1st or 2nd grade level at the end of the year. Enlace Academy launched in 2013 with a similar model, and the founding Kindergarten class progressed from only 5% being on-grade level at the beginning of their first year to 40% being above grade level at the end of the 2014 school year. These are promising results for Enlace Academy given that the majority of the students were considered "Not Proficient" in English according to the LAS Links assessment.

The larger impact on K-12 education is nascent. The 2006 report *Technology in Schools: What the Research Says* notes "research on the effect of technology in learning is emerging. Overall, across all uses in all content areas, technology does provide a small, but significant, increase in learning when implemented with fidelity." Several recent studies have examined the underlying mechanisms of technology in the classroom and identify a common theme: how the teacher uses technology contributes significantly to the effectiveness of that technology. A review of the research by Fadel and Lemke on one-to-one computing noted several studies that identified increased student engagement in learning. They also found that, in technology-intensive classrooms with effective implementation, instructional practices shifted to more collaborative, small-group work; used curricula that was more student-centered and problem-based; and produced more higher-order thinking skills.

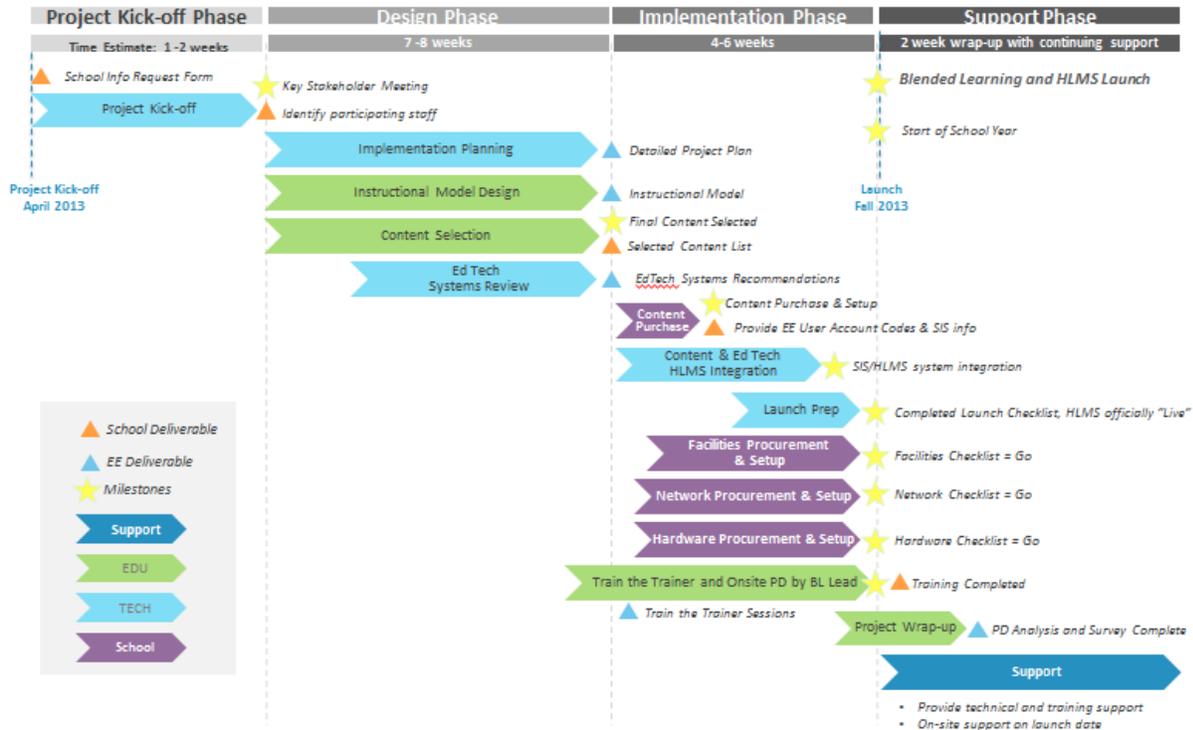
We recognize that technology is no magic bullet and the successful implementation of this model requires:

- *Staff Development:* Teachers will receive ongoing training to understand how to group students, plan and assign appropriate lessons, review data, and revise groups and instruction. To that end we will provide implementation training to support teachers throughout the first year.
- *Meticulous Planning:* In order to tightly integrate online content and offline instruction requires that teachers regularly review student progress data, adjust flexible student groups and differentiate instruction to optimize learning. Our schedule will provide teachers with regular planning time and guidance.
- *Orderly Culture:* Teachers will establish structured routines and procedures for students working independently, using computers and transitioning between activities. School culture will be a major component of staff development and ongoing support.

Timeline: A timeline for the implementation of blended learning can be found below:

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Subjects: Each day our students will study humanities (reading, writing and social studies) and math and science. Through our integrated STEM framework, these disciplines will be taught under one theme to display the interconnected nature of various content disciplines. They will also engage in weekly engineering lessons in a STEM lab. Students will regularly participate in arts and fitness education, as well as structured play. Character education is integrated throughout our curriculum. Below is discussion of our program for each subject; we expect to adapt our approach based on developments in the field or the hiring of staff that have expertise in alternative programs and make a compelling case for their substitution.

Literacy: Based on the experience of other successful elementary schools our program develops all five areas identified by the International Reading Association (IRA) and the National Association for the Education of Young Children as the foundation of early literacy success: oral language; phonological awareness; concepts of print; alphabet knowledge and writing; and comprehension. We intend to use the Wilson Language Phonics program and Wilson Reading Intervention System alongside the Core Knowledge Language Arts Program, which combines systematic phonics-based instruction in decoding skills with extensive read alouds to build both oral language and background knowledge, i.e., word knowledge and world knowledge.

The Wilson Reading and Phonics programs offer multi-sensory, structured curricula for phonics instruction in grades K-3, and intervention for struggling readers in grades 4 and 5. The Core Knowledge program comprises two strands. The Skills Strand teaches decoding using synthetic phonics; it includes extensive phonemic awareness activities as well as repeated oral reading to build fluency. The Wilson Phonics and Wilson Reading Intervention will supplement this strand. The Listening and Learning Strand lessons, comprised of read-alouds and oral language exercises, build on the fact that students' listening comprehension abilities outpace their reading comprehension abilities throughout elementary school. This strand will be aligned to the STEM themes. An ongoing study in NYC found Core Knowledge Reading (CKR) students made significantly greater gains in early literacy than peer students in all areas of reading tested: spelling, phonemic awareness, decoding, and comprehension.

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The Core Knowledge Language Arts Program will be used to reinforce content while building literacy, writing, and research skills through the STEM framework themes outlined by Purdue University. These components will be reinforced by computer-based skill building activities, guided reading, writing workshops and developmentally appropriate think tanks. During rotation time, the class is divided into three groups: one group is with a teacher for a 30-minute phonics and fluency lesson, one group is with another teacher for a 30-minute comprehension and vocabulary lesson, and the last group is using adaptive computer programs. The key elements of our literacy program include:

Instructional Methods

- *Interactive Read Alouds:* Teachers model fluent reading, develop vocabulary and comprehension skills, and expose students to seminal texts.
- *Guided Reading:* In flexible small groups based on assessed reading levels, teachers coach students in comprehension strategies as they read and discuss a single text.
- *Independent Reading:* Students select and read “just right” books at their own independent reading level to develop comprehension skills and decoding strategies, build fluency and stamina, and acquire content knowledge.
- *Phonics and Word Study:* Vocabulary development with focus on spelling, phonics, and grammar to teach conventions of written and oral language.
- *Writing Workshop:* Teachers lead a mini-lesson with a clear teaching point followed by independent student writing. Teachers instruct students individually or through small-group instruction while continuously assessing their growth and development.
- *Computer-based Instruction:* Based on assessed needs, students are assigned specific skill building and comprehension activities.

Instructional Materials:

- *Purdue University integrated STEM framework:* The integrated STEM framework will provide the foundation for our scope and sequence. We will align curricular materials to the STEM themes, in order to ensure true content integration.
- *Core Knowledge:* The Core Knowledge Sequence identifies key skills, literacy and informational texts, sayings and phrases, speeches and vocabulary that will inform our selection of reading materials. The Core Knowledge Language Arts Program provides detailed curriculum maps and unit plans, which include summary description, key ideas, core content objectives, Common Core objectives, and cross curricular connections; they also explicitly identify future learning that depends on the content to be taught. In addition, texts and vocabulary are specified by lesson.
- *Wilson Reading & Phonics Programs:* The Wilson Reading Program provides a detailed scope and sequence and curriculum for foundational reading instruction. The program provides systematic, explicit phonics instruction Unit and daily lesson plans include: whole group and small group differentiated lessons and activities, assessments and progress monitoring, and extension and remediation activities.
- *LightSail Reading:* The LightSail reading software provides each student with an individual “just right” library accessible through technology devices. Each text is embedded with standards- aligned comprehension assessments. The software is adaptive, increasing text complexity available to students as they develop and progress. A progress dashboard is accessible to students and teachers to provide real-time insight into students’ reading progress, as well as reading behaviors, such as time per page and number of pages read.

Mathematics: We agree with recent research findings that basic math and reasoning instruction should start early in the education of our children and not wait until after children become readers. In a comparison of

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primary mathematics education in Singapore and the United States, the American Institute for Research concluded that the U.S. “lacks a centrally identified core of mathematical content that provides a focus for the rest of the system.” With this in mind the school will implement a coherent mathematics program beginning in kindergarten. It will emphasize incremental learning and extensive practice; major concepts are broken down into discrete components, put together over time, and then continuously reviewed and expanded upon. In addition, our math program will emphasize talking and writing mathematically, which are an essential part of the Common Core Standards.

Instructional Methods:

- *Kinesthetic Learning Lab:* Multiple mornings per week, students will engage in fluency and problem solving activities in a kinesthetic lab. Research from the Institute for Learning Styles found that kinesthetic learning allows brain receptors to be more effective at understanding and retaining information.
- *Didactic Instruction:* Most topics will be introduced through short mini-lessons that explain a mathematical concept or procedure and demonstrate its application.
- *Guided Math Groups:* Students will be provided with ample time to practice and explore concepts while teachers provide targeted coaching and support during guided math groups and centers.
- *Computer-based Instruction:* Math software programs personalize practice by continuously assessing student mastery and providing increasingly challenging problems. Using response analysis, these programs also help students explore why they chose specific answers and where their assumptions may have led them astray.
- *Problem-based learning:* Problem based learning provides students the ability to investigate and analyze a problem and brainstorm solutions without creating a tangible product. This type of learning often looks at broader problems, such as global or societal issues.
- *Project-based Learning:* Through hands-on immersive projects students will explore scientific concepts in a way that reinforces memory and understanding, while producing tangible solutions targeted at local, school, or community problems.

Instructional Materials:

- *Purdue University Integrated STEM framework:* The integrated STEM framework will provide the foundation for our scope and sequence. We will align curricular materials to the STEM themes, in order to ensure true content integration.
- *Go Math! :* We intend to use the Go Math! Curriculum from Houghton Mifflin Harcourt as our primary math curriculum. Go Math! provides teachers with in-depth instructional support and differentiation to meet all learners. Additionally, the curriculum provides a wealth of digital instruction and assessment resources. Supplemental resources, such as differentiated center kits, manipulative kits and a wealth of digital resources.

Social Studies: Our social studies program aims to provide students with a deep background in history, geography and government and provide them with the information needed to be productive citizens. In concert with our literacy program, teachers will help students develop their understanding of the world and their place in it. The study of American history begins in grades K–2 with an overview of major events and figures, from the earliest days to recent times. A more in-depth, chronological study of American history begins again in 3rd grade. World History explores major civilizations, cultures and religions. Geography begins with an introduction to the seven continents and their familiar landmarks and wildlife. In subsequent grades it expands to include a spatial sense of the world, an awareness of the physical processes that shape life, a sense of the interactions between humans and their environment, an understanding of the relations between place and culture, and an awareness of the characteristics of specific regions and cultures.

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Instructional Methods

- *Didactic Instruction:* Students will be taught basic historical and geographic information necessary to understand more complex issues and concepts.
- *Project-based Learning:* Through hands-on immersive projects students will explore history and geography topics in a way that reinforces memory and understanding.
- *Paideia Seminars:* Social studies is ideal for discussions designed to elicit deeper understanding, and developmentally appropriate seminars will focus on important texts and events.
- *Problem-based learning:* Problem based learning provides students the ability to investigate and analyze a problem and brainstorm solutions without creating a tangible product. This type of learning often looks at broader problems, such as global or societal issues.

Instructional Materials

- *Core Knowledge:* Provides coherent and specific topics to be covered in each grade that are aligned across subjects.
- *Computer-based Content:* Our instructional staff will select programs and online content that provides engaging lessons about history and geography.

Science: In order to ensure a deep conceptual understanding of scientific processes and practices by fifth grade, we intend to offer daily science instruction beginning in kindergarten. Science instruction will follow the Purdue University STEM framework.

Instructional Methods:

- *Didactic Instruction:* Students will be taught basic scientific information necessary to understand more complex issues and concepts as well as the skills needed to employ the scientific method.
- *Inquiry-based Learning:* Through hands-on labs students will participate in experiments and investigation using the scientific method. Explicit connections are made to other subjects.
- *Problem-based learning:* Problem based learning provides students the ability to investigate and analyze a problem and brainstorm solutions without creating a tangible product. This type of learning often looks at broader problems, such as global or societal issues.
- *Project-based Learning:* Through hands-on immersive projects students will explore scientific concepts in a way that reinforces memory and understanding, while producing tangible solutions targeted at local, school, or community problems.

Instructional Materials

- *Core Knowledge:* Spirals each year through topics in biology, chemistry, physics and earth science.
- *Full Option Science System (FOSS):* Modules include equipment kits, teacher guidance, and original student books that complement each FOSS module and integrate reading and language arts skills in the context of learning science.
- *Computer-based Content:* Modeling is an extremely effective way to increase conceptual understanding in science, and computer programs offer interactive lessons that allow students to individually manipulate and understand topics as small as the atom and as large as the cosmos. FOSS modules include a website 23 folio with interactive simulations, bulletin boards, and specific links to other Internet sites to reinforce and enhance the topic.
- *Engineering is Elementary:* Students will engage in engineering design through engaging, scaffolded engineering challenges. The curriculum includes detailed lesson plans, background content storybooks, and student planning workbooks, data collection sheets, and assessments.

The Arts: The arts will be infused throughout the curriculum, providing frequent opportunities to sing, dance, listen to music, play act, read and write poetry, draw, paint, and make objects. In addition, we will

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provide arts classes in all grades; we intend to open with one or two of the arts (visual, dance, music, theater) depending on the expertise and skills of our first art teacher, and intend to offer additional arts as the school and staff grows. As children progress in their knowledge and competencies, they can begin to learn more about the methods and terminology of the different arts, and become familiar with an ever-wider range of great artists and masterworks. A good understanding of the arts grows out of at least three modes of knowledge—creative (i.e., making artworks), historical and analytical.

Instructional Methods

- *Didactic Instruction:* Students will be exposed to examples of art throughout history and taught specific terminology and techniques of art production.
- *Project-Based:* Students will have hands-on opportunities to create art, such as paintings or music or songs, allowing for both self-expression and the development of technique.
- *Paideia Seminars:* Art serves as an excellent focus for discussion to sharpen students' critical thinking and allow them to make connections between their experiences and other cultures in time and space.

Instructional Materials

- *Core Knowledge:* Provides in each grade topics related to elements of making and appreciating art, important artists, works of art, and artistic concepts, musical concepts and terms, and important composers and musical works.
- *Computer-based Content:* A variety of software allows students of all ages to express themselves artistically, including drawing, video, animation and music.

Fitness: A holistic education addresses fitness of the mind, body and spirit. In this age of rising obesity and cultural shifts, we will teach students how to build and maintain their own health. We will develop a year-long scope and sequence that covers physical education, nutrition and safety, and expect our fitness teachers to design rigorous units and lessons with clear learning objectives and assessments.

Character Education: The virtues of justice, self-control, good judgment, courage and kindness will be infused throughout the curriculum and referenced regularly in classroom instruction. We believe these virtues coupled with STEM knowledge and engineering experience will prepare our students to be innovators and industry leaders that transform communities of the future. Research indicates that many children start school not ready to learn because they lack one critical skill: the ability to regulate their social, emotional and cognitive behaviors. Studies show that self-regulation (often called executive function) has a stronger association with academic achievement than IQ or entry-level reading or math skills.

D. Assessment

We take our responsibility for educating each child seriously and view our charter as a commitment to parents to provide them with a life-changing option for their children. We have therefore designed the school with the future in mind and created an assessment system that will provide us with timely information with which to measure our progress and ensure we are on track to meeting all requirements for charter renewal.

The Innovative Network School will implement a robust assessment system that includes the administration of diagnostic, formative, benchmark and summative assessments; protocols to ensure rigorous analysis of data and valid and reliable results; and procedures for using results to inform instructional planning, program evaluation and accountability. We intend to be a learning organization dedicated to continuous improvement based on measurable indicators of performance and growth.

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We will use a combination of standardized and teacher-developed assessment instruments, including the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP). The MAP uses computer-based adaptive assessments to evaluate individual students' proficiency levels. Students' scores are generated immediately, and full performance data with detailed information about specific concepts is available within 24 hours. Using backwards design techniques, teachers will also create rubrics aligned to learning goals for each unit to measure mastery of STEM principles for project-based and problem-based learning activities. Teachers will also utilize curriculum assessments to purposefully assess each learning objective. The use of blended learning software and technology integration in instruction also provides teachers the unique opportunity to obtain real-time learning data and instructional tools based on student performance.

Diagnostic Assessments: We will use diagnostic assessments to determine our incoming students' knowledge, skill levels and interests and to identify signs of special needs as part of our Response To Intervention (RTI) process.

- *Home Visits:* Each summer, school staff will visit the homes of newly enrolled students to get to know the family, share school policies and procedures, and conduct informal diagnostic assessments. Using a protocol, they will evaluate topics such as alphabet knowledge, auditory and visual discrimination, counting and computation, and fine motor skills. They will also administer the Home Language Survey as the first step in identifying students eligible for ELL services.
- *NWEA MAP:* At the beginning of each year, teachers will administer the MAP in literacy and mathematics. The MAP for Primary Grades includes screening assessments that measure the foundational skills of letter and number understanding. The MAP for upper grades covers reading, mathematics and language usage. These assessments will serve as baseline data against which growth will be measured throughout the year.
- *STEP:* At the beginning of each year, teachers will administer the Strategic Teaching and Evaluation of Progress (STEP) literacy assessment. The STEP assessment is organized into developmentally sequenced tasks that identify the developmental reading status of each student. Teachers and students will then set goals for increasing reading levels throughout the year.

Formative Assessments: Teachers will be expected to identify formative assessments in their lesson plans and conduct regular checks for understanding during instruction. Students will also be taught how to use formative feedback to take ownership over their own learning.

- *Questioning:* Teachers will be trained to use appropriately rigorous levels of questioning based on Bloom's Taxonomy and Webb's Depth of Knowledge to ascertain students' content knowledge and conceptual understanding.
- *Checklists:* Teachers will develop grade-wide checklists to identify student mastery of specific skills. NWEA MAP includes ten Skills Checklist Reading tests and twenty-eight Skills Checklist Mathematics tests. These tests extend student assessment beyond the Screening tests and are used to inform instruction relative to the skills of phonological awareness, phonics, number sense, and computation.
- *Observation:* Teachers will be expected to document anecdotal evidence of student learning, especially through interactions during one-on-one conferencing and small group instruction.
- *Rubrics:* With guidance from instructional leaders, teachers will develop grade-wide rubrics to evaluate student work, especially engineering designs, writing and project- or problem-based learning experiences.
- *Computer-Based Assessments:* One of the criteria for selecting computer-based content providers is built-in assessments that offer immediate feedback. This allows both students and teachers to determine mastery and pace instruction appropriately. Moreover, parents can monitor students' learning and administrators can evaluate programs and teachers.

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Benchmark Assessments: Teachers will administer benchmark assessments to measure progress towards goals.

- *STEP:* Teachers will use quarterly STEP assessments to measure student progress in reading levels. Students identified through the RTI process for Tier 2 and 3 interventions may be assessed more frequently.
- *Writing Prompts:* As part of our writing program teachers will develop grade-wide writing prompts and use rubrics to evaluate mastery of skills.
- *NWEA MAP:* The MAP uses an equal interval RIT scale, which provides student performance levels regardless of grade level and allows evaluation of growth over time. In addition to baseline assessments at the beginning of the year, MAP tests will be administered quarterly in mathematics and literacy to measure progress towards goals.
- *Benchmark Tests:* In other subjects and based on our curriculum maps and scope and sequences, teachers will create benchmark assessments to evaluate student mastery of content in each subject, including familiarity with grade specific literature, poetry, speeches, sayings and phrases, historical events, geography, and mathematical and scientific concepts.

Summative Assessments: Students will be regularly evaluated on their mastery of skills and knowledge as defined by state standards, the STEM Framework, and Core Knowledge Sequence.

- *Indiana State Testing:* Beginning in 3rd grade, all eligible students will take the state's mandated exams annually.
- *Unit Tests:* Teachers will use assessments provided with curriculum programs and/or develop their own assessments to determine mastery of unit objectives. Emphasis will be placed on performance-based assessments that require students to demonstrate mastery of skills and content knowledge.
- *NWEA MAP:* At the end of the year students will take the MAP tests to evaluate growth over the course of the school year and for comparison of year-to-year progress.

Data Collection and Analysis: The Principal and Technology Manager will be responsible for coordinating the administration of assessments with most of the implementation delegated to classroom teachers. Master Teachers will assist with incorporating data into the Hybrid Learning Management System (HLMS). In addition, the NWEA MAP provides a Dynamic Reporting Suite that allows administrators and teachers to examine individual students, classes and school-wide performance. Explicit training will be provided to teachers on how to properly administer assessments, collect data, analyze results and develop action plans. Grade level teams will be expected to conduct formal "data-dives" monthly and create concrete action plans.

With students spending so much time on computers, a tremendous amount of data will be generated. One reason we chose the HLMS is the teacher dashboard, which provides robust data collection, analysis and reporting capabilities to support action. It aggregates data from an assortment of computer-based assessments, as well as any external or teacher-created assessments administered by the school. Moreover, it will be a standards-based system, meaning assessments will measure explicit skills and knowledge that can be discretely analyzed. Consequently, item and error analysis as well as disaggregation will be employed.

External assessments will be selected based on their validity and reliability. NWEA MAP was selected because of its rigorous design: The 2011 NWEA RIT Scale Norms Study provides growth and status norms based on grade level samples of at least 20,000 students per grade. These samples were randomly drawn from a test records pool of 5.1 million students, from over 13,000 schools in more than 2,700 school districts in 50 states. Rigorous post-stratification procedures were then used to maximize the degree to which both status and growth norms are representative of the U.S. school-age population. In order to ensure the validity of internal assessments, school leaders will examine the correlation between teacher-designed assessments and grades as well as the power of their results to accurately predict student performance on the state and other standardized tests. Instructional leaders will also work closely with teachers to increase reliability of

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assessments through norming activities, such as collaboratively evaluating student work together using rubrics and collecting anchor papers and projects to define proficiency levels.

Reporting: The HLMS provides parents with regular online access to their child’s performance. In addition, The Innovative Network School will use a quarterly standards-based report card that informs parents of their child’s level of proficiency across a number of learning domains, including subject area content and skills and character development. The report card template will be explained to families during a parent class at the beginning of the year and reinforced at quarterly student-led conferences, so they know what their child is expected to learn and can evaluate growth and attainment. Report card conferences will be held four times per year. In addition, the parents of special education students will be kept informed in writing and in their home language of their child’s progress in meeting both long-term IEP goals and short-term objectives. IEP progress reports will be distributed to parents concurrent with the distribution of report cards. In addition, the school will issue an annual report detailing aggregate student performance, enrollment and retention, financial status and other indicators of organizational health and viability.

Data disaggregation: The chart below outlines key data points which will be collected and who are the stakeholders that will be looking at these data points. In addition to the data collected using the technology in the blended learning environment on a daily basis, the students take interim assessments four times over the course of the year. The system for the interim assessments is adapted from the work of Paul Bamrick-Santoyo at the Uncommon Schools. ATTACHMENT I illustrates how the data collected from the interim assessments will then be analyzed in the Data Analysis Meetings and how adjustments will be made based on the information from those meetings.

	In-term	End of term	Annually	Charter length
Data	<ul style="list-style-type: none"> • HLMS student achievement information • Attendance • Discipline • Projects • Teacher developed assessments • Interim assessments • Character growth card 	<ul style="list-style-type: none"> • HLMS student achievement information • Attendance • Discipline • Projects • Teacher developed assessments • Interim assessments • Character growth card • Data Analysis Meetings 	<ul style="list-style-type: none"> • HLMS student achievement information • Attendance • Discipline • Projects • Teacher developed assessments • Interim assessments • Character growth card • Standardized test scores • End of year Data Analysis Meetings 	<ul style="list-style-type: none"> • Goals set in the charter • The mayor’s framework

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Who sees it?	<ul style="list-style-type: none"> • Teachers • Administrators • Parents 	<ul style="list-style-type: none"> • Teachers • Administrators • Parents • The school board 	<ul style="list-style-type: none"> • Teachers • Administrators • Parents • The school board • The DOE • The general public 	<ul style="list-style-type: none"> • Administrators • The school board • The DOE •
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E. Support for Learning

The Innovative Network School will create a scholarly culture predicated on its four core values: lead with love, embrace uniqueness, cultivate character, and ignite imagination. We see the truth in the African proverb, “It takes a village to raise a child,” and we see our role as the anchor for all of the proverbial villagers. On a typical school day, you will not be surprised to see smiling children bounding into school, greeting their favorite teachers with smiles, ready to see what exciting new activities await them that day. Parents who come to check-in or just say hello to teachers, administrators, and each other will even accompany some students. The school will be a place of safety and fellowship for all who come. Below is an outline of how our four core values promote a scholarly culture.

Lead with Love	<ul style="list-style-type: none"> • Set high expectations • Relentlessly pursue solutions • Recruit the entire village of support
Embrace Uniqueness	<ul style="list-style-type: none"> • Differentiated instruction • Differentiated behavior management • Culture that embraces culture
Cultivate Character	<ul style="list-style-type: none"> • Develop growth mindset • Strong habit development • Opportunities to be leaders
Ignite Imagination	<ul style="list-style-type: none"> • Rigor with relevance • Develop problem - seekers • Varied learning opportunities

As we recruit our students’ entire village of support, we will start with building relationships first. The first relationship we look to cultivate is that between families and school. We will cultivate this relationship by:

- Promoting the school in environments that are familiar to the families. We look to be highly visible at community events and businesses, leveraging our partnership with IPS to build strong connections.
- The next step will be the home visits to prospective students during which we can gain a greater awareness of the specific support each child and family will need as we pave the road to success.
- We understand that we cannot solve every issue that our prospective families face, but we do hope to become a conduit for our families and the support services that can help. As we build community partnerships, we will have, as a part of our initial summer institute, a service fair during which the families will be able to connect with key community partners.

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- We will also have multiple Saturday opportunities during which parents will be asked to attend workshops or connect again with key community partners.
- During the school year, parents will have access to student performance through the HLMS either electronically or printed out in the case of limited technological availability. The teachers will maintain lines of communication with the parents so that no child begins to fall through the cracks. There will also be multiple parent-teacher conferences over the course of the school year to discuss student growth in both academics and character at least one of which will occur at the respective family's residence.
- Parents will be given many opportunities to contribute to the school community by volunteering their time both in and out of the classroom.
- Parental satisfaction will be gauged not only by in the authorizer's end of year satisfaction survey, but also through our internally generated parent surveys as well. The questions for our parent survey are found in ATTACHMENT J and the results will be posted bi-yearly in our parent newsletter. We aim to use these surveys to help guide our thoughts towards our strengths, growth areas, and relationships that might need more attention.

Concurrently, the administration will support the teachers as they serve as ambassadors for the school.

- During the teacher summer institute, we will have PD addressing cultural competency, particularly highlighting the needs of the communities we will serve.
- Also during the summer institute, teachers will receive PD on our blended learning model, our STEM curricula, and data-driven instruction. These PD sessions begin in the summer and continue adaptively over the course of the year as the administration sees fit.
- Teachers will be given time for common planning and collaboration each week in order to build a culture which fosters a growth mindset.
- A key component to the evaluation process is the coaching aspect. All teachers will be informally observed multiple times a month and meet with the administrator or colleague who performed the observation. The goal of these informal observations is growth and the sharing of best practices.
- Faculty meetings will have time to celebrate our collective successes and share ideas for how to improve so that no one teacher feels alone or overwhelmed.

The fostering of these two relationships will serve to strengthen the relationship between the school and the students:

- In conjunction with academic achievement, we look to foster strong character in all of our students through modeling and dedicated and intentional instruction. Students will be taught how to respect themselves, each other, adults, and the environment.
- Classrooms and lessons will be designed with an eye towards high engagement utilizing our technological resources and an understanding of what is relevant for the students.
- The ability to assess and adjust in real time allows our teachers to reach the students in the ways that will be most effective for each particular student.
- Having teaching fellows, an ESL instructor, and a SPED instructor paired with a flexible blended learning model allows us to reach students in smaller group settings for differentiated learning according to specific needs.
- The community partnerships we build will help to provide human capital in mentoring and tutoring, and increase health and wellness, which will, in turn, help the students, envision their own individual road to success.
- Our robust after-school program will provide further opportunities for the students to grow through:
 - supplementary education opportunities and tutoring,
 - an intentional character education component, and

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- our sports and arts offering.

F. Special Student Populations

The school intends to serve a predominantly low-income (as defined by qualification for the federal meals program) student population, including a percentage of students with limited English proficiency (LEP) and a percentage of students with special needs that is comparable to nearby schools. The school will comply with all federal and state laws related to serving special needs and LEP students. We anticipate that the majority of students we serve will enter below grade level. Our high expectations, strong school culture, intentional use of regular assessments, and longer school week and year are all keys to ensuring that students who enter below grade level advance 1.5 years in literacy and mathematics until they reach grade level. Our blended learning model, which allows for incredible differentiation of instruction, will contribute not only to our success in serving students who are academically behind, but also students who are academically advanced.

Students with Special Needs: The school will educate students with disabilities in the least restrictive environment, with their non-disabled peers, to the extent appropriate and allowed by each student's IEP. Specifically, we will:

- Develop a special education team from the time of opening, including a special education coordinator (who will coordinate all annual reviews for each student's IEP and ensure that parents are regularly informed of their child's progress) and certified special education teachers, as well as speech and language therapists, occupational therapists, psychologists, social workers, and counselors who can be contracted on an as-needed basis.
- Use a Response to Intervention process to ascertain early identification of students, including holding school-wide RtI meetings every six to eight weeks, aligned with the assessment cycles, in which faculty and leaders meet to place students in tiered intervention groups to most effectively address their needs. Academically at-risk students are identified based on diagnostics at the beginning of the year, summative assessments throughout the year, or low performance on any section of a standardized test. Teachers may additionally identify a student based on classroom performance and/or parent report. Teachers will develop individual intervention programs that, along with students' IEPs, ensure that students are on track to achieve at- or above grade level and to meet or exceed the school's rigorous accountability goals.
- Provide rigorous training and support to ensure that general classroom teachers are knowledgeable about the needs of students with disabilities, are informed of their responsibilities for particular students, receive the support they may require to implement a student's program, and implement any necessary modifications or accommodations in their classes. Quarterly data analysis professional days will allow faculty to look specifically at student data and effectively develop targeted intervention plans.
- Provide space and develop a schedule that allows student to receive needed services outside of the classroom while minimizing disruption to their regular instruction.
- Inform parents/guardians of their child's progress on a regular basis, through telephone calls, notes home, personal visits, and meetings, as well as a written report at least four times a year.
- Make every effort to obtain students' previous school records within a reasonable time. All special education records and files will be maintained in the Indiana Department of Education's (IDOE) Learning Connections portal for IEPs. Using the IDOE's secure system will allow for quicker access to student records, collaboration with the IDOE and current updates on pertinent information and legislation, and monitoring of records and IEP's by school staff and contracted consultants to ensure compliance and progress of all students receiving special education services.

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- Review IEP's and Section 504 Plans of incoming students with the goal of determining what services can reasonably be provided using school resources and what will need to be provided via contract with an external provider. As required by state law, the special education coordinator will hold a move-in case conference within 10 school days, which will include the special education coordinator, parents/guardians, lead teachers, and the Principal.

To meet the needs of our students with IEPs, we will have a Special Education Coordinator who will provide professional resources and development to all teachers to ensure we are meeting the needs of those students who have IEPs as well as those who are struggling to meet grade level proficiency.

Serving Students with Limited English Proficiency (LEP):

To effectively serve (and retain) LEP students, the school will:

- Identify students who are LEP, implementing Home Language Questionnaires, informal interviews in the student's native language and in English, and English language proficiency assessments such as the WIDA Access tests.
- Provide all teachers with professional development training on techniques for detecting whether a student has English language deficiencies and on communicating with students designated as LEP and their parents/guardians. Training and professional development will include research-based language and literacy instruction strategies.
- Implement structured English language immersion. For students who require more intensive interventions, the school will be prepared to provide pull-out instruction and/or assignment to a certified aide, teacher, or qualified consultant.
- Conduct ongoing assessment of students' literacy and proficiency in the English language at least annually to determine whether continued special services are warranted.
- Provide regular communication with parents/guardians in multiple languages, translators at school meetings and functions, mentoring and tutoring from community partners, and specific Saturday workshops for parents on how to support their children's learning.
- Recruit teachers with proven track records of serving LEP students effectively.

Academically Gifted Students: Innovative Network School teachers differentiate instruction throughout the day to ensure that students achieve at their highest levels. Additionally, we provide additional individualized instruction through our blended learning model. Project based learning will also provide time for projects and learning extensions tied to literacy and numeracy, as well as STEM disciplines, where students can work specifically at the level that suits exactly where they are instructionally.

III. Organizational Viability and Effectiveness

A. Enrollment/Demand

The school plans to enroll 90 students each in kindergarten, 1st, and 2nd. We will add 90 new kindergarten students each subsequent year until the school reaches full capacity serving grades K-5. Below are enrollment targets over the first six years of our school's operation.

	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Kinder	90	90	90	90	90	90

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1st	90	90	90	90	90	90
2nd	90	90	90	90	90	90
3rd		90	90	90	90	90
4th			90	90	90	90
5th				90	90	90
TOTAL	270	360	450	540	540	540

Rationale for school size: Our enrollment plan balances the following premises:

- Students who obtain a solid literacy and numeracy foundation are much more likely to succeed in their future academic and professional careers. Therefore, we plan to open an elementary school in order to reach students as early as possible and put them on the trajectory to high school and college.
- Given the challenges of creating a new school with an innovative academic program, we believe it prudent to devote our resources to opening with just kindergarten through 2nd grade and then add one grade each year.
- We anticipate class sizes of 28-30, but using a blended-learning model with a Lead Teacher plus a Resident Teacher will allow a teacher to student ratio of about 1:15.

Demand for school: Over the past 10 years, the Near Eastside community has worked towards ambitious goals to move their neighborhood forward towards an improved Quality of Life plan. In June 2005, through a Near East Side Community Organization (NESCO) initiative, the Near Eastside Collaborative Taskforce formed to address critical quality-of life issues on the Near Eastside. The Taskforce was the driving force behind the selection of the Near Eastside as a demonstration neighborhood for the Great Indy Neighborhoods Initiative. A key element of their vision for improved quality of life on the Near Eastside was to focus on seven action areas, with one being education. NESCO’s education goals include improved ISTEP scores, graduation rates, and school stability.

In 2015, several Near Eastside community organizations developed strategies to accelerate their Quality of Life plan and were designated a federal Promise Zone. As a designated Promise Zone, the Near Eastside community outlined five goals critical to revitalization in the area. Improving educational opportunity by ensuring that all children receive exceptional education from birth to adulthood, including developmentally appropriate early childhood services, high quality and innovative schools, was again named a key element in the vision to improve the area. Additionally, the plan calls for a plan to enroll more middle school students as 21st Century Scholars and provide more college readiness programs for high school students. We believe our model provides a high quality, innovative academic option for K-5 students on the Near Eastside. By developing a strong foundation in the STEM disciplines at the primary level, students will have increased opportunities to engage in college and career readiness and pursue scholarship options at the secondary level.

Conversations with community, non-profit, and education leaders working towards the East Side Promise Zone goals, coupled with a review of Census tract data in the target geographies and an assessment of the public education options for children in those neighborhoods lead us to believe that there is sufficient demand for the school we are proposing. Community members and organizations are proactively seeking change in their education options. Several organizations have already committed to school partnerships, including tutoring and mentoring programs, social service support, housing and neighborhood stability support, and family services. Additionally, we are working closely with IPS, and we have leveraged their community involvement and student data to best determine the highest priority locations within the district.

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Recruitment: The school will engage in extensive efforts to inform families about the new school. We will knock on doors and recruit families in supermarkets and bodegas, community centers, and apartment complexes and public housing; reach out to community-based organizations, local non-for-profit and civic organizations, local businesses, and religious organizations; and host information sessions at day care centers, Head Start programs, afterschool programs, and youth centers. Parental outreach and recruitment activities will be conducted in English and Spanish.

Additionally, we will provide opportunities for families to engage with staff at the school through events such as Open House and Family Information Nights. This will provide families a deeper opportunity to engage with staff members and develop a stronger understanding of the school culture and academic model. We believe engaging communities both in and outside of the school will build deep relationships and connections with families. From our experiences with first-year enrollment with our initial school, Enlace Academy, we have learned that providing both of these experiences are critical to recruitment success. An early marketing plan looks as follows:

STRATEGIES	TACTICS & PARTNERS	SUCCESS MEASURES	DATES
<p>Collateral Materials – We will create the marketing materials and process by which we will register prospective students.</p>	<p>TACTICS</p> <ul style="list-style-type: none"> • Create an enrollment dashboard • Create booth materials including: pens, bumper stickers, key chains, brochures, etc. • Create t-shirts <p>PARTNERS: The Mind Trust Indianapolis Public Schools</p>	n/a	November/ December
<p>Volunteer Training – Volunteers will be trained on the school’s mission, vision and values. Critical talking points will be supplied. Volunteers will understand how to help get families signed as well as how to deal with rejection and key safety precautions.</p>	<p>TACTICS</p> <ul style="list-style-type: none"> • Establish key talking points • Distribute critical marketing materials <p>PARTNERS Stand For Children</p>	50 adult volunteers to compliment our board and Enlace students and families	December/ January
<p>Where People Shop – We will reach out to businesses so that we can recruit families in and near these important community assets.</p>	<p>TACTICS</p> <ul style="list-style-type: none"> • Explain the vision • Establish call to action • Gather recruitment information <p>PARTNERS We are in the process of identifying a school location with Indianapolis Public Schools. Once identified, we will begin to</p>	<p>100 informational pieces handed out at each recruitment session and location.</p> <p>flyers left, and regularly replenished near registers, etc. at partnering businesses</p> <p>25 signed up for</p>	December/ January

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	identify business partners in the area.	additional information.	
<p>Where People Worship – We will reach out to area places of worship so that we can develop partnerships with faith-based leaders, provide and gather information on education options to families, and recruit families</p>	<p>TACTICS</p> <ul style="list-style-type: none"> • Explain the vision • Establish call to action • Gather recruitment information <p>PARTNERS In Process. Once we have received confirmation of a charter, our board will identify places of worship in the surrounding community and begin meeting with pastors to identify opportunities for informational and recruitment sessions.</p>	6 partner churches 12 informational and recruitment sessions	TBD. Sessions will begin after first of the year.
<p>Where People Live – We believe an aggressive door-to-door campaign will be a critical component of our success. Teams of trained volunteers will blanket neighborhoods with information in January and February. We will be careful to make sure that non-Spanish speakers are paired with fluent speakers and the safety of our volunteers will be a critical concern.</p>	<p>TACTICS</p> <ul style="list-style-type: none"> • Walk Neighborhoods • Distribute Fliers and Door Hangers • Mail Post Cards to interested families • Distribute Yard Signs <p>PARTNERS</p> <ul style="list-style-type: none"> • Neighborhood Associations 	1000 doors knocked and fliers distributed in January and February.	Every Saturday beginning January, through February
<p>Where People Play and Learn – Our school leaders will have a visible presence at community events, distributing information, signing up interested families, and answering questions.</p>	<p>TACTICS Create booth for festivals</p> <p>PARTNERS</p> <ul style="list-style-type: none"> • Neighborhood Associations • Stand for Children 	Presence at 10 events, November - August	Ongoing
<p>On The Web - Immediately after receiving charter approval, we will launch a bi-lingual Web page, Facebook Page and Twitter feed. Latino families are increasingly utilizing</p>	<p>TACTICS</p> <ul style="list-style-type: none"> • Connect with other community support sites • Encourage conversations • Distribute registration information 	1500 hits per month to Web and social media sites	Ongoing

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technology and social media.	PARTNERS <ul style="list-style-type: none"> • Indianapolis Public Schools • The Mind Trust 		
Through Traditional Media – Working with radio and television experts, we will gain both earned and paid media exposure in publications and media outlets. This traditional approach to outreach will be critical as we establish a presence in our school’s community.	TACTICS <ul style="list-style-type: none"> • General Interest stories • Community columnists • Editorials • Opt-Ed PARTNERS <ul style="list-style-type: none"> • Indianapolis Star • IndyGo 	One piece of earned media each month, January – August. Full media plan developed and ready for implementation during the Christmas Shopping season.	Ongoing

Enrollment Process: The school’s admissions practices will comply with State law and applicable Federal laws, including Part B of the Individuals with Disabilities Education Act and Federal civil rights laws, including, but not limited to: Title VI of the Civil Rights Act of 1964; Section 504 of the Rehabilitation Act of 1973; and Title II of the Americans with Disabilities Act of 1990.

Enrollment in the school will be open to all students. As a public charter school, admission will not be limited on the basis of intellectual ability, athletic ability, disability, race, creed, national origin, religion, or ancestry, or any other criteria that would be unlawful.

As per IC 20-24-5-5, the school will enroll any eligible student who submits a timely enrollment application except when the number of applications for a grade level exceeds capacity. If the school receives a greater number of applications than there are spaces for students, each timely applicant will be given an equal chance of admission via a lottery process.

The school will hold an open enrollment period for a specific two-week period. The school’s open enrollment period will include some evening and weekend times to accommodate the diverse needs of families. The school will provide notice of open enrollment by:

- Mailing and e-mailing notice of the open enrollment period and an application to all families who inquire about the school;
- Posting written notice of the open enrollment period at the school facility and at area libraries, community centers, and day care centers; and
- Placing written notice of the open enrollment period in local newspapers.

Applications will be available in neighborhood community centers and on-line, and we will e-mail, mail, or fax applications upon request. If fully completed applications exceed the number of spaces available, the last business day of the open enrollment period will be the deadline for applications to be drawn by a random selection lottery process. Complete applications received after the open enrollment period closes, but before the lottery, will not be eligible to participate in the lottery, but will be added to the end of the waiting list created at the time of the lottery. Guaranteed space will be given to students enrolled and admitted the prior year, and priority in the lottery will be given to siblings of students already enrolled.

A random selection lottery process will be held within four weeks of the close of open enrollment. The school will notify all applicants of the public drawing’s time and place. Names will be drawn until all classroom seats

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are filled, then a waiting list will be established, in the order in which they were drawn, to fill openings during the school year for which the student applied. After all eligible names are drawn, the names of applicants who filed after the close of open enrollment will be added. Applications received after the deadline will be added in the order in which they were received.

Applicants on the waiting list must resubmit an application for the following year prior to the enrollment window for the next academic year. Once admitted, students will remain eligible to be admitted for successive years without having to re-enter the selection process.

B. Human Capital

We believe human capital is our most critical lever for student success. The Innovative Network School will employ and retain highly capable and committed educators who are united by our mission develop students who are prepared to solve the problems of an ever-changing global community. Our teachers must have a deep-rooted belief in all children’s ability to learn and succeed at high levels, relentlessly pursue solutions to problems and commit to lifelong learning, and value innovation and creativity. Our teachers must model excellence in their work and be examples of strong character for the school community. A sample teacher profile can be seen in ATTACHMENT K.

The qualifications and attributes of an ideal teacher at our school are first and foremost oriented towards a growth mindset. The teachers will be expected to be receptive to feedback, innovative with the technology available, and attentive to their own growth as a professional. As such, we want to hire people who are willing to collaborate with one another and push each other to grow along with our students. Applicants will be measured against a set of competencies in the interview process to determine if they will be a strong fit for the school similar to the hiring process created by Dave Levin at KIPP: NYC. Once we have established that the candidates exhibit a growth mindset, a non-negotiable for a teacher at our school, we will also pay close attention to the individual strengths of each candidate; there is no single applicant profile, rather we want to build a team who complement each other and bring differing viewpoints, experiences, and expertise. For instance, we would like to have teachers who represent the cultures and demographics that we will serve so that the students will be able to envision a similar road to success modeled by those teachers, but this will not be a pre-requisite to teaching at our school. Additionally, we are also looking for specific skills in project-based learning and technological understanding. Below is a sampling of questions we will use in conjunction with the specific competencies we are looking for:

Framework	Competency	Sample Questions
Beliefs and Character	<i>Mission alignment</i>	What resonates with you about our school model? Blended Learning? STEM? What concerns do you have about working in the charter realm?
	<i>Grit</i>	Tell me about a student you refused to give up on. Describe your most challenging student. What did you do to make it work? Respond to a challenging sample scenario.
	<i>Humility</i>	Are you comfortable with videotaping yourself, being observed, getting feedback? If you could redo one thing from this past year, what would it be?
	<i>Love</i>	Why did you get into teaching? When do your students make you laugh? What is it about you that inspires your students to work hard?

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The Teaching Cycle	<i>Instructional excellence</i>	What is your favorite activity you've done with students? How do you evaluate your success?
	<i>Innovation</i>	What is something new that you tried in the last year in your classroom? How did it work? How do you know it worked? In what ways do you see technology being a benefit in the classroom?
Classroom Culture	<i>Organization</i>	How do you plan? Day by day? Year by year?
	<i>Classroom management</i>	Tell me about your classroom management system? How did you arrive at it? How do you ensure that your students are willing to take risks?
Self and Others	<i>Flexibility</i>	Give an example of a difficult conversation you had with a colleague or principal. What are the non-negotiable elements for you in a work environment?
	<i>Life-long learner</i>	What recent professional development opportunities have you taken advantage of? What did you bring back to your classroom? In what aspect of teaching would you like more training? What is the last book you read?
	<i>Relationships</i>	How do you involve parents/families? How do you build relationships with students?
	<i>Personal stability</i>	What do you do for fun? What non-academic talents/hobbies do you incorporate in the classroom? How do you bounce back after a rough day? What's your favorite TV show?
	<i>Self-awareness</i>	What was the best praise you have ever received? What made it so good? What is one of your characteristics that you would want your students to imitate?

We feel that these competencies speak to a teacher's ability to build and foster the relationships that will serve as the foundation of the school – relationships with other people, with the content, and with the world around them. Teachers will expect the students to continuously grow in knowledge and character, and the same will be expected of them. We will have a diverse student population, and a strong sense of cultural competency will be necessary for the teachers to reach each child where they are in order to raise them up to what they can be. With the added technology in the classrooms, the teachers will also have to be innovative and life-long learners in order to adjust their teaching to the changing landscape of blended learning. Concurrently, we want to build a community with consistency, so it is important that our teachers have systems for taking care of themselves as well to avoid burnout and turnover from year to year.

Recruitment: In order to find a talented and invested staff, we recognize that our recruitment efforts must be specific and robust. We also recognize that we have strong partnerships with national outreach organizations that can aid in broadening our lens for finding strong teachers. Thus we will begin our recruitment process as early as possible. Below is our proposed timeline for recruitment:

Timeline	Focus
<i>November - December</i>	Identify and set recruitment strategies with partner organizations, such as Teach For America and Indianapolis Teaching Fellows Develop interview timeline and procedures

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<i>January</i>	Launch school website and teaching applications Post vacancy in Ed school job blasts and job fairs Utilize social media networks to connect with potential candidates
<i>January- February</i>	Identify, interview, and select administrative candidates
<i>February</i>	Resume review of candidates Begin phone interview cycle
<i>March</i>	Formal Interview (1:1 interview, teaching sample, and possible group activity) Offer letters distributed
<i>April - July</i>	Ongoing interview cycle for vacancies

Professional Development: We recognize that just as we ask students to become lifelong learners, we must commit to creating the space for teachers and staff to do the same. We are committed to providing multi-dimensional, quality professional development for all members of our school community.

Professional Development	Who?	How Often?	Goals
Professional Learning Communities (PLCs)	Grade Level Teams	Weekly	<ul style="list-style-type: none"> Review instructional results from prior week Discuss upcoming instructional objectives/assessments Plan or review Skills Assessments & projects Discuss grade-level logistics (upcoming performances, family nights, field trips, etc.) Check in on grade level culture, broken windows, etc.
1:1 Coaching	Whole Staff	Weekly	<ul style="list-style-type: none"> Each staff member will receive weekly observation and 1:1 coaching conversations from an administrator or Master Teacher. This coaching will align to each teacher's Professional Development Plan (PDP)
Content PD	Whole Staff	1 x/month	<ul style="list-style-type: none"> PD, planning, and reflection time for content teams by subject focusing on vertical alignment and best practice sharing
Culture PD	Whole Staff	1x/month	<ul style="list-style-type: none"> PD on topics from the "Self and Others" category of the KIPP Framework for Excellent Teaching...including mindset, bringing your best self to work, reconnecting with our school mission/beliefs, etc.
Step back	Whole Staff	2 x/year	<ul style="list-style-type: none"> Reflect on our school's overall progress, glows/grows, where we are in terms of our priority goals, and next steps
Data Days	Whole staff	4 x/year	<ul style="list-style-type: none"> Analyze data from interim exams to determine a course of action for the next semester
Other PD	Topic dependent	Occasionally as needed	<ul style="list-style-type: none"> PD targeted at student behavior, academics, or team culture as needed PD on other areas of need that arise throughout the year or time-sensitive PD (home visits, report cards, etc.)
Staff Meeting	Whole staff	1 x/month	<ul style="list-style-type: none"> Cover logistics, upcoming events, and other

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			operational items <ul style="list-style-type: none"> • Discuss topics pertinent to the whole staff • Reconnect with our mission/values
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Staff Evaluation System: As Marcus Buckingham found in his work with Gallup and in writing his book, *First Break All the Rules*, employees who feel that they are growing in their work are more likely to stay and work to their fullest potential. Thus, our evaluation system is coupled with coaching to ensure that we maximize our strengths and talents. Teachers will be set up for success at our school through great collaboration. Teachers will be given time for common planning and data analysis, and they will informally observe each other and provide positive and adjusting feedback. On a more formal evaluative level, the process will be:

1. We will adopt a framework for excellent teaching similar to the document created by KIPP with the contributions of John Saphier, Kim Marshall, Martin Haberman, Doug Lemov, Martin Seligman, Chris Peterson, Achievement First, Uncommon Schools, YES Prep Public Schools, and Relay Graduate School of Education.
2. All Staff members will identify SMART goals for their Professional Development Plan that will be approved by the Principal. These will be in addition to the “Big Rock” performance goals for the grade level and school.
3. The Principal will informally walk through classrooms with a particular interest in classroom culture and teaching practices. All informal observations will be discussed with the specific teachers during the One on ones or other informal discussions. Nothing will appear on a formal observation that hasn’t been discussed previously during one such meeting.
4. The Principal will formally observe the teachers twice a year for a full class period. The teacher and Principal will meet both prior to the observation to discuss objectives and lesson plans (pre-meeting) and feedback (post-meeting).
5. Teacher effectiveness in regard to student learning in the content areas will be gauged by the data accrued and disaggregated during the DDI Analysis Meetings.
6. Using all of the data collected over the course of the year, the teachers will be rated in accordance with the state’s adopted system.
7. A teacher evaluation rubric can be found in ATTACHMENT L.

Staffing Model:

	Year 1	Year 2	Year 3	Year 4	Year 5
Administrative					
Executive Director	1	1	1	1	1
Principal	1	1	1	1	1
Director of Operations	1	1	1	1	1
Operations Manager	1	1	1	1	1
Instructional Support					
Special Needs Coordinator	1	1	1	1	1
Blended Learning Manager	1	1	1	1	1
Title I Teacher	2	2	3	4	4
Instructional Staff					
Master Teacher	1	1	2	2	2
Lead Teacher	9	12	15	18	18
Resident Teacher	9	12	15	18	18
Specials Teacher	2	2	2	3	3

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Compensation: Employees will be compensated in a manner competitive with the local school district, with pay increases and compensation annually. The Innovative Network School will offer a comprehensive benefit package for employees, including: health insurance, dental insurance, life insurance, supplemental insurance programs, 403(b) plan, teacher retirement plan, workers' compensation insurance, and unemployment compensation insurance.

Special Education Staff: The Innovative Network School will leverage its partnership with Indianapolis Public Schools (IPS) to provide the strongest support team possible for students with special needs. This may include contracted services within the Innovative Network School staff. Students with IEPs will be supported by their classroom teacher and by the Special education team, led by the Special Needs Coordinator. Instructional practices and strategies employed will be based on the student's identified needs and goals developed in the IEP. Support will be provided in the Least Restrictive Environment allowing students to have full access to general education curriculum with supports dictated by the student's IEP. More than 15 years of research speaks to the immense benefits of the inclusion model. Benefits include greater access to the general curriculum, higher expectations experience benefits, such as higher academic achievement, greater sensitivity, strong socialization and collaborative skills (Mullenholz, 2013). For these reasons, we are committed to an inclusion model, meaning that we will ensure that our students with special needs are learning in their mainstream classroom as much as possible.

In years 1 & 2, we will hire one special needs coordinator for the grades K-2 and two Title I teachers, who may support students with special needs that qualify. In year 3, when we enroll 4th graders, we will hire an additional Title I teacher to provide additional support for students. The special needs coordinator will be responsible for the writing of the IEPs and will act as the Teacher of Record for students who are identified as having special needs. He/she will work with Title I teachers and classroom lead teachers to provide support as well. To support the additional administrative needs associated with special education, we will contract with IPS. They will be responsible for completing the needed paperwork associated with state requirements. If there is ever a need for additional special education support staff, we will hire staff as needed.

C. Governance and Management

The Innovative Network School's team is diverse group of community representatives and educational experts. The board members fully support the mission of the school and serve because they believe in the goals of the school. The members represent a broad area of expertise including finance, organizational management, law, accounting/auditing, fundraising, philanthropy and community leadership, educational leadership, and business. The board will recruit and select additional members in accordance with the by-laws. Below is a description for each member of the Board of Directors that summarizes his or her experience, qualifications, relevant affiliations and what they contribute to The Innovative Network School. Please see Attachment H for Board Member and School Leader Fellow resumes, memoranda, and background waivers.

Name	Relevant experience/qualifications/affiliations	Proposed role(s)
Terry Baker	Experience: Executive Vice President HWC, Director of Enterprise Development and Special Assistant to the Mayor Expertise: Engineering, facilities, and strategic planning	Board Member
Kenith Brit	Experience: Ten years of experience in school leadership serving as President and Principal, Board appointments with United Way,	Board Member

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	<p>The Rotary Club, St. Jude parish, Indiana Non-public School Association Expertise: Philanthropy, school leadership, and strategic planning</p>	
Dennis Casey	<p>Experience: Senior Vice President of Commercial Markets for a Fortune 50 company, responsible for overseeing the strategic planning, growth, and profitability of business with annual revenues exceeding \$25 Billion; board leadership for a variety of not-profit community-based organizations including the March of Dimes, Gleaners Food Bank, The Indianapolis Zoo, and the 500 Festival Inc. Expertise: Financial, marketing, and organizational skills; business and community relationships developed over 33 years in Indianapolis</p>	Board Member
Patricia Castañeda	<p>Experience: KeyBank manager of Latino affairs for central Indiana; first person to be appointed in Marion County government to serve the Spanish-speaking community as the Hispanic Services Coordinator for the Marion County Prosecutor's Office; manager of fundraising and special events for Fiesta! Indianapolis Expertise: Indianapolis Latino business and community outreach, fundraising and special events, marketing, government affairs</p>	Board Member
Marty Dezelan	<p>Experience: Founding board member of two urban charter schools, KIPP Indianapolis and KIPP LEAD in Gary; chair of Mapleton Fall Creek Development Corporation's Education Task Force; member of St. Richard's Episcopal Day School board of directors; former director of Ball State University charter schools office Expertise: Urban K-12 education, philanthropy, non-profit start-up and management, actively involved in issues related to urban neighborhoods in Indianapolis</p>	Board Chair
Ryan Marquez	<p>Experience: Board member for the Hispanic Business Council, Board member for the Indiana Latino Institute, Commission on Latino Affairs for Indianapolis, Consul of Portugal, Attorney Expertise: Legal services, mentor-protégé programs, economic development, government affairs</p>	Board Member
LaTonya Turner	<p>Experience: Teacher, counselor, Admissions Director, Principal, Vice-President, and Associate Director for Marian's Academy for Teaching and Learning Leadership Expertise: Educational operations and leadership</p>	Board Member
Raul Zavaleta	<p>Experience: Served on the Diocese of Lafayette-in-Indiana committee to build new K- 8 schools, Diocese of Lafayette-in-Indiana committee to start the first Catholic High School in Indiana in 40 years, and board member of La Plaza for 7 years (including 2 as Board Chair); currently serves on the boards of the United Way of Central Indiana and Marian University</p>	Board Member

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Expertise: Philanthropy, school and other non-profit start-up and board development, Hispanic outreach, business

Organizational Structure:

The Board of Directors is comprised of 5-9 community, business, and education leaders all committed to improving educational opportunities for underserved children in Indianapolis. The Board has all the powers and duties permitted by law to oversee the business, property, and affairs of the charter school; will maintain sole fiduciary responsibility and will exercise hiring and firing authority of the principal. The Board is responsible for governance, policy-making and overseeing implementation of the school's philosophy of education, as set forth in the Five Cornerstones. Board members have a responsibility to solicit input from, and opinions of, the parents and guardians of students, and the faculty and staff, regarding issues of significance and to weigh the input and opinions carefully before taking action.

The Board of Directors will operate in accordance with its Articles, Bylaws and applicable Indiana open meetings laws. The Board will completely support the mission of the school and will serve because of a strong belief in its goals. Board members will represent a broad area of expertise. The Board will meet monthly, with the Chair presiding over meetings.

Enlace Academy is an Indiana not-for-profit corporation that has applied for federal tax-exempt status pursuant to section 501(c)(3) of the Internal Revenue Code. The IRS Determination Letter, Articles of Incorporation, and By-laws are attached hereto as Attachment J.

Roles and Responsibilities:

Below is an outline of the major roles and responsibilities of the Board of Directors, Executive Director, Principal, and key personnel of the school.

Board of Directors: The primary responsibility of the Board of Directors will be to help set policies and work with the Executive Director guiding the school. Responsibilities include but are not limited to:

- Establish and maintain, within the Five Cornerstones, all policies governing the operation of the charter school;
- Ensure that the school adheres to the goals outlined in this charter, as well as state and federal guidelines;
- Hold the Executive Director accountable for the academic and fiscal responsibility of the school;
- Provide support to the school for additional fundraising, marketing, and other services as needs arise; and
- Advocate on behalf of the school by working to establish partnerships with community organizations, institutions of higher learning, nonprofit foundations, and corporate entities that support education through noncommercial relationships.

Board Chair: The responsibilities of the Board Chair include but are not limited to:

- Work with the Executive Director to prepare the agenda for all board meetings;
- Preside over and direct the board meetings in accordance with parliamentary procedures defined by Robert's Rules of Order;
- Assist in cultivating community partnerships; and
- Ensure board activities are in compliance with the statutes and regulations.

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Executive Director (ED): The role of the ED is to implement the Five Cornerstones in the operation of the school. The ED will report to the Board of Directors, and will direct the activities of the Principals and network staff. Responsibilities include but are not limited to:

- Budget Allocation and Vendor Selection;
- Purchasing;
- Coordinating all network level planning and decision-making that involves the school's professional staff, parents, and community members;
- Recruiting, selecting, and evaluating all non-instructional staff;
- Maintaining school budget records;
- Managing facilities, transportation, and food service;
- Writing, signing, or co-signing all school checks; and
- Serving as the lead person for cultivating community partnerships.

Principal: The role of the Principal is to implement the Five Cornerstones in the operation of the school. The Principal will report to the Board of Directors, and will direct the activities of the teachers and other staff. Responsibilities include but are not limited to:

- Coordinating all campus level planning and decision making that involves the school's professional staff, parents, and community members;
- Establishing and reviewing the school's educational plans, goals, performance objectives, and major classroom instructional programs.
- Recruiting, selecting, and evaluating all instructional staff;
- Managing instructional staff;
- Coordinating student and teacher programming, including curriculum development; and
- Managing everyday operations including crisis management and life safety compliance.

The Director of Operations: The role of the Director of Operations is to oversee the ongoing operations at the school, ensuring implementation and maintenance of clear systems that allow the Principal and instructional staff to focus on students.

The Technology Manager: The role of the Technology Manager is to work in consultation with the Principal and instructional staff to manage all aspects of the school's blended learning technology program, including staff training, data collection, and assessment.

The Special Needs Coordinator: The role of the Special Needs Coordinator is to manage the Title budgets and ensure that the school is in compliance with all SPED regulations.

ATTACHMENT M includes an organizational chart of The Innovative Network School.

Recruitment, Selection, Development of Board Members:

The board will be self-perpetuating, and selection will comply with the By-laws. The qualifications sought in Board candidates will include but not be limited to:

- A dedication to furthering the vision and mission of the school;
- Willingness and ability to contribute appropriate time and energy necessary;
- Ability to work within a team structure;
- Expectation that all children can and will realize high academic achievement; and
- Specific knowledge, experience, and/or interest in supporting the school.

The Executive Director will work closely with each Board member to ensure alignment with the school's mission, culture, and goals.

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Consulting partnership: The Innovative Network School intends to continue its partnership with Brian D. Anderson Consulting. The Innovative Network School anticipates that a number of critical school functions will be provided, including financial oversight, payroll, and accounting; state reporting and DOE metrics; and Special Education oversight. Brian Anderson will manage these key functions in conjunction with the local Business Manager, allowing school leadership to spend more energy and time on the academic performance and culture within the school.

The key services provided by Brian Anderson will include:

- **School accounting and finance.** Brian D. Anderson Consulting will assist The Innovative Network School on ensure that the school's finances are well-organized and cleanly run. Brian D. Anderson Consulting will review school transactions, process checks, and administer the school's payroll system. More importantly, Brian D. Anderson Consulting staff will also ensure that The Innovative Network School's records and financial position is well-maintained. This will ensure that school leaders are aware of any strategic challenges facing their financial position.
- **State reporting:** Brian D. Anderson Consulting will work with the school's data system and generate, prepare, and submit all required state reporting to the Department of Education. Brian D. Anderson Consulting will review the quality of student data that is captured on each student and reconcile any data issues with school staff.
- **Special education:** Brian D. Anderson Consulting will ensure that the school's SPED budget is in good standing with all federal and state regulations.

D. Community Partnerships

The Innovative Network School believes that thoughtful community partnerships will be a major factor in its success. The Innovative Network School will pursue opportunities for community participation in order to access resources for our students, foster our students' feeling of belonging to and responsibility for their community, and encourage the community to feel a sense of responsibility toward our students. At The Innovative Network School, we understand that building strong ties to the community we serve will help both promote parental involvement and student retention. In addition to teaching children, we aspire to also serve as a conduit for our families to receive the support they need outside of the school. To achieve this, we have built relationships with community partners in health, legal, social, and adult education services. There will be an initial point of contact at our parent orientation in the form of a resource fair, and our PTO will help coordinate ongoing service availability throughout the year.

An Innovative Network School: Our primary community partnership is with the Indianapolis Public Schools as we are part of the innovative network of schools. While we maintain our own governing autonomy, this partnership allows us to access some of the key resources the district provides while capitalizing on the economies of scale. Such resources include: facilities, transportation, food services, and Special Education.

The Innovative Network School will seek to partner with other organizations in the community that are dedicated to helping students obtain high character and academic goals. The Innovative Network School outreach efforts to date have involved meetings with community and business leaders at two-dozen organizations, including:

Areas of Need	Partners
Health	● Shalom Health Care Center

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	<ul style="list-style-type: none"> ● One Sensible Solution ● Goodwill Industries of Central Indiana, Inc.
Social Services	<ul style="list-style-type: none"> ● La Plaza
Finances	<ul style="list-style-type: none"> ● KeyBank, Central Indiana
Staffing	<ul style="list-style-type: none"> ● Marian University ● Teach for America ● Indianapolis Teaching Fellows
Curriculum	<ul style="list-style-type: none"> ● IUPUI ● Purdue University
Enrichment	<ul style="list-style-type: none"> ● The Indianapolis Motor Speedway ● The Girl Scouts ● Cathedral High School
Community Engagement	<ul style="list-style-type: none"> ● Mexican Consulate ● Indianapolis Public Schools ● The Mind Trust ● Hispanic Business Council, Greater Indianapolis Chamber of Commerce

ATTACHMENT Q includes letters from individuals and organizations indicating their willingness to support the new school. The Innovative Network School will continue to reach out to a wide range of community leaders, local organizations, and families throughout the school development process.

E. Financial Management

The school’s funding sources will be diverse. The per pupil payments from local and state sources and federal school funding programs will be combined with other grants and donations. Enlace Academy has illustrated the capability to run the school effectively without relying on fundraising, so all additional funds will be raised for enrichment purposes. The ED along with the Board of Directors will fundraise for the school. Fundraising prospects include primarily contributions from high-net-worth individuals, as well as foundation grants, corporate sponsorships, and community fundraisers. We will be applying to the Walton Family Foundation for start-up funding. The board has developed a set of local individuals who we will be asking to financially support the school.

The Innovative Network School’s board has drawn on a wide variety of experts to develop what we believe to be a conservative yet realistic approach to our budget. Please see ATTACHMENT O for a five-year budget, cash flow analysis, and budget assumptions. The plan calls for a principal, office manager, blended learning technology manager, master teacher, and a lead teacher and resident teacher for each classroom of students, as well as special education and LEP staff.

Financial Management: VBP Indy’s board of directors brings tremendous experience to management of the school’s finances. Treasurer Dennis Casey is the former Senior Vice President for Individual and Group Business with Anthem Blue Cross and Blue Shield; Patricia Castenedas worked several years for Key Bank;

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and Raul Zavaleta, in addition to leading several small businesses has helped found and incubate two Catholic Schools in Hamilton County.

The board will utilize outside resources with experience managing charter school finances such as Goodwill or Bookkeeping Plus and lend their own expertise to manage the schools' finances. A Director of Operations will oversee the operations of the school. We will seek an individual who possesses operations experience and a strong fiscal management background. We believe the combination of the board, Director of Operations and outside resources will provide the necessary oversight into annual, monthly and daily financial matters of the school.

Financial Controls and Contractual Assistance: The Innovative Network School's board will work to first firmly establish its operating budget once details such as final enrollment, per pupil allocations and income driven by legislative action are firmly set. We will set a series of priorities so that if crucial financial decisions need to be made, anytime during the life of the school, we will make those decisions with our core priorities in mind.

While we have a board that is fully capable of establishing and monitoring financial priorities, and we will hire a director to lead on a daily basis, we also anticipate contracting with an outside entity to assist with our ongoing bookkeeping needs. Currently, we are working with both Bookkeeping Plus and Goodwill's emerging Network of Independent schools. We are also awaiting a proposal from the Charter School Management Corporation. We will look to one of these groups or an external accounting firm to audit the finances of the school.

Our expectation is that each of these entities will offer a dashboard that will allow us to monitor cash flow on a daily basis. We also expect that a financial review will occur on a monthly basis at the school and a review with the board including expenses against plan with variances and planned expenditures moving forward. We will establish policies and procedures related to approvals on expenditures as well as managing contractual relationships with suppliers of goods and services.

Additionally we will establish policies and procedures related to the daily handling of money that are consistent with the requirements of State Board of Accounts, our insurance company partners and Generally Accepted Accounting Principals.

Establishing Annual Budget: A charter school's budget is primarily driven by enrollment, human capital and facility costs. We will begin working on the following years' budget a full nine months in advance of it taking effect on July 1, focused on the three critical areas above. We will also always maintain five-year projections so that we can adequately plan for large capital investment needs such as facilities and technology. Our budget will be adjusted following the close of our enrollment periods and again after the final count day in September and again after subsequent enrollment reporting dates, if the Indiana General Assembly adds more. We expect the school leader and director of operations to present their plan to the board for review, input and approval. We will strive to adopt our July 1 budget in April of every year.

Fundraising: The Executive Director along with the Board of Directors will fundraise for the school. Fundraising prospects include primarily contributions from high-net-worth individuals, as well as foundation grants, corporate sponsorships, and community fundraisers. The annual goal of this fundraising campaign will be to generate an additional \$500 per student in the early years in order to enhance our educational offerings. These dollars would be focused on, Saturday enrichment classes and the extra school supplies and instructional materials required for our longer school week and year. This additional income is not anticipated in our budgets, rather it will enable us to enhance what will already be a strong educational program.

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F. Budget

Please see ATTACHMENT O for a five-year budget, cash flow analysis, and budget assumptions.

The school's funding sources will be diverse. The per pupil payments from local and state sources and federal school funding programs will be combined with other grants and donations, as well as financing depending on the final facility plan.

We will be applying to the Walton Family Foundation for start-up funding. The board has developed a set of local individuals who we will be asking to financially support the school.

Contingency Plans: Our current budget is extremely conservative in nature, providing us comfort that it can withstand some level of student enrollment or other operational difficulties. Additionally, we are in the process of developing alternative budgets that forecast lower enrollment in year one and subsequent years. The key to successfully planning for lower enrollment will be to establish a facility plan that allows for flexibility, which is a significant challenge, but one we are prepared to attack pro-actively. In addition, the board does have a fundraising plan that is intended to raise funds to augment our operational income.

Special Education and Transportation: From a transportation perspective, we will make locating on, or near, a bus line a high priority in our search for a facility. Our conservative budget will allow us to transfer some operating dollars to transportation expenses if the geographic nature of our student body necessitates this. With regard to Special Education, we have budgeted for one staff person dedicated to Special Education Services, we will work to hire one additional licensed teacher with Special Education certification, and we have budgeted additional money for contracted services. Once we have a firm understanding of our student population needs, we will pro-actively plan accordingly.

G. Facility

We have not yet identified a facility for the school, but we are working with IPS to help identify a suitable facility. As part of the Innovative Network Schools, we will have the opportunity to locate in an existing IPS facility.

H. Transportation

We are committed to implementing a transportation plan that ensures the school is open and accessible to all students. We are committed to locating the school in an underserved neighborhood, where we anticipate that many of the students will reside within a one-mile radius. We anticipate that a majority of students will be able to walk to the school, be driven to the school, or ride a bus. We will evaluate the need for and feasibility of contracting with a private school bus carrier or IPS to provide transportation to students in accordance with the set policies of the board. In such an instance, transportation would be offered to students residing more than one mile from the school. Satellite bus stop locations would be established in areas beyond the one-mile radius of the school, as needed.

I. Risk Management

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The Innovative Network School is fortunate to draw from the experience of KIPP Schools, Cathedral High School, and a board member who works with several schools regarding their insurance and risk management needs.

The liability exposure created by all initiatives and activities initiated by the school will be thoroughly vetted and every effort will be made to minimize the school's liability exposure. Immediately upon receiving confirmation of our charter status, we will initiate the following in an effort to minimize our exposures:

- Development of thorough policies and procedures related to staff and board interaction with students, staff, and the general public. We have identified best practices in several areas and will incorporate those best practices. Most critical will be regular and detailed documentation of school activities and interactions with students, staff, and the general public.
- Creation of staff, parent, and student handbooks that clearly spells out these policies and expectations for all members of the school community.
- Enactment of financial management policies and procedures that meet both best practices for private not for profit corporations and rules and regulations of the State Board of Accounts.
- Our insurance partner was chosen based on not just their financial rating and the premium they offer but also their ability to provide us with regular risk management and loss control inspections and regular updates on evolving best practices.

J. Timeline

Phase 1: GETTING STARTED	Timeline
Train School Leader	July 2015 - April 2016
Develop recruitment, marketing, and outreach plan for new students.	Oct. 2015 - June 2016
Identify community liaisons	Nov. 2015 - Feb. 2016
Write and design initial information materials (brochures, general info sheet, Q&A Sheets, etc.)	Dec. 2015
Print and distribute information/brochures	Dec. 2015 - Feb. 2016
Design and print other marketing materials	Dec. 2015
Organize community presentations	Dec. 2015 - Feb. 2016
Organize recruitment campaign, make phone calls, go door to door	Jan. 2016 - Mar. 2016
Answer parent phone calls	Jan. 2016 - opening
Sign up Sheets for Parents/Students	Jan. 2016 - opening
Register students, interview parents	Jan. 2016 - opening
INSTRUCTION & ASSESSMENT	
Plan for classroom/learning environment configuration	May 2016
Complete plan for curriculum	Jan -Feb 2016
Arrange for regular ECA testing	May 2016
Phase II: PREPARATION FOR OPENING	
ORGANIZATIONAL	
Revise and expand comprehensive school accountability plan, if necessary	May 2016
Develop Emergency Plan	May 2016
Finalize parent and student, teacher handbooks policies, and procedures	Mar. 2016
Develop Weather Notification Plan	June 2016
INSTRUCTION AND ASSEMENT	
Review and amend instructional program plan	May 2016
Review and amend curriculum/projects/units	June 2016

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Review and amend assessment plan	May 2016
PLANNING FOR SPECIAL EDUCATION NEEDS	
Identify students whose applications indicated IEP's	Mar. – Jul. 2016
Review and assess need for IEP's	Mar. – Jul. 2016
Confer with parents regarding special education needs during registration period.	Mar. – Aug. 2016
Devise plans for serving special education students	Mar. – Aug. 2016
Coordinate schedule for special education students	Mar. – Aug. 2016
Work with parents to develop or revise IEP's as needed.	Mar. – Aug. 2016
Convey special education plans to special education teachers and other regular education teachers/advisors	Mar. – Aug. 2016
Undertake complete ESL assessment	Mar. – Aug. 2016
Establish framework for assignment for specific ESL programming	Mar. – Aug. 2016
FACILITIES	
Secure location	Jan. 2016
Location upgrades and improvements	Mar. – Jun. 2016
Secure all inspections for fire, safety and other codes	May – Jun. 2016
Arrange classrooms/instructional & work environments	July 2016
STAFFING	
Plan recruitment strategy	Nov. - Dec. 2015
Develop new staff selection process	Jan. – Feb. 2016
Provide orientation for new faculty and staff	July 2016
Advise staff on legal and regulatory compliance	July 2016
Establish Year 1 staff development plan	July – Aug. 2016
Implement immediate staff development ideas	Aug. 2016
STUDENTS AND PARENTS	
Accept and review applications	Jan. 2016 - opening
Monitor diversity and outreach	May 2016
Conduct enrollment lottery if applications exceed space	Mar. 2016
Conduct registration and assessment	Jul. – Aug. 2016
Publish public notice of special education services	May 2016
Send updates to parents and prospective students on a monthly basis	Apr. - May 2016
Conduct Family/Student Orientation	Aug. 2016
Request student records	Apr. 2016

IV. Summary of Strengths

The strength of The Innovative Network School begins with its outstanding board. Our board members are highly active and visible members of the Indianapolis community and have had previous experience launching a school in Indianapolis. The unique skills that they collectively possess, especially in regard to growing businesses and educational reform have led to strong momentum and community interest for the school. Strong community interest has been leveraged into strong community partnerships, most notably with: The Mind Trust, Eli Lilly, Cathedral High School, and La Plaza, that will help our students build the human capital that is necessary to begin traveling the road to success.

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Furthermore, the Executive Director has had a rare opportunity to train for a full two years as a part of the KIPP Leadership Program, allowing him to explore best practices from school leaders across the country. He has experience founding a school and developing a school team, systems, and partnerships to remain successful. The school leader has had the opportunity to serve on the founding administrative staff of Enlace Academy, as well as train for a full year as a part of The Mind Trust Innovation School Fellowship.

Finally, the school model, positions students to pursue rigorous future endeavors and fill a particular skill and knowledge gap in the workforce through STEM. Project-based learning provides students the space and thinking framework to solve future problems in the global community. The in-class rotation model, allows for more time for differentiated instruction in small group settings. The small groupings paired with the use of technology creates a highly engaging learning atmosphere. Through strong character education, we will develop young men and women who seek to inquire, analyze, and innovate in order to change the problems in their ever-changing global communities.

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ATTACHMENT A - IDOE's STEM School Certification Application



STEM School Certification Application

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Indiana STEM School Summary

Mission: All schools will have the opportunity, funding, partnerships, support and guidance to provide quality STEM Education to all students. In addition, all students, regardless of demographic, location, or disability, will be provided an education that allows opportunities to gain the knowledge and skills necessary for success in college and careers.

The Indiana Department of Education's goal is to (1) provide resources and support to schools in order to enhance science, technology, engineering, and math curriculum with a greater emphasis on discovery and relevant workforce skills; and (2) outline methodologies necessary to ensure its successful implementation.

STEM Education Defined: STEM education is an interdisciplinary literacy that seeks to integrate, in whole or in part, the four areas of science, technology, engineering, and mathematics into a comprehensive and coherent curriculum across content areas. STEM literacy includes, but does not simply mean, achieving independent literacy in these four strands; rather, STEM literacy focuses on relevant integration alongside independent literacy.

STEM Classroom Defined: STEM classroom is a non-traditional classroom that shifts students away from learning discrete bits and pieces of phenomenon and rote procedures but works toward investigating and questioning the interrelated facets of the real world. STEM education aims to develop a student's ability to think logically, solve problems, innovate in both academic and real-world contexts, engage in inquiry, collaborate with peers, and self-motivate. When explicit instruction does not make connections across STEM disciplines, isolated courses and coursework may prevent our students from building necessary competencies and connections among the four STEM disciplines. STEM education intentionally makes the connections across subjects where appropriate. It requires a pedagogical shift in instruction that connects education to students' own interests and experiences. STEM education is also meant to be equitable, providing all students' opportunities to learn, develop, and acquire skills that will provide success in life.

Evolving into a STEM school environment is much more than introducing a program. For schools, this requires establishing a common local agenda to significantly improve student performance, incorporating STEM education at all levels, engaging local business and the community, and adopting new curriculum and instructional practices. A school's success depends on prioritizing STEM and putting in place effective models that best meet student needs. The Indiana Department of Education identifies four main levels of STEM school immersion and the components that are necessary to become a STEM model school in the Framework for K12 STEM Education. The STEM Immersion matrix serves as a guide for identifying and creating Total STEM Immersion, Partial STEM Immersion, Minimum STEM Immersion, and Supplementary STEM Immersion. Prior to applying, be sure to refer to the STEM Immersion matrix to determine eligibility.

The Indiana Department of Education recognizes and supports the critical contributions made by our Science, Technology, Engineering, and Mathematics (STEM) programs and schools throughout the state. It is for this reason, Indiana has begun the effort to identify and certify those exemplary schools and programs, we offer an opportunity for schools to apply for the Indiana Department of Education State STEM School or Program Certification. State certification involves an application with appropriate documentation, an exploratory visit by state officials, and a final alignment consultation analyzing the documentation and the results of the visit by Department of Education officials and STEM partners in the STEM Action Coalition, listed on the following page.

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Application Process

Step 1: School should perform a self-evaluation using the STEM School Rubric and submit the pre-application to the IDOE STEM Coordinator, Jeremy Eltz (jeltz@doe.in.gov).

Step 2: A representative from the IDOE will contact you to schedule an initial site visit.

Step 3: School makes adjustments based on recommendations by the STEM Coordinator prior to completing full application.

Step 4: Complete the full application and submit to the STEM Coordinator.

Step 5: Site visit to the school from the STEM Review Team consisting of representatives from STEM Action Coalition and the Indiana Department of Education.

Step 6: Upon completion of the site visit, the STEM Review Team will review your application and compare it with the evidence and supporting documentation from the site visit.

Step 7: If recommended for certification, you will develop an award ceremony where the IDOE will present you with a banner from the Superintendent of Public Instruction or one of her Assistant Superintendents.

Recertification

All certified STEM schools will be expected to reapply for certification every 5 years. Evidence of growth in the STEM attributes will be expected.

For further questions or discussion, please contact Jeremy Eltz (jeltz@doe.in.gov), 317.232.9172

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STEM School Implementation Overview

INDIANA DEPARTMENT OF EDUCATION STEM ATTRIBUTES	
1 – Infrastructure: STEM programming requires several leadership teams that collaborate and dialogue frequently about the program’s design and effectiveness. Teachers are highly collaborative and community members are included in decision-making. Is a structure in place that supports the program’s mission, vision, and goals?	
Attribute	Supporting Documents/Evidence
1.1 Leadership Teams	Leadership team members
1.2 School schedules	Master schedule including teacher time
1.3 Community Engagement	Letters of commitment or support
1.4 School Environment	Description school climate, culture, facilities
1.5 Technology Resources	List of technology
1.6 Data	Trend data, data walls, students trackers, etc.
1.7 Evaluation	Teacher and program evaluation protocol
1.8 Equity	Proof of equitable instruction and access
2 – Instruction: Students in a STEM program engage in project-based, integrated STEM learning that includes authentic problems. Classrooms are facilitated by teachers who are highly effective in this type of programming and require professional development and collaboration time to help develop and improve their craft of pedagogy and content. In addition, teachers consistently use and model technology in classroom instruction as well as in creative assessment opportunities.	
2.1 Instructional Programming	Description of programs used
2.2 Integrated STEM	Curriculum maps, unit plans, model lesson plan
2.3 Professional Development	Calendar or schedule or agendas
2.4 Instructional Technology	Model lesson plans, examples of practices
2.5 Instructional Strategies	List of STEM instructional strategies
2.6 Teacher Content Knowledge	Licensure, PD, evaluations, certifications, etc.
3 – Curriculum: A STEM curriculum design is aligned to the Indiana’s Academic Standards for Science and Indiana’s Common Core State Standards for ELA/Literacy and Math. Courses/Classes are integrated across content and infused with community needs and also progress naturally from subject to subject, grade to grade.	
3.1 Curriculum Integration	Adopted curriculum/curriculum maps
3.2 Curriculum Connection, Progression, and Alignment	Vertical/horizontal standards alignments
3.3 Community Engagement	Calendars, agendas for special events, examples
3.4 21st Century Skills	21 st century skills evidenced, special projects
3.5 Assessments	Calendar, benchmarking, policies, formative and summative, evidence all subjects are addressed
4 - Extended Learning: STEM program offers opportunities outside the school day that may or may not be held at the school. There are multiple opportunities for students to extend their STEM learning, but the program has a strong connection to the school curriculum and activities that lie within.	
4.1 Programming	List of program providers
4.2 Program Alignment	Standards alignment, description of co-curricular extension of the school day, calendar of joint activities, collaboration between school day and extended day staff
4.3 Community Engagement	Community partners in after school activities

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ATTACHMENT B - Academic and Performance Goals

The Innovative Network School

The Innovative Network School inspires students to inquire, analyze, and innovate in order to prepare to solve the challenges of an ever-changing global community.

Academic Performance Goal 1: 90% of students in all grades will sustain or increase annual growth in Math and English/Language Arts (ELA).

Annual Targets:

Charter Year	Calendar Year	Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
1	2016 - 2017	More than 80% of students will sustain or increase annual growth in Math and English/ Language Arts (ELA).	75-80% of students will sustain or increase annual growth in Math and English/ Language Arts (ELA).	70-74% of students will sustain or increase annual growth in Math and English/ Language Arts (ELA).	Less than 70% of students will sustain or increase annual growth in Math and English/ Language Arts (ELA).
2	2017 - 2018	More than 85% of students will sustain or increase annual growth in Math and English/ Language Arts (ELA).	80-85% of students will sustain or increase annual growth in Math and English/ Language Arts (ELA).	75-79% of students will sustain or increase annual growth in Math and English/ Language Arts (ELA).	Less than 75% of students will sustain or increase annual growth in Math and English/ Language Arts (ELA).
3	2018 - 2019	More than 90% of students will sustain or increase annual growth in Math and English/ Language Arts (ELA).	85-90% of students will sustain or increase annual growth in Math and English/ Language Arts (ELA).	80-84% of students will sustain or increase annual growth in Math and English/ Language Arts (ELA).	Less than 80% of students will sustain or increase annual growth in Math and English/ Language Arts (ELA).
4	2019 - 2020	More than 95% of students will sustain or increase annual growth in Math and English/ Language Arts	90-95% of students will sustain or increase annual growth in Math and English/ Language Arts	85-89% of students will sustain or increase annual growth in Math and English/ Language Arts	Less than 85% of students will sustain or increase annual growth in Math and English/ Language Arts

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		(ELA).	(ELA).	(ELA).	(ELA).
5	2020 - 2021	More than 98% of students will sustain or increase annual growth in Math and English/ Language Arts (ELA).	90-97% of students will sustain or increase annual growth in Math and English/ Language Arts (ELA).	85-89% of students will sustain or increase annual growth in Math and English/ Language Arts (ELA).	Less than 85% of students will sustain or increase annual growth in Math and English/ Language Arts (ELA).
6	2021 - 2022	More than 99% of students will sustain or increase annual growth in Math and English/ Language Arts (ELA).	90-99% of students will sustain or increase annual growth in Math and English/ Language Arts (ELA).	85-89% of students will sustain or increase annual growth in Math and English/ Language Arts (ELA).	Less than 85% of students will sustain or increase annual growth in Math and English/ Language Arts (ELA).
7	2022 - 2023	More than 99% of students will sustain or increase annual growth in Math and English/ Language Arts (ELA).	90-99% of students will sustain or increase annual growth in Math and English/ Language Arts (ELA).	85-89% of students will sustain or increase annual growth in Math and English/ Language Arts (ELA).	Less than 85% of students will sustain or increase annual growth in Math and English/ Language Arts (ELA).

Assessment Tools and Measures: ISTEP+, NWEA, STEP literacy assessment, Online curricula data

Attachments: NWEA Norm Reference Chart (ATTACHMENT C)

Rationale for Goals and Measures: Mastery of grade-level reading, writing and comprehension skills are essential for students to excel in high school, college, and beyond

Assessment Reliability and Scoring Consistency: N/A

Baseline Data: We will utilize online diagnostics, CKLA diagnostic assessments and STEP literacy assessments to triangulate data and determine students' baseline.

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The Innovative Network School inspires students to inquire, analyze, and innovate in order to prepare to solve the challenges of an ever-changing global community.

Academic Performance Goal 2: 80% of students will be scored proficient on interdisciplinary units blending math and science by the end of the year.

Annual Targets:

Charter Year	Calendar Year	Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
1	2016 - 2017	More than 70% of students score proficient on interdisciplinary units by end of year.	65-70% of students score proficient on interdisciplinary units by end of year.	60-64% of students score proficient on interdisciplinary units by end of year.	Less than 60% of students score proficient on interdisciplinary units by end of year.
2	2017 - 2018	More than 75% of students score proficient on interdisciplinary units by end of year.	70-75% of students score proficient on interdisciplinary units by end of year.	65-69% of students score proficient on interdisciplinary units by end of year.	Less than 65% of students score proficient on interdisciplinary units by end of year.
3	2018 - 2019	More than 80% of students score proficient on interdisciplinary units by end of year.	75-80% of students score proficient on interdisciplinary units by end of year.	70-74% of students score proficient on interdisciplinary units by end of year.	Less than 70% of students score proficient on interdisciplinary units by end of year.
4	2019 - 2020	More than 85% of students score proficient on interdisciplinary units by end of year.	80-85% of students score proficient on interdisciplinary units by end of year.	75-79% of students score proficient on interdisciplinary units by end of year.	Less than 75% of students score proficient on interdisciplinary units by end of year.
5	2020 - 2021	More than 88% of students score proficient on interdisciplinary units by end of year.	80-87% of students score proficient on interdisciplinary units by end of year.	75-79% of students score proficient on interdisciplinary units by end of year.	Less than 75% of students score proficient on interdisciplinary units by end of year.
6	2021 - 2022	More than 89% of students score	80-89% of students score	75-79% of students score	Less than 75% of students score

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		proficient on interdisciplinary units by end of year.	proficient on interdisciplinary units by end of year.	proficient on interdisciplinary units by end of year.	proficient on interdisciplinary units by end of year.
7	2021 - 2022	More than 89% of students score proficient on interdisciplinary units by end of year.	80-89% of students score proficient on interdisciplinary units by end of year.	75-79% of students score proficient on interdisciplinary units by end of year.	Less than 75% of students score proficient on interdisciplinary units by end of year.

Assessment Tools and Measures: Qualitative and quantitative measures will be used, such as: teacher observations, teacher and student surveys, classroom discussions, project design rubrics, IDOE STEM Core Knowledge criteria, and STEM review team feedback.

Attachments: Project-based learning rubric and problem based learning rubrics to be developed by January 2016.

Rationale for Goals and Measures: Students who develop proficient or advanced STEM Core Knowledge skills can seek out and excel in rigorous, advanced placement coursework at the secondary and collegiate levels and pursue STEM careers in the future.

Assessment Reliability and Scoring Consistency: The entire school staff and all students will be trained to use and score student work and performance on the tool used to evaluate STEM Core Knowledge competencies. An initial and follow up site visit reviewing instruction, student work, and supporting documents will be held by the IDOE STEM Action Coalition.

Baseline Data: We will utilize student’s beginning of year projects to determine baseline proficiency score.

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Organization Viability Performance Goal 1: The school will maintain an 80% student retention rate, as measured by August enrollment data each calendar year.

Annual Targets:

Charter Year	Calendar Year	Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
1	2016 - 2017	Student retention rate is above 80%.	Student retention rate is 75-80%.	Student retention rate is between 70-74%.	Student retention rate is below 70%.
2	2017 - 2018	Student retention rate is above 80%.	Student retention rate is between 75-80%.	Student retention rate is between 70-74%.	Student retention rate is below 70%.
3	2018 - 2019	Student retention rate is above 80%.	Student retention rate is between 75-80%.	Student retention rate is between 70-74%.	Student retention rate is below 70%.
4	2019 - 2020	Student retention rate is above 85%.	Student retention rate is between 80-85%.	Student retention rate is between 75-80%.	Student retention rate is below 75%.
5	2020 - 2021	Student retention rate is above 85%.	Student retention rate is between 80-85%.	Student retention rate is between 75-80%.	Student retention rate is below 75%.
6	2021 - 2022	Student retention rate is above 85%.	Student retention rate is between 80-85%.	Student retention rate is between 75-80%.	Student retention rate is below 75%.

Assessment Tools and Measures: Enrollment records

Attachments: N/A

Rationale for Goals and Measures: Student retention improves student achievement and supports enrollment goals that ensure adequate funding for the school.

Assessment Reliability and Scoring Consistency: N/A

Baseline Data: Previous year's enrollment data

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The Innovative Network School inspires students to inquire, analyze, and innovate in order to prepare to solve the challenges of an ever-changing global community.

Organization Viability Performance Goal 2: 80% of the teachers who are rated “effective” and are offered positions to return will accept the offer.

Annual Targets:

Charter Year	Calendar Year	Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
1	2016 - 2017	Effective teacher retention is above 80%.	Effective teacher retention is between 75-80%.	Effective teacher retention is between 70-75%.	Effective teacher retention is below 70%.
2	2017 - 2018	Effective teacher retention is above 80%.	Effective teacher retention is between 75-80%.	Effective teacher retention is between 70-75%.	Effective teacher retention is below 70%.
3	2018 - 2019	Effective teacher retention is above 80%.	Effective teacher retention is between 75-80%.	Effective teacher retention is between 70-75%.	Effective teacher retention is below 70%.
4	2019 - 2020	Effective teacher retention is above 85%.	Effective teacher retention is between 80-85%.	Effective teacher retention is between 75-80%.	Effective teacher retention is below 75%.
5	2020 - 2021	Effective teacher retention is above 85%.	Effective teacher retention is between 80-85%.	Effective teacher retention is between 75-80%.	Effective teacher retention is below 75%.
6	2021 - 2022	Effective teacher retention is above 85%.	Effective teacher retention is between 80-85%.	Effective teacher retention is between 75-80%.	Effective teacher retention is below 75%.

Assessment Tools and Measures: Staff employment records

Attachments: N/A

Rationale for Goals and Measures: Retaining effective and highly effective teachers improves student achievement.

Assessment Reliability and Scoring Consistency: N/A

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Baseline Data: Previous year's employment records

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ATTACHMENT C - NWEA Norm Data

The norms in the tables below have a very straightforward interpretation. For example, in the status norms for Reading, grade 2 students in the middle of the “begin-year” period had a mean score of 174.7 and a standard deviation of 15.5. To get a sense of how much dispersion there was, the SD 15.5 can be subtracted from the mean and added to the mean to produce a range of about 159–190. Since the norms are based on the bell curve, we know that 68% of all scores are expected to fall between in this range.

2015 READING Student Status Norms						
Grade	Begin-Year		Mid-Year		End-Year	
	Mean	SD	Mean	SD	Mean	SD
K	141.0	13.54	151.3	12.73	158.1	12.85
1	160.7	13.08	171.5	13.54	177.5	14.54
2	174.7	15.52	184.2	14.98	188.7	15.21
3	188.3	15.85	195.6	15.14	198.6	15.10
4	198.2	15.53	203.6	14.96	205.9	14.92
5	205.7	15.13	209.8	14.65	211.8	14.72
6	211.0	14.94	214.2	14.53	215.8	14.66
7	214.4	15.31	216.9	14.98	218.2	15.14
8	217.2	15.72	219.1	15.37	220.1	15.73
9	220.2	15.68	221.3	15.54	221.9	16.21
10	220.4	16.85	221.0	16.70	221.2	17.48
11	222.6	16.75	222.7	16.53	222.3	17.68

2015 MATHEMATICS Student Status Norms						
Grade	Begin-Year		Mid-Year		End-Year	
	Mean	SD	Mean	SD	Mean	SD
K	140.0	15.06	151.5	13.95	159.1	13.69
1	162.4	12.87	173.8	12.96	180.8	13.63
2	176.9	13.22	186.4	13.11	192.1	13.54
3	190.4	13.10	198.2	13.29	203.4	13.81
4	201.9	13.76	208.7	14.27	213.5	14.97
5	211.4	14.68	217.2	15.33	221.4	16.18
6	217.6	15.53	222.1	16.00	225.3	16.71
7	222.6	16.59	226.1	17.07	228.6	17.72
8	226.3	17.85	229.1	18.31	230.9	19.11
9	230.3	18.13	232.2	18.62	233.4	19.52
10	230.1	19.60	231.5	20.01	232.4	20.96
11	233.3	19.95	234.4	20.18	235.0	21.30

2015 LANGUAGE USAGE Student Status Norms						
Grade	Begin-Year		Mid-Year		End-Year	
	Mean	SD	Mean	SD	Mean	SD
2	174.5	16.58	184.9	15.34	189.7	15.47
3	189.4	15.20	196.8	14.24	200.0	14.11
4	198.8	14.66	204.4	13.83	206.7	13.64
5	205.6	13.87	209.7	13.23	211.5	13.19
6	210.7	13.79	213.9	13.30	215.3	13.38
7	214.0	13.82	216.5	13.52	217.6	13.70
8	216.2	14.17	218.1	13.92	219.0	14.26
9	218.4	14.15	219.7	13.98	220.4	14.50
10	218.9	15.04	219.7	14.99	220.1	15.74
11	221.5	14.96	222.1	14.85	222.1	15.80

2015 GENERAL SCIENCE Student Status Norms						
Grade	Begin-Year		Mid-Year		End-Year	
	Mean	SD	Mean	SD	Mean	SD
3	187.5	11.74	192.6	10.92	195.4	11.01
4	194.6	11.16	198.7	10.75	201.0	10.92
5	200.2	11.06	203.7	10.80	205.7	11.07
6	204.3	11.54	207.1	11.40	208.6	11.73
7	207.2	11.92	209.5	11.87	210.9	12.23
8	210.3	12.28	212.3	12.19	213.5	12.63

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Growth norms developed for the 2015 RIT Scale Norms Study reflect the common observation that the rate of academic growth is related to the student's starting status on the measurement scale; typically, students starting out at a lower level tend to grow more. The growth norm tables below show mean growth when the mean grade level status score is used as the starting score. In each case, the starting score is treated as a factor predicting growth. If a particular student's starting score was below the grade level status mean, the growth mean is typically higher. Similarly, students with starting scores above the grade level mean would typically show less growth on average. This procedure, coupled with the inclusion of instructional days in computing the norms, results in a highly flexible and better contextualized reference for understanding MAP RIT scores.

2015 READING Student Growth Norms						
Grade	Begin-to-Mid Year		Mid-to-End Year		Begin-to-End Year	
	Mean	SD	Mean	SD	Mean	SD
K	10.3	6.01	6.81	5.46	17.1	8.11
1	10.8	6.00	5.99	5.46	16.8	8.09
2	9.5	6.05	4.52	5.49	14.0	8.20
3	7.3	5.79	3.02	5.33	10.3	7.59
4	5.4	5.56	2.33	5.19	7.8	7.05
5	4.2	5.60	1.97	5.21	6.1	7.15
6	3.2	5.62	1.54	5.22	4.8	7.19
7	2.5	5.58	1.25	5.20	3.7	7.11
8	1.9	6.05	0.99	5.49	2.8	8.19
9	1.1	6.35	0.60	5.68	1.7	8.87
10	0.6	6.72	0.17	5.91	0.7	9.66

2015 MATHEMATICS Student Growth Norms						
Grade	Begin-to-Mid Year		Mid-to-End Year		Begin-to-End Year	
	Mean	SD	Mean	SD	Mean	SD
K	11.4	5.56	7.67	5.03	19.1	7.59
1	11.4	5.50	6.97	4.99	18.4	7.45
2	9.5	5.35	5.72	4.90	15.2	7.11
3	7.8	5.08	5.19	4.73	13.0	6.47
4	6.8	5.05	4.78	4.72	11.6	6.41
5	5.8	5.22	4.13	4.82	9.9	6.80
6	4.4	5.20	3.26	4.80	7.7	6.75
7	3.5	5.11	2.47	4.75	6.0	6.55
8	2.9	5.59	1.78	5.05	4.6	7.66
9	2.0	5.81	1.17	5.19	3.1	8.15
10	1.5	6.18	0.85	5.42	2.3	8.92

2015 LANGUAGE USAGE Student Growth Norms						
Grade	Begin-to-Mid Year		Mid-to-End Year		Begin-to-End Year	
	Mean	SD	Mean	SD	Mean	SD
2	10.4	6.61	4.74	5.70	15.2	9.83
3	7.4	5.61	3.14	5.06	10.6	7.69
4	5.6	5.26	2.28	4.84	7.9	6.90
5	4.1	5.21	1.76	4.81	5.8	6.78
6	3.2	5.23	1.32	4.83	4.5	6.84
7	2.5	5.14	1.10	4.77	3.6	6.61
8	1.9	5.40	0.96	4.93	2.9	7.22
9	1.4	5.65	0.65	5.08	2.0	7.79
10	0.8	6.03	0.42	5.32	1.2	8.61

2015 GENERAL SCIENCE Student Growth Norms						
Grade	Begin-to-Mid Year		Mid-to-End Year		Begin-to-End Year	
	Mean	SD	Mean	SD	Mean	SD
3	5.1	6.28	2.88	5.85	8.0	8.02
4	4.2	5.94	2.27	5.64	6.4	7.19
5	3.5	5.92	2.04	5.63	5.5	7.13
6	2.8	5.92	1.59	5.63	4.3	7.14
7	2.3	5.91	1.39	5.62	3.7	7.10
8	2.0	6.09	1.24	5.73	3.2	7.56

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Using school norms: Just as references to performance at the student level are important, school-level references can provide important insights. Because student-level norms are inappropriate for understanding the performance and progress of groups of students—such as students from a specific grade level—the 2015 RIT Scale Norms Study includes norms for schools in addition to student norms for status and growth.

School-level norms provide references for comparing how grade levels of students within a school compare, as a group, to:

- the same grade level of students in another specific school
- the same grade level of students in public schools across the U.S.

This allows school and district administrators to use school-level norms to monitor school performance over time, and to compare schools' performance within the district. The tables below contain school norms for growth. The important difference between student and school growth is in the SD (standard deviation) columns. As the tables show, the growth of students at any grade level is understandably more muted than the growth of the individual students.

2015 READING School Growth Norms						
Grade	Begin-to-Mid Year		Mid-to-End Year		Begin-to-End Year	
	Mean	SD	Mean	SD	Mean	SD
K	10.3	1.73	6.8	1.29	17.1	3.02
1	10.8	1.59	6.0	1.20	16.8	2.79
2	9.5	1.43	4.5	1.07	14.0	2.50
3	7.3	1.17	3.0	0.88	10.3	2.05
4	5.4	0.96	2.3	0.72	7.8	1.68
5	4.2	1.02	2.0	0.77	6.1	1.78
6	3.2	1.10	1.5	0.82	4.8	1.92
7	2.5	1.05	1.3	0.79	3.7	1.83
8	1.9	1.29	1.0	0.97	2.8	2.25
9	1.1	1.33	0.6	1.00	1.7	2.32
10	0.6	1.59	0.2	1.19	0.7	2.78

2015 MATHEMATICS School Growth Norms						
Grade	Begin-to-Mid Year		Mid-to-End Year		Begin-to-End Year	
	Mean	SD	Mean	SD	Mean	SD
K	11.4	1.77	7.7	1.32	19.1	3.09
1	11.4	1.71	7.0	1.28	18.4	2.99
2	9.5	1.52	5.7	1.14	15.2	2.66
3	7.8	1.26	5.2	0.94	13.0	2.20
4	6.8	1.30	4.8	0.97	11.6	2.27
5	5.8	1.54	4.1	1.16	9.9	2.70
6	4.4	1.33	3.3	1.00	7.7	2.33
7	3.5	1.22	2.5	0.92	6.0	2.13
8	2.9	1.26	1.8	0.94	4.6	2.20
9	2.0	1.36	1.2	1.02	3.1	2.38
10	1.5	1.53	0.9	1.15	2.3	2.67

2015 LANGUAGE USAGE School Growth Norms						
Grade	Begin-to-Mid Year		Mid-to-End Year		Begin-to-End Year	
	Mean	SD	Mean	SD	Mean	SD
2	10.4	1.49	4.7	1.12	15.2	2.61
3	7.4	1.29	3.1	0.97	10.6	2.26
4	5.6	1.02	2.3	0.77	7.9	1.79
5	4.1	0.98	1.8	0.74	5.8	1.71
6	3.2	1.04	1.3	0.78	4.5	1.82
7	2.5	1.07	1.1	0.81	3.6	1.88
8	1.9	1.09	1.0	0.82	2.9	1.90
9	1.4	1.25	0.7	0.94	2.0	2.18
10	0.8	1.44	0.4	1.08	1.2	2.52

2015 GENERAL SCIENCE School Growth Norms						
Grade	Begin-to-Mid Year		Mid-to-End Year		Begin-to-End Year	
	Mean	SD	Mean	SD	Mean	SD
3	5.1	1.24	2.9	0.93	8.0	2.16
4	4.2	1.07	2.3	0.80	6.4	1.87
5	3.5	1.07	2.0	0.80	5.5	1.87
6	2.8	0.91	1.6	0.68	4.3	1.58
7	2.3	0.79	1.4	0.60	3.7	1.39
8	2.0	0.99	1.2	0.74	3.2	1.72

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ATTACHMENT D - Responsive Classroom Principles and Practices

The *Responsive Classroom* approach is a way of teaching that emphasizes social, emotional, and academic growth in a strong and safe school community. Developed by classroom teachers, the approach consists of practical strategies for helping children build academic and social-emotional competencies day in and day out.

Guiding Principles

The *Responsive Classroom* approach is informed by the work of educational theorists and the experiences of exemplary classroom teachers. Seven principles guide this approach:

1. The social and emotional curriculum is as important as the academic curriculum.
2. How children learn is as important as what they learn.
3. Great cognitive growth occurs through social interaction.
4. To be successful academically and socially, children need to learn a set of social and emotional skills that include cooperation, assertiveness, responsibility, empathy, and self-control.
5. Knowing the children we teach—individually, culturally, and developmentally—is as important as knowing the content we teach.
6. Knowing the families of the children we teach is as important as knowing the children we teach.
7. How we, the adults at school, work together is as important as our individual competence: Lasting change begins with the adult community.

Classroom Practices

The *Responsive Classroom* is a general approach to teaching, rather than a program designed to address a specific school issue. It is based on the premise that children learn best when they have both academic and social-emotional skills. The *Responsive Classroom* approach consists of a set of practices that build academic and social-emotional competencies and that can be used along with many other programs.

These classroom practices are the heart of the *Responsive Classroom* approach:

- Morning Meeting—gathering as a whole class each morning to greet one another, share news, and warm up for the day ahead
- Rule Creation—helping students create classroom rules to ensure an environment that allows all class members to meet their learning goals
- Interactive Modeling—teaching children to notice and internalize expected behaviors through a unique modeling technique

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- Positive Teacher Language—using words and tone as a tool to promote children's active learning, sense of community, and self-discipline
- Logical Consequences—responding to misbehavior in a way that allows children to fix and learn from their mistakes while preserving their dignity
- Guided Discovery—introducing classroom materials using a format that encourages independence, creativity, and responsibility
- Academic Choice—increasing student learning by allowing students teacher-structured choices in their work
- Classroom Organization—setting up the physical room in ways that encourage students' independence, cooperation, and productivity
- Working with Families—creating avenues for hearing parents' insights and helping them understand the school's teaching approaches
- Collaborative Problem Solving—using conferencing, role playing, and other strategies to resolve problems with students

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ATTACHMENT E - School Discipline Plan

The school's Code of Conduct describes in detail the steps that will be taken to discipline students as well as students' and parents' rights in this process. Students will be provided due process and informed of any infractions and asked for their side of the story. The Principal or other school official shall consider this explanation prior to taking disciplinary action. For some minor infractions parents may be merely notified and/or a conference requested to assist in resolving the situation. For more serious issues that involve removal of the student from participation in the school, parents will always be notified and have opportunities to discuss and appeal the disciplinary action. In cases where the student has committed a crime or violation of local, state or federal law, law enforcement authorities will be notified. It is our goal to minimize disruptions to students' learning environments.

Inappropriate behaviors fall into five categories. Inappropriate behavior will be addressed by the classroom teacher and/or school administration and parent contact will be made when necessary.

	Description	Sample Indicators	Actions Taken
Level One	Disruptive behaviors not deemed to be disrespectful	<ul style="list-style-type: none"> • Speaking out • Being off-task • Not following hallway procedures 	<ul style="list-style-type: none"> • Redirection from the teacher
Level Two	Behaviors that are deemed to be disrespectful	<ul style="list-style-type: none"> • Inappropriate use and/or treatment of school resources • Insulting others • Speaking in disrespectful tones • Continuing any Level One behavior after being redirected 	<ul style="list-style-type: none"> • Redirection from the teacher and loss of privileges.
Level Three	Defiant behaviors	<ul style="list-style-type: none"> • Walking out of class • Refusing to comply with an adult's directions 	<ul style="list-style-type: none"> • Contact parents • Loss of privileges and reflection exercise. • Completion of an Act of Kindness
Level Four	Aggressive behaviors that are not physical	<ul style="list-style-type: none"> • Destroying or abusing school property • Verbal threats • Insults that are racial, ethnic, or sexual in nature 	<ul style="list-style-type: none"> • Contact parents • Loss of privileges and reflection exercise. • Completion of an Act of Kindness • Reparation for damaged property or relationships
Level Five	Aggressive behaviors that	<ul style="list-style-type: none"> • Pushing • Intimidation 	<ul style="list-style-type: none"> • One day in-school suspension

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	are physical	<ul style="list-style-type: none"> · Punching, tackling, kicking, spitting, biting 	<ul style="list-style-type: none"> · Two day out-of-school suspension for the first offense and three days for subsequent offenses with the addition of referring the student to the social worker and contacting Child Protective Services.
		<ul style="list-style-type: none"> · Use of weapons 	<ul style="list-style-type: none"> · Immediate five day out-of-school suspension, referral to the social worker, contacting Child Protective Services, and contacting the police department.

Students with Disabilities

The disciplinary policy for students with disabilities is in accordance with the Individuals with Disabilities Education Act (IDEA) and school staff will work to ensure all students are treated justly. Any time the behavior of a student with a disability requires a disciplinary action, an assessment will be made to ensure the discipline does not constitute a disciplinary change in placement, and that the student is not suspended or removed for behaviors related to the student's disability. If, upon review, it is determined that the child's behavior was not a manifestation of his or her disability, then the child may be disciplined in the same manner as a child without a disability. That said, a student whose Individualized Education Program (IEP) includes a Behavior Intervention Plan (BIP) will be disciplined in accordance with the BIP. If the BIP does not appear to be effective or if there is a concern for the health and safety of the student or others, the matter will be immediately considered for a change in the guidelines. Parents may request a hearing to challenge the manifestation determination and the child will remain in his or her current educational placement pending the determination of the hearing. While students with disabilities are suspended, the school will provide alternative instruction, so that the student is given full opportunity to complete assignments and master the curriculum.

Suspensions and Expulsions

We recognize that the possibility that some students will struggle to make positive behavior choices. For those students, we will make all efforts to address their behaviors using creative solutions that require students to reflect and make better choices. Discipline includes but is not limited to advising and counseling students, conferring with parents or guardians who retain parental and/or educational rights, detention during and after school hours. We will use out of school suspensions and expulsions as a last resort, when all other disciplinary actions have been exhausted.

Suspensions and expulsions are enacted to promote learning and protect the safety and well being of all students. When student safety is compromised it may be necessary to suspend or expel a student from regular classroom instruction. We will ensure that students and their parents or guardians who retain parental and/or educational rights are notified in writing upon enrollment of all discipline policies and procedures.

A student identified as an individual with disabilities for whom the a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004, or who is qualified for services under Section 504 of the Rehabilitation Act of 1973, is subject to the same grounds for suspension and expulsion and is afforded the same due process procedures applicable to regular education

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students except when federal and state law mandates additional or different procedures. We will follow all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities

- **Short-Term Suspension:** The Principal may suspend any student for up to ten school days for serious cause. The school staff involved shall make reasonable efforts to verify facts and statements prior to recommending suspension. The Principal will present the student and his or her parents/guardians with the reasons and evidence for suspension and provide an informal opportunity to respond to the charges prior to the suspension. The Principal may then, at his or her discretion, decide to impose lesser consequences than suspension.
- **Long-Term Suspension:** The Principal may suspend a student for over ten days for serious cause after the student has been found guilty at a formal hearing. The Principal or a delegate will preside over the hearing and all members of the staff who were involved in witnessing the alleged discipline violation are required to participate. The student shall have the right to be represented by counsel, question witnesses and present evidence. A decision by the Principal will stand as the final decision regarding the student's long-term suspension status, though the student's family has the right to appeal to the Board of Trustees.
- **Expulsion:** If the Principal decides that an infraction warrants expulsion, a hearing as described above will be held. Based on that hearing, the Principal will make a recommendation to the Board of Trustees, which will make the final decision. That decision may be appealed to the Board.

ATTACHMENT F – Exit Standards

In order to complete elementary school at the Innovative Network School, a student must demonstrate mastery of skills, content and character in all subjects at the 5th grade level or above. Below are sample standards for the 2nd and 5th grade in English language arts, mathematics and science based on the Core Knowledge Sequence, which is aligned to the Common Core Learning Standards. Student mastery of these standards will be evaluated using results from state exams, NWEA MAP tests and internal school assessments and grades. Additionally, students will be assessed against the Next Generation Science Standards at the 5th grade level.

<p><u>LISTENING AND SPEAKING</u></p> <p>A. CLASSROOM DISCUSSION</p> <ul style="list-style-type: none"> • Maintain attention and actively participate in discussions about a variety of topics, ideas, and texts in both small and large group settings. • Speak clearly with volume appropriate to the setting. • Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. • Ask questions to clarify conversations, directions, exercises. • Understand and use language to express spatial and temporal relationships (up, down, first, last, before, after, etc.). • Understand and use narrative language to describe people, places, things, locations, events, actions. • Understand and use common sayings and phrases. <p>B. PRESENTATION OF IDEAS AND INFORMATION</p> <ul style="list-style-type: none"> • Follow multi-step, oral directions. • Give simple directions and provide simple explanations. • Recite a nursery rhyme, poem or song independently, using appropriate eye contact, volume and clear enunciation. • Give oral using appropriate eye contact, volume and clear enunciation. <p>C. COMPREHENSION OF READ-ALOUDS</p> <ul style="list-style-type: none"> • Listen to and understand a variety of texts read aloud, including stories, fairy tales, fables, historical narrative, drama, non-fiction text, and poems. • Distinguish the following genres of literature: 	<p><u>WRITING, GRAMMAR AND USAGE</u></p> <p>A. WRITING AND RESEARCH</p> <ul style="list-style-type: none"> • Produce a variety of types of writing—including reports, summaries, letters, descriptions, research essays, essays that explain a process, stories, poems—with a coherent structure or story line. • Know how to gather information from different sources (such as an encyclopedia, magazines, interviews, observations, atlas, on-line). • Write short reports synthesizing information from at least three different sources, presenting the information in his or her own words, with attention to the following: understanding the purpose and audience of the writing; defining a main idea and sticking to it; providing an introduction and conclusion; organizing material in coherent paragraphs; illustrating points with relevant examples; documenting sources in a rudimentary bibliography. <p>B. GRAMMAR AND USAGE</p> <ul style="list-style-type: none"> • Understand what a complete sentence is, and identify subject and predicate correct fragments and run-ons • Identify subject and verb in a sentence and understand that they must agree. • Know the following parts of speech and how they are used: nouns, verbs (action verbs and auxiliary verbs), adjectives (including articles), adverbs, conjunctions, interjections. • Understand that pronouns must agree with their antecedents in case (nominative, objective, possessive), number, and gender. • Correctly use punctuation studied in earlier
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<p>fiction, nonfiction and drama.</p> <ul style="list-style-type: none"> • Sequence four to six pictures illustrating events in a read aloud. • Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. • Summarize in one’s own words selected parts of a read- aloud. • Ask questions to clarify information in a read-aloud. • Use narrative language to describe people, places, things, locations, events, actions, a scene or facts in a read-aloud. • Compare and contrast similarities and differences within a single read-aloud or between two or more read-alouds. • Make personal connections to events or experiences in a read-aloud and/or make connections among several read- alouds. • Describe the use of rhyme, rhythm and sensory images used in poetry. • Distinguish fantasy from realistic text in a story. • Identify the moral or lesson of a fable, folktale, or myth. <p style="text-align: center;"><u>READING</u></p> <p>A. PHONICS: DECODING AND ENCODING</p> <ul style="list-style-type: none"> • Demonstrate understanding that a systematic relationship exists between written letters (graphemes) and spoken sounds (phonemes). • Blend individual phonemes to pronounce printed words. • Understand that two or more printed letters can stand for a single sound. • Read multi-syllable words. • Read and write words with inflectional endings. • Read, understand, and write contractions. • Sort words according to the spelling used to represent a specific phoneme. • Read tricky spellings that can be sounded two ways. • Read and spell chains of one-syllable words in which one sound is added, substituted, or omitted, i.e., read at > cat; bat > bad > bid. • Read at least 100 words generally identified as high frequency words. <p>B. ORAL READING AND FLUENCY</p> <ul style="list-style-type: none"> • Read decodable stories that incorporate the 	<p>grades, as well as the colon before a list and commas with an appositive</p> <ul style="list-style-type: none"> • Use underlining or italics for titles of books. <p>C. VOCABULARY</p> <p>Know how the following prefixes and suffixes affect word meaning:</p> <ul style="list-style-type: none"> • anti (as in antisocial, antibacterial) • inter (as in interstate) • co (as in coeducation, co-captain) • mid (as in midnight, Midwest) • fore (as in forefather, foresee) • post (as in postseason, postwar) • il, ir (as in illegal, irregular) • semi (as in semicircle, semiprecious) • ist (as in artist, pianist) • ish (as in stylish, foolish) • ness (as in forgiveness, happiness) • tion, sion (as in relation, extension) <p style="text-align: center;"><u>FICTION AND DRAMA</u></p> <ul style="list-style-type: none"> • Understand and be able to use the following literacy terms: pen name (pseudonym), literal and figurative language, imagery, metaphor and simile, symbol and personification. • Be familiar with the literary canon through 5th grade, including stories, dramas, myths and legends. • The texts listed here constitute a selected core of literature for this grade: <ul style="list-style-type: none"> • The Adventures of Tom Sawyer (Mark Twain) • episodes from Don Quixote (Miguel de Cervantes) • Little Women (Part First) (Louisa May Alcott) • Narrative of the Life of Frederick Douglass (Frederick Douglass) • The Secret Garden (Frances Hodgson Burnett) • Tales of Sherlock Holmes, including “The Red-Headed League” (Arthur Conan Doyle) • A Midsummer Night’s Dream (William Shakespeare) • A Tale of the Oki Islands (a legend from Japan, also known as “The Samurai’s Daughter”)
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<p>taught code knowledge.</p> <ul style="list-style-type: none"> • Demonstrate increased accuracy, fluency, and expression on successive reading of a decodable text (90 wpm by the end of the year). • Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary. • Demonstrate and use commas and end punctuation while reading orally. • Read aloud, alone, or with a partner at least 20 minutes each day. <p>C. READING COMPREHENSION</p> <ul style="list-style-type: none"> • Demonstrate understanding of text. • Sequence four to six pictures illustrating events from a text. • Answer questions requiring literal recall and understanding of the details and/or facts (i.e., who, what, where, when, etc.) about a text. • Use narrative language to describe people, places, things, locations, events, actions, a scene or facts from a text that has been read independently. • Identify basic text features and what they mean, including title, table of contents, chapter headings and captions. • Distinguish fantasy from realistic text in a story. • Identify the moral or lesson of a fable, folktale, or myth. • Compare and contrast similarities and differences within a single text or between multiple texts read independently. • Make personal connections to events or experiences in a text and/or make connections among several texts. • Prior to reading, identify what they know and have learned that may be related to the specific story or topic to be read. • Use pictures accompanying the written text to support understanding. • Make predictions prior to and while reading, based on the title, pictures, and/or text read thus far and then compare outcomes to predictions. • Answer questions that require making interpretations, judgments, or giving opinions about what is read independently, including answering “why” questions that require recognizing cause/effect relationships. • Interpret information and then ask questions to clarify this information. 	<ul style="list-style-type: none"> • Morning Star and Scarface: the Sun Dance (a Plains Native American legend, also known as “The Legend of Scarface”) • Native American trickster stories (for example, tales of Coyote, Raven, or Grandmother Spider) <p style="text-align: center;"><u>POETRY</u></p> <ul style="list-style-type: none"> • Analyze poetry and understand use of language and devices, including simile, metaphor, onomatopoeia and alliteration. • Be familiar with the poetry canon through 5th grade. • The poems listed here constitute a selected core of poetry for this grade: <ul style="list-style-type: none"> • The Arrow And The Song (Henry Wadsworth Longfellow) • Barbara Frietchie (John Greenleaf Whittier) • Battle Hymn of the Republic (Julia Ward Howe) • A bird came down the walk (Emily Dickinson) • Casey at the Bat (Ernest Lawrence Thayer) • The Eagle (Alfred Lord Tennyson) • I Hear America Singing (Walt Whitman) • I like to see it lap the miles (Emily Dickinson) • I, too, sing America (Langston Hughes) • Jabberwocky (Lewis Carroll) • Narcissa (Gwendolyn Brooks) • O Captain! My Captain! (Walt Whitman) • A Poison Tree (William Blake) • The Road Not Taken (Robert Frost) • The Snowstorm (Ralph Waldo Emerson) • Some Opposites (Richard Wilbur) • The Tiger (William Blake) • A Wise Old Owl (Edward Hersey Richards) <p style="text-align: center;"><u>SPEECHES</u></p> <ul style="list-style-type: none"> • Understand the use of alliteration, symbols, slang and dialect. • Be familiar with the notable speeches.
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<ul style="list-style-type: none"> • Identify who is telling a story or providing information in a text. • Identify temporal words that sequence events, i.e., first, next, then, etc. • Identify words that link ideas, i.e., for example, also, in addition. <p><u>WRITING</u></p> <p>A. NARRATIVE WRITING</p> <ul style="list-style-type: none"> • Write a familiar story that includes setting(s), character(s), dialogue, using temporal words and phrases to indicate the chronology of events. • Write a personal narrative. • Create a title and an ending that are relevant to the narrative. <p>B. INFORMATIVE/EXPLANATORY WRITING</p> <ul style="list-style-type: none"> • Write about a topic, including a beginning and ending sentence, facts and examples relevant to the topic, and specific. • Group similar information into paragraphs. • Use linking words to connect ideas within a paragraph. <p>C. PERSUASIVE WRITING (OPINION)</p> <ul style="list-style-type: none"> • Express an opinion or point of view in writing, providing reasons and supporting details for preference or opinion. • Use words to link opinions with reasons or supporting details. • Create a title that is relevant to the topic or subject of the text. <p style="text-align: center;"><u>LANGUAGE CONVENTIONS</u></p> <p>A. SPELLING</p> <ul style="list-style-type: none"> • Write phonemically plausible spellings for words using current code knowledge, e.g., write doller for dollar, wate for wait or weight. • Write words, phrases, and sentences applying phonics knowledge. • Alphabetize words to the second letter. • Identify and use synonyms, antonyms, homophones, and compound words. <p>B. PARTS OF SPEECH AND SENTENCE STRUCTURE</p> <ul style="list-style-type: none"> • Recognize, identify and use subject, object, and possessive pronouns; correct noun-pronoun agreement, common and proper nouns, regular and irregular plural nouns, regular and irregular 	<ul style="list-style-type: none"> • Students in this grade should be familiar with the following speeches: <ul style="list-style-type: none"> • Abraham Lincoln: The Gettysburg Address • Chief Joseph (Highh'moot Tooyalakekt): "I will fight no more forever" <p style="text-align: center;"><u>SAYING AND PHRASES</u></p> <ul style="list-style-type: none"> • Be familiar with and understand the meaning of common sayings and phrases in the English language culture. • Students in this grade should be familiar with the following sayings: <ul style="list-style-type: none"> • Birthday suit • Bite the hand that feeds you. • Chip on your shoulder • Count your blessings. • Eat crow • Eleventh hour • Eureka! • Every cloud has a silver lining. • Few and far between • Forty winks • The grass is always greener on the other side (of the hill). • To kill two birds with one stone • Lock, stock and barrel • Make a mountain out of a molehill • A miss is as good as a mile. • It's never too late to mend. • Out of the frying pan and into the fire. • A penny saved is a penny earned. • Read between the lines. • Sit on the fence • Steal his/her thunder • Take the bull by the horns. • Till the cows come home • Time heals all wounds. • Tom, Dick and Harry • Vice versa • A watched pot never boils. • Well begun is half done. • What will be will be.
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<p>past, present, and future tense verbs, adjectives, adverbs, subjects and predicates, statements, questions, and exclamations, complete simple and compound sentences.</p> <p>C. CAPITALIZATION, AND PUNCTUATION</p> <ul style="list-style-type: none"> • Capitalize the first word in a sentence, the pronoun I, and proper nouns, months, days of the week, titles of people, and addresses. • Recognize, identify and use abbreviations with correct punctuation for the months, days of the week, titles of people, and addresses. • Identify and use end punctuation, including periods, question marks, and exclamation points. • Use commas appropriately in greetings and closings of letters, dates, items in a series, and addresses. • Write a simple friendly letter. • Use apostrophes to create contractions and indicate possession. • Use quotation marks appropriately to designate direct speech 	
<p><u>2nd</u></p>	<p><u>5th</u></p>
<p style="text-align: center;"><u>NUMBERS AND NUMBER SENSE</u></p> <ul style="list-style-type: none"> • Write numbers to 1,000. • Read and write words for numbers from one to one-hundred. • Order and compare numbers to 1,000, using the signs $<$, $>$, and $=$. • Count by twos, threes, fives, and tens; by tens from any given number; by hundreds to 1,000; by fifties to 1,000 forward and backward • Use a number line. • Identify ordinal position, 1st to 20th, and write words for ordinal numbers, first to twentieth. • Identify even and odd numbers. • Identify dozen; half-dozen; pair. • Recognize place value: ones, tens, hundreds, thousands. • Write numbers up to hundreds in expanded. • Given a number, identify one more and one less; ten more and ten less. • Round to the nearest ten. • Create and interpret simple bar graphs. • Identify and extend numerical and symbolic patterns. • Record numeric data systematically and find the lowest and highest values in a data set. 	<p style="text-align: center;"><u>NUMBERS AND NUMBER SENSE</u></p> <ul style="list-style-type: none"> • Read and write numbers (in digits and words) up to the billions. • Recognize place value up to billions. • Order and compare numbers to 999,999,999 using the signs $<$, $>$, and $=$. • Write numbers in expanded form. • Locate positive and negative integers on a number line. • Compare integers using the symbols $<$, $>$, $=$. • Know that the sum of an integer and its opposite is 0. • Add and subtract positive and negative integers. • Using a number line, locate positive and negative whole numbers. • Round to the nearest ten; hundred; thousand. • Review perfect squares and square roots to 144. • read and evaluate numerical expressions with exponents. • Identify a set and the members of a set, as indicated by $\{ \}$.

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<p style="text-align: center;"><u>FRACTIONS</u></p> <ul style="list-style-type: none"> Recognize these fractions as part of a whole set or region and write the corresponding numerical symbols: $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$, $\frac{1}{10}$, $\frac{2}{10}$, $\frac{9}{10}$, 110. Recognize fractions that are equal to 1. <p style="text-align: center;"><u>MONEY</u></p> <ul style="list-style-type: none"> Recognize relative values of a penny, nickel, dime, quarter, and dollar. Write amounts of money using \$ and ¢ signs, and the decimal point. Show how different combinations of coins equal the same amounts of money. Add and subtract amounts of money. <p style="text-align: center;"><u>COMPUTATION</u></p> <p>A. ADDITION</p> <ul style="list-style-type: none"> Achieve timed mastery of addition facts (2 seconds). Recognize what an addend is. Know how to write addition problems horizontally and vertically. Know how to add in any order. Estimate the sum. Solve two-digit and three-digit addition problems. Find the sum (up to 999) of any two whole numbers. Add three two-digit numbers. Practice doubling (adding a number to itself). <p>B. SUBTRACTION</p> <ul style="list-style-type: none"> Understand the inverse relation between addition and subtraction; use addition to check subtraction. Know addition and subtraction “fact families.” Achieve mastery of subtraction facts. Estimate the difference. Know how to write subtraction problems horizontally and vertically. Solve two-digit and three-digit subtraction problems. Given two whole numbers of 999 or less, find the difference. <p>C. INTRODUCTION TO MULTIPLICATION</p> <ul style="list-style-type: none"> Recognize the “times” sign (x). Know what “factor” and “product” mean. Understand that you can multiply numbers in any order. 	<ul style="list-style-type: none"> Identify numbers under 100 as prime or composite. Identify prime factors of numbers to 100 and write using exponential notation for multiple primes. Determine the greatest common factor (GCF) of given numbers. Determine the least common multiple (LCM) of given numbers. <p style="text-align: center;"><u>RATIOS AND PERCENTS</u></p> <p>A. RATIO</p> <ul style="list-style-type: none"> Determine and express simple ratios. Use ratio to create a simple scale drawing. Ratio and rate: solve problems on speed as a ratio. <p>B. PERCENT</p> <ul style="list-style-type: none"> Recognize the percent sign (%) and understand percent as “per hundred.” Express equivalences between fractions, decimals, and percents, and know common equivalences: <p style="text-align: center;"><u>FRACTIONS AND DECIMALS</u></p> <p>A. FRACTIONS</p> <ul style="list-style-type: none"> Determine the least common denominator (LCD) of fractions with unlike denominators. Recognize equivalent fractions. Put fractions in lowest terms. Compare fractions using the signs $<$, $>$, and $=$. Identify the reciprocal of a given fraction; know that the product of a given number and its reciprocal = 1. Add and subtract mixed numbers and fractions. Multiply and divide fractions. Add and subtract fractions with like and unlike denominators. Add, subtract, multiply mixed numbers and fractions. Round fractions to the nearest whole number. Write fractions as decimals. <p>B. DECIMALS</p> <ul style="list-style-type: none"> Read, write, and order decimals to the nearest ten-
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<ul style="list-style-type: none"> • Know the product of any single-digit number \times 1, 2, 3, 4, 5. • Know what happens when you multiply by 1, by 0, and by 10. • Practice simple word problems involving multiplication. <p>D. SOLVING PROBLEMS AND EQUATIONS</p> <ul style="list-style-type: none"> • Solve basic word problems. • Write and solve simple. <p style="text-align: center;"><u>MEASUREMENT</u></p> <p>A. LINEAR MEASURE</p> <ul style="list-style-type: none"> • Make linear measurements in feet and inches, and in centimeters. • Know that one foot = 12 inches. • Know abbreviations: ft., in. • Measure and draw line segments in inches to 1/2 inch, and in centimeters. • Estimate linear measurements, then measure to check estimates. <p>B. WEIGHT</p> <ul style="list-style-type: none"> • Compare weights of objects using a balance scale. • Estimate and measure weight in pounds, and know abbreviation: lb. <p>C. CAPACITY (VOLUME)</p> <ul style="list-style-type: none"> • Estimate and measure capacity in cups. • Measure liquid volumes: cups, pints, quarts, gallons. • Compare U.S. and metric liquid volumes: quart and liter (one liter is a little more than one quart). <p>D. TEMPERATURE</p> <ul style="list-style-type: none"> • Measure and record temperature in Fahrenheit to the nearest 2 degrees. • Know the degree sign: ° <p>E. TIME</p> <ul style="list-style-type: none"> • Read a clock face and tell time to five-minute intervals. • Know how to distinguish time as A.M. or P.M. • Understand noon and midnight. • Solve problems on elapsed time (how much time has passed?). • Using a calendar, identify the date, day of the week, month, and year. • Write the date using words and numbers. 	<p>thousandth.</p> <ul style="list-style-type: none"> • Write decimals in expanded form. • Read and write decimals on a number line. • Round decimals to the nearest tenth; hundredth; thousandth. • Estimate decimal sums, differences, and products by rounding. • Add and subtract decimals through ten-thousandths. • Multiply decimals: by 10, 100, and 1,000; by another decimal. • Divide decimals by whole numbers and decimals. <p style="text-align: center;"><u>COMPUTATION</u></p> <p>A. ADDITION</p> <ul style="list-style-type: none"> • Commutative and associative properties. <p>B. MULTIPLICATION</p> <ul style="list-style-type: none"> • Commutative, associative, and distributive properties. • Multiply two factors of up to four digits each. • Write numbers in expanded form using multiplication. • Estimate a product. • Use mental computation strategies for multiplication. • Solve word problems involving multiplication. <p>C. DIVISION</p> <ul style="list-style-type: none"> • Understand multiplication and division as inverse operations. • Know what it means for one number to be “divisible” by another number. • Know how to move the decimal point when dividing by 10, 100, or 1,000. • Divide up to four digits by one-digit, two-digit, and three-digit divisors. • Solve division problems with remainders; round a repeating decimal. • Check division by multiplying (and adding remainder). <p>D. SOLVING PROBLEMS AND EQUATIONS</p> <ul style="list-style-type: none"> • Solve word problems with multiple steps.
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<p style="text-align: center;"><u>GEOMETRY</u></p> <ul style="list-style-type: none"> • Identify and draw basic plane figures: square, rectangle, triangle, circle. • Describe square, rectangle, triangle according to number of sides; distinguish between square and rectangle as regards length of sides (a square has sides of equal length). • Measure perimeter in inches of squares and rectangles. • Identify solid figures—sphere, cube, pyramid, cone, cylinder—and associate with planar shapes: sphere (circle), cube (square), pyramid (triangle). • Make congruent shapes and designs. • Identify lines as horizontal; vertical; perpendicular; parallel. • Name lines and line segments (for example, line AB; segment CD). • Identify a line of symmetry, and create simple symmetric figures. 	<ul style="list-style-type: none"> • Solve problems with more than one operation. <p style="text-align: center;"><u>MEASUREMENT</u></p> <ul style="list-style-type: none"> • Convert to common units in problems involving different units. • Time: Solve problems on elapsed time. <p style="text-align: center;"><u>GEOMETRY</u></p> <ul style="list-style-type: none"> • Identify and draw points, segments, rays, lines. • Identify lines: horizontal; vertical; perpendicular; parallel; intersecting. • Measure the degrees in angles, and know that right angle = 90°; acute angle: less than 90°; obtuse angle: greater than 90°; and straight angle = 180° • Identify and construct different triangles: equilateral, right, and isosceles. • Know what it means for triangles to be congruent. • Identify polygons: triangle, quadrilateral, pentagon, hexagon, and octagon, parallelogram, trapezoid, rhombus, rectangle, square • Know regular polygons have sides of equal length & angles of equal measure. • Identify and draw diagonals of polygons. <p>Circles</p> <ul style="list-style-type: none"> • Identify arc, chord, radius (plural: radii), and diameter (radius = $\frac{1}{2}$ diameter). • Using a compass, draw circles with a given diameter or radius. • Find the circumference of a circle using the formulas $C = \pi d$, and $C = 2 \pi r$, using 3.14 as the value of pi. <p>Area</p> <ul style="list-style-type: none"> • Review the formula for the area of a rectangle (Area = length x width) and solve problems involving finding area in a variety of square units. • Find the area of triangles, using the formula $A = \frac{1}{2} (b \times h)$. • Find the area of a parallelogram using the formula $A = b \times h$. • Find the area of an irregular figure (such as a trapezoid) by
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	<p>dividing into regular figures for which you know how to find the area.</p> <ul style="list-style-type: none"> • Compute volume of rectangular prisms in cubic units (cm³, in³). • Find the surface area of a rectangular prism. <p style="text-align: center;"><u>PROBABILITY AND STATISTICS</u></p> <ul style="list-style-type: none"> • Understand probability as a measure of the likelihood that an event will happen; using simple models, express probability of a given event as a fraction, as a percent, and as a decimal between 0 and 1. • Collect and organize data in graphic form (bar, line, and circle graphs). • Solve problems requiring application of graphically displayed data. • Find the average (mean) of a given set of numbers. • Plot points on a coordinate plane, using ordered pairs of positive and negative whole numbers. • Graph simple functions. <p style="text-align: center;"><u>PRE-ALGEBRA</u></p> <ul style="list-style-type: none"> • Recognize variables and solve basic equations using variables. • Write and solve equations for word problems.
<p style="text-align: center;"><u>CYCLES IN NATURE</u> <u>A. SEASONAL CYCLES</u></p> <ul style="list-style-type: none"> • The four seasons and earth’s orbit around the sun (one year) • Seasons and life processes • Spring: sprouting, sap flow in plants, mating and hatching • Summer: growth • Fall: ripening, migration • Winter: plant dormancy, animal hibernation <p><u>B. LIFE CYCLES</u></p>	<p style="text-align: center;"><u>CLASSIFYING LIVING THINGS</u></p> <ul style="list-style-type: none"> • Kingdoms: Plant, Animal, Fungus, Protist, Moneran. • Each kingdom is divided into Phylum, Class, Order, Family, Genus, Species <p style="text-align: center;"><u>CELL STRUCTURES AND PROCESSES</u></p> <ul style="list-style-type: none"> • Structure of cells (both plant and animal) • Cells are shaped differently in order to perform different functions.

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<ul style="list-style-type: none"> • The life cycle: birth, growth, reproduction, death • Reproduction in plants and animals • From seed to seed with a plant • From egg to egg with a chicken • From frog to frog • From butterfly to butterfly: metamorphosis <p>C. THE WATER CYCLE</p> <ul style="list-style-type: none"> • Most of the earth’s surface is covered by water. • The water cycle • Evaporation and condensation • Water vapor in the air, humidity • Clouds: cirrus, cumulus, stratus • Precipitation, groundwater <p style="text-align: center;"><u>INSECTS</u></p> <ul style="list-style-type: none"> • Helpful: pollination; products like honey and silk; eat harmful insects • Harmful: destroy crops, trees, buildings, clothes; carry disease; bite or sting • Distinguishing characteristics • Life cycles: metamorphosis • Social insects: ants and honeybees <p style="text-align: center;"><u>THE HUMAN BODY</u></p> <p>A. CELLS</p> <ul style="list-style-type: none"> • All living things are made up of cells, too small to be seen without a microscope. • Cells make up tissues. • Tissues make up organs. • Organs work in systems. <p>B. THE DIGESTIVE AND EXCRETORY SYSTEMS</p> <ul style="list-style-type: none"> • Salivary glands, taste buds • Teeth: incisors, bicuspid, molars • Esophagus, stomach, liver, small intestine, large intestine • Kidneys, urine, bladder, urethra, anus, appendix <p>C. TAKING CARE OF YOUR BODY: A HEALTHY DIET</p> <ul style="list-style-type: none"> • The “food pyramid” • Vitamins and minerals <p style="text-align: center;"><u>MAGNETISM</u></p> <ul style="list-style-type: none"> • demonstrates that there are forces we cannot see that act upon objects. • Most magnets contain iron. • Lodestones: naturally occurring magnets 	<ul style="list-style-type: none"> • Organization of cells into tissues, organs, and systems. <p style="text-align: center;"><u>PLANT STRUCTURES AND PROCESSES</u></p> <p>A. STRUCTURE: NON-VASCULAR AND VASCULAR PLANTS</p> <p>B. PHOTOSYNTHESIS</p> <ul style="list-style-type: none"> • Role in photosynthesis of: energy from sunlight, chlorophyll, carbon dioxide and water, xylem and phloem, stomata, oxygen, sugar (glucose) <p>C. REPRODUCTION</p> <ul style="list-style-type: none"> • Asexual reproduction • Vegetative reproduction: runners (for example, strawberries) and bulbs (for example, onions), growing plants from eyes, buds, leaves, roots, and stems • Sexual reproduction by spore-bearing plants (for example, mosses and ferns) • Sexual reproduction of non-flowering seed plants • Sexual reproduction of flowering plants (for example, peas) • Process of seed and fruit production: pollen, wind, insect and bird pollination, fertilization, growth of ovary, mature fruit • Seed germination and plant growth. <p><u>LIFE CYCLES AND REPRODUCTION</u></p> <p>A. THE LIFE CYCLE AND REPRODUCTION</p> <ul style="list-style-type: none"> • Development of an organism from birth to growth, reproduction, death • All living things reproduce. Reproduction may be asexual or sexual. <p>B. SEXUAL REPRODUCTION IN ANIMALS</p> <ul style="list-style-type: none"> • Reproductive organs: testes (sperm) and ovaries (eggs)
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- Magnetic poles: north-seeking and south-seeking poles
- Magnetic field (strongest at the poles)
- Law of magnetic attraction: unlike poles attract, like poles repel
- The earth behaves as if it were a huge magnet: north and south magnetic poles (near, but not the same as, geographic North Pole and South Pole)
- Orienteering: use of a magnetized needle in a compass, which will always point to the north

SIMPLE MACHINES

- Simple machines: lever, pulley, wheel-and-axle, gears, inclined plane, wedge, screw
- Friction, and ways to reduce friction (lubricants, rollers, etc.)

- External fertilization: spawning
- Internal fertilization: birds, mammals
- Stages of embryo: egg, zygote, embryo, growth in uterus, fetus, newborn

THE HUMAN BODY

A. CHANGES IN HUMAN ADOLESCENCE

- Puberty

B. THE ENDOCRINE SYSTEM

- Endocrine glands secrete (give off) chemicals called hormones.

Pituitary gland: secretes hormones that control other glands and growth

- Thyroid gland: controls the rate the body burns and uses food

- Pancreas: both a duct and ductless gland; secretes a

hormone called insulin that regulates how the body uses and stores sugar

- Adrenal glands: secrete a hormone called adrenaline, especially when a person is frightened or angry, causing rapid heartbeat and breathing

C. THE REPRODUCTIVE SYSTEM

- Females: ovaries, fallopian tubes, uterus, vagina, menstruation

- Males: testes, scrotum, penis, urethra, semen

- Sexual reproduction: intercourse, fertilization, zygote, implantation of zygote in the uterus, pregnancy, embryo, fetus, newborn

CHEMISTRY: MATTER AND CHANGE

A. ATOMS, MOLECULES, AND COMPOUNDS

- Basics of atomic structure: nucleus, protons, neutrons, electrons
- Atoms are constantly in motion, electrons move around the nucleus in paths called

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	<p>shells (or energy levels).</p> <ul style="list-style-type: none">• Atoms may join together to form molecules and compounds. <p>Common compounds and their formulas: H₂O, NaCl, CO₂</p> <p>B. ELEMENTS</p> <ul style="list-style-type: none">• Elements have atoms of only one kind, having the same number of protons. The Periodic Table: organizes elements with common properties• Two important categories of elements: metals and non- metals <p>C. CHEMICAL AND PHYSICAL CHANGE</p> <ul style="list-style-type: none">• Chemical change affects molecules.• Physical change changes only the properties or appearance of the substance.
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Next Generation Science Standards – Grade 5

5-PS1 Matter and Its Interactions

5-PS1 Matter and Its Interactions		
<p>Students who demonstrate understanding can:</p> <p>5-PS1-1. Develop a model to describe that matter is made of particles too small to be seen. [Clarification Statement: Examples of evidence supporting a model could include adding air to expand a basketball, compressing air in a syringe, dissolving sugar in water, and evaporating salt water.] [Assessment Boundary: Assessment does not include the atomic-scale mechanism of evaporation and condensation or defining the unseen particles.]</p> <p>5-PS1-2. Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved. [Clarification Statement: Examples of reactions or changes could include phase changes, dissolving, and mixing that form new substances.] [Assessment Boundary: Assessment does not include distinguishing mass and weight.]</p> <p>5-PS1-3. Make observations and measurements to identify materials based on their properties. [Clarification Statement: Examples of materials to be identified could include baking soda and other powders, metals, minerals, and liquids. Examples of properties could include color, hardness, reflectivity, electrical conductivity, thermal conductivity, response to magnetic forces, and solubility; density is not intended as an identifiable property.] [Assessment Boundary: Assessment does not include density or distinguishing mass and weight.]</p> <p>5-PS1-4. Conduct an investigation to determine whether the mixing of two or more substances results in new substances.</p> <p>The performance expectations above were developed using the following elements from the NRC document <i>A Framework for K-12 Science Education</i>.</p>		
<p>Science and Engineering Practices</p> <p>Developing and Using Models Modeling in 3–5 builds on K–2 experiences and progresses to building and revising simple models and using models to represent events and design solutions.</p> <ul style="list-style-type: none"> Develop a model to describe phenomena. (5-PS1-1) <p>Planning and Carrying Out Investigations Planning and carrying out investigations to answer questions or test solutions to problems in 3–5 builds on K–2 experiences and progresses to include investigations that control variables and provide evidence to support explanations or design solutions.</p> <ul style="list-style-type: none"> Conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered. (5-PS1-4) Make observations and measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon. (5-PS1-3) <p>Using Mathematics and Computational Thinking Mathematical and computational thinking in 3–5 builds on K–2 experiences and progresses to extending quantitative measurements to a variety of physical properties and using computation and mathematics to analyze data and compare alternative design solutions.</p> <ul style="list-style-type: none"> Measure and graph quantities such as weight to address scientific and engineering questions and problems. (5-PS1-2) 	<p>Disciplinary Core Ideas</p> <p>PS1.A: Structure and Properties of Matter</p> <ul style="list-style-type: none"> Matter of any type can be subdivided into particles that are too small to see, but even then the matter still exists and can be detected by other means. A model showing that gases are made from matter particles that are too small to see and are moving freely around in space can explain many observations, including the inflation and shape of a balloon and the effects of air on larger particles or objects. (5-PS1-1) The amount (weight) of matter is conserved when it changes form, even in transitions in which it seems to vanish. (5-PS1-2) Measurements of a variety of properties can be used to identify materials. (Boundary: At this grade level, mass and weight are not distinguished, and no attempt is made to define the unseen particles or explain the atomic-scale mechanism of evaporation and condensation.) (5-PS1-3) <p>PS1.B: Chemical Reactions</p> <ul style="list-style-type: none"> When two or more different substances are mixed, a new substance with different properties may be formed. (5-PS1-4) No matter what reaction or change in properties occurs, the total weight of the substances does not change. (Boundary: Mass and weight are not distinguished at this grade level.) (5-PS1-2) 	<p>Crosscutting Concepts</p> <p>Cause and Effect</p> <ul style="list-style-type: none"> Cause and effect relationships are routinely identified, tested, and used to explain change. (5-PS1-4) <p>Scale, Proportion, and Quantity</p> <ul style="list-style-type: none"> Natural objects exist from the very small to the immensely large. (5-PS1-1) Standard units are used to measure and describe physical quantities such as weight, time, temperature, and volume. (5-PS1-2),(5-PS1-3) <p>-----</p> <p>Connections to Nature of Science</p> <p>Scientific Knowledge Assumes an Order and Consistency in Natural Systems</p> <ul style="list-style-type: none"> Science assumes consistent patterns in natural systems. (5-PS1-2)
<p><i>Connections to other DCIs in fifth grade: N/A</i></p> <p><i>Articulation of DCIs across grade-levels: 2.PS1.A (5-PS1-1),(5-PS1-2),(5-PS1-3); 2.PS1.B (5-PS1-2),(5-PS1-4); MS.PS1.A (5-PS1-1),(5-PS1-2),(5-PS1-3),(5-PS1-4); MS.PS1.B (5-PS1-2),(5-PS1-4)</i></p> <p><i>Common Core State Standards Connections:</i></p> <p>ELA/Literacy –</p> <p>RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (5-PS1-1)</p> <p>W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (5-PS1-2),(5-PS1-3),(5-PS1-4)</p> <p>W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (5-PS1-2),(5-PS1-3),(5-PS1-4)</p> <p>W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (5-PS1-2),(5-PS1-3),(5-PS1-4)</p> <p>Mathematics –</p> <p>MP.2 Reason abstractly and quantitatively. (5-PS1-1),(5-PS1-2),(5-PS1-3)</p> <p>MP.4 Model with mathematics. (5-PS1-1),(5-PS1-2),(5-PS1-3)</p> <p>MP.5 Use appropriate tools strategically. (5-PS1-2),(5-PS1-3)</p> <p>5.NBT.A.1 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. (5-PS1-1)</p> <p>5.NF.B.7 Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. (5-PS1-1)</p> <p>5.MD.A.1 Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real-world problems. (5-PS1-2)</p> <p>5.MD.C.3 Recognize volume as an attribute of solid figures and understand concepts of volume measurement. (5-PS1-1)</p> <p>5.MD.C.4 Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units. (5-PS1-1)</p>		

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ATTACHMENT G - Sample Integrated STEM module (Kindergarten)

adapted from Purdue University STEM framework

Overview

In this module, students will begin to identify weather and sky patterns as they emerge during the year and the adaptability of animals, including humans, to those changing patterns.

The problem for this module is: *A petting zoo needs you to investigate how the patterns of the sky and the animals on Earth adapt to changes over one year. Create a year-long calendar to demonstrate what you have observed throughout the year. Create a presentation for the Petting Zoo to explain to their customers the changes animals experience over a year and how the zoo helps them to adapt to these changes.*

Objectives

The lead discipline of this unit is mathematics. Much of the observation of patterns will be collected as qualitative data, including illustrations of the Sun, Moon, seasons, and how animals adapt to these changes. The goal for this problem-based learning unit is for students to learn and demonstrate their knowledge about weather patterns and how animals on Earth adapt to their changing environment. Students will learn to:

- understand change and observable patterns of weather that occur from day to day and throughout the year
- make connections that change is something that happens to many things in the environment based on observations made using one or more of their senses
- summarize daily weather conditions noting changes that occur from day to day and compare weather patterns that occur from season to season
- learn about animal characteristics and how they adapt to their environment

Standards Alignment

Next Generation Science Standards	Indiana Academic Standards <i>Math</i>	Indiana Academic Standards <i>ELA</i>
K - ESS2- 1. Use and share observations of local weather conditions to describe patterns over time.	PS.7 Look for and make use of structure.	K.RL.1 Actively engage in group reading activities with purpose and understanding.
K - ESS3 - 1. Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live	PS.8. Look for and express regularity in repeated reasoning.	K.RN.2.1 With support, ask and answer questions about important elements of a text.
K - PS3 - 1. Make observations to determine the effect of sunlight on Earth's surface. Discuss and describe different types of weather.	K.M.1 Make direct comparisons of the length, capacity, weight, and temperature of objects, and recognize which object is shorter, longer, taller, lighter, heavier, warmer, cooler, or holds more.	K.RN2.3 With support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

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<p>K - LS1 - 1. Use observations to describe patterns of what plants and animals (including humans) need to survive.</p>	<p>K.M.2. Understand concepts of time, including: morning, afternoon, evening, today, yesterday, tomorrow, day, week, month, and year. Understand that clocks and calendars are tools that measure time</p>	<p>K.W.5 With support, build understanding of topics using various sources - identify relevant pictures, charts, grade appropriate texts, personal experiences, or people as sources of information on a topic.</p>
	<p>K.DA.1 Identify, sort, and classify objects by size, number, and other attributes. Identify objects that do not belong to a particular group and explain the reasoning used</p>	<p>K.W.4 Apply the writing process to: -revise writing by adding simple details; review writing for format and conventions -use available technology to produce and publish writing.</p>

21st Century Skills

21st Century Skills	Learning Skills & Technology Tools	Teaching Strategies	Evidence of Success
21st Century Interdisciplinary Themes	Global Awareness Civic Literacy	Teachers will allow students to explore weather patterns in other parts of the world.	Students will tell if they have traveled to different locations around the earth and if they have experienced different weather patterns.
Learning and Innovation Skills	Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration	Using the 4Cs, teachers will launch a challenge to create an improved habitat for animals at the Petting Zoo.	Students will collaboratively think about the needs of a newborn farm animal. They will be creating a presentation called the Petting Zoo infomercial and will be able to use their creativity.
Information, Media, and Technology Skills	Information Literacy Media Literacy ICT Literacy	Teachers will use several different web resources and books to build students' background knowledge for this project.	Students will learn more background knowledge using the website resources and books to design their final product.
Life and Career Skills	Flexibility and Adaptability Initiative and Self-Direction	Teachers will monitor students engaged in collaborative projects to assess their group	Students will work together to make a plan for their projects throughout the unit. Students will work effectively

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	Social and Cross-Cultural Skills Productivity and Accountability Leadership and Responsibility	cooperation skills and leadership skills.	in collaborative groups and be clear about roles of each member.
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Assessment Plan

Group Products	<ul style="list-style-type: none"> ● Petting Zoo - Calendar of Events created by the class (photo calendar with students drawings representing the seasonal change and how animals will adapt to the changes) ● Infomercial to advertise the Calendar of Events at the Petting Zoo - video presentation ● Graph of weather patterns throughout the unit. ● Model of an improved habitat for one of the Petting Zoo animals and an engineering design of one enhancement to the habitat.
Individual Products/Deliverables	<ul style="list-style-type: none"> ● Graph daily weather and use it to compare patterns. Explore ways we can use materials to decrease the temperature of an area from the Sun. Graph weather over a period of several times throughout the year. Compare weather patterns using graphing data. ● Choose a favorite animal and build a model habitat for it. ● Create a calendar representing the seasonal change.

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ATTACHMENT H - Sample Lessons

Kindergarten Sample Reading Lesson Plan

Unit Theme: Introduction to Inquiry	
Unit alignment to Indiana State Standards	<i>Concepts of print</i>
	K.RF.2.1 - understanding that print moves from left to right, top to bottom
	K.RF.2.2 - recognize that written words are made up of letters
	K.RF.2.3 - words combine to form sentences
	<i>Phonological Awareness</i>
	K.RF.3.1- identify and produce rhyming words
	K.RF.3.2 - pronounce, blend, and segment words into syllables
	K.RF.4.1 - decode the sound of each consonant
	K.RF.4.2. - blend CVC to make words
	K.RF.4.4 - read high frequency words
	<i>Literature</i>
	K.RL.2.1 - ask & answer questions about main topics and details
	K.RL.2.4 - make predictions about what will happen in a story
	K.RL.3.2 - define author and illustrator
	<i>Writing</i>
	K.W.2.2 - Write by moving from left to right, top to bottom
K.W.3.3 - Use words and pictures to narrate a single event or simple story	
Unit Guiding Questions	What is inquiry? How do we use our senses to inquire about the world around us? Why is inquiry useful in our world?
Cross-content connections	
Unit Assessment	<i>Student Inquiry Books:</i> In small groups (with teacher support), students will select a zoom picture of interest and complete an inquiry study to identify and describe the item. Students will then create a class book of their items, displaying their understanding of concepts of print, then writing and illustrating their inquiry project. Projects should explore all five senses to describe item. <i>Five Senses Class Fair</i> As a class, design a fair that allows attendees to use their senses to explore and inquire about different items from the school community.
Lesson Vocabulary	<i>Inquiry curiosity passion prediction</i>
Lesson Objectives	SWBAT define inquiry and explain how it is useful in their world. SWBAT define prediction and apply a thinking framework to make predictions about a text.
Anticipatory set	Students will view <i>WatchKnowLearn</i> video, "Discovering Science Around Us" (1:19) and turn-and-talk about three things that interested them from the video. In whole group share out, TW introduce the vocabulary term <i>inquiry</i> and provide definition. TW explain to students that <i>inquiry</i> is the act of asking questions or looking for information. TW explain that asking questions and looking for information helps us learn more about the world and grow our brains. Students who seek information and learn lots

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	of new things can develop a <i>passion</i> , or something they like and are very drawn to. "Passionate & curious people can change the world!"	
Lesson Introduction	<p>TW share that she is going to read a story about a student who used inquiry to develop a passion that impacted the world. TW explain that she is going to make predictions before, during, and after reading about the text to better understand the story.</p> <p>TW read, "Ron's Big Mission". TW model making a prediction about the text, using an anchor chart. TW invite students to make predictions about text.</p>	
Rotations:	<i>Blended Learning:</i>	SW utilize Lexia Core 5 to practice rhyming words & individualized learning goals
	<i>Teacher Table:</i>	TW remind students that making predictions help them better understand a story. TW ask students to share predictions about their leveled text using the anchor chart. SW picture walk text to make predictions and then listen/read the text and adjust predictions.
	<i>Small Group/Independent Work:</i>	SW select a learning activity from their leveled learning menus: Rhyming: SW use pictures and words to identify rhyming sounds. SW highlight/box letters that are the same at the end of each word to identify patterns.
		Sight Word: SW play Busted! Sight word game with a partner. SW record the words they missed on index cards for future practice.
	Independent Reading: SW use ipads to read independently from their LightSail leveled library. SW complete predictions graphic organizer for the text they choose.	
Lesson Closing:	<p>SW preview tomorrow's read aloud text cover and use graphic organizer to make predictions. SW turn and talk about their predictions and what clues they saw to make that prediction.</p> <p>Teachers and students will review lesson vocabulary and preview tomorrow's vocabulary words.</p> <p>Teacher will explain that students will continue to explore <i>inquiry</i> during STEM & math block to help them better understand and describe the world around them.</p>	

5nd grade Sample Lesson

Unit Theme: Sustainable Systems - composting	
Unit alignment to Indiana State Standards	<i>Life Science</i>
	5.3.1 – Observe and classify common Indiana organisms producers, consumers, decomposers, predator and prey based on their relationships and interactions with other organisms in their ecosystem.
	5.3.2 – Investigate the action of different decomposers and compare their role in an ecosystem with that of producers and consumers
	5.RN.2.2 – determine two or more main ideas and explain how they are supported by key details
	5.RN.4.1 - Explain how an author uses reasons and evidence to support claims in a text, identifying which reasons and evidence support which claims.
Unit Guiding Questions	<p>What is composting?</p> <p>What are the elements and processes of good composting?</p> <p>What benefits does composting present to the community?</p>

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	<p>What are the barriers to composting in urban communities? What is a viable solution to the identified barriers to composting given the constraints of material, time, & cost? What key messages will invest an urban community in composting?</p>
Unit Assessment	<p><i>Students will devise a protocol for making compost from the excess of water and food from the school cafeteria. Students will also develop a marketing campaign to encourage students and staff to take part in the program.</i></p>
Cross-content connections	<p>ELA: Students will learn how to develop a marketing campaign to encourage students and staff to take part in their compost program. Students will develop materials from research and experiences for the purpose of presenting a position.</p> <p>Math: Students will calculate the savings in disposal costs, as well as in the repurposing of the compost to fertilize future gardens. Students will also measure and present data, such as soil temperature, pH, odor, and level of moisture.</p> <p>Social Studies: Students will learn about landfills and other areas in the U.S. and world that garbage is dumped and the implications for human life.</p> <p>Engineering: Students will innovate and create a process, and test and analyze the effectiveness of the process. Students will make final recommendations in a technical report to be submitted to a particular audience.</p>
Lesson Vocabulary	<p><i>Ecosystem habitat organisms producer consumer decomposer</i></p>
Lesson Objective	<p>SWBAT define ecosystem and generate examples. SWBAT name the five components of ecosystems SWBAT describe how living organisms interact with one another in an ecosystem</p>
Introduction:	<p>TW build upon students' background knowledge of plants and habitats from previous units through a class discussion. TW explain that today's research will allow them to understand that ecosystems are an extension of habitats.</p> <p>TW inform students that they will be expanding their relationship with Growing Places Indy by participating in a marketing campaign at the end of this unit that supports their work and will strengthen our edible schoolyard.</p>
Inquiry:	<p>TW take the students to a natural area at the school. Use a vegetated or grassy area that is big enough to explore and ask the students to look around and examine the surrounding area. What is available to make a habitat? For what living creatures? Give them a few minutes to look and discuss.</p> <p>Once they have reviewed habitats, students will split into groups and begin exploring different marked areas. Before digging, TW ask them to write what they predict they will find in their plots – both above and below ground - and how these living these will interact with each other.</p> <p>SW examine the different living organisms, vegetation, interactions, and dig up small samples of soil and put these in aluminum pans for examining with magnifying glasses. record in a chart form in their journals what they find under these headings:</p> <ul style="list-style-type: none"> • Living • Non-living • Uncertain • Interactions <p>Return to the outdoor classroom space to discuss what was in each plot – the living things, non-living & their interactions. What different vegetation, microorganisms, & insects did each group find? What was different/similar between the different areas? Are</p>

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	<p>there interactions between the different plots, beyond that of the individual plots? TW discuss that that soil is more than just sediments. It is home for a host of living organisms; composed of organic matter that yields nutrients, and it also provides growing medium for plants.</p>
Guided Instruction	<p>TW explain that students have been studying ecosystems. TW ask students to define "ecosystem". An ecosystem is: An ecological community together with its environment, functioning as a unit. It is the living and non-living things existing together in an area, interacting with one another. <i>Examples – a pond, a woodland, a prairie, your backyard, the schoolyard.</i> SW work together to try and identify the components of an ecosystem. <i>These components are: soil, atmosphere, solar radiation, water, all other non-living things, and living organisms.</i> TW ensure students understand the meaning of each term.</p>
Learning Activity:	<p>TW review that there are different kinds of living organisms: producers, consumers, & decomposers. TW choose one ecosystem that students know well. Each student will get a card that has written on it "producer, consumer, decomposer, or non-living thing." Each student will then write on his or her card a representative from that category (i.e. if a student is assigned to be a consumer, s/he will write down an animal to be from that category).</p> <p>The students will stand in a circle holding their cards for everyone to student to see. The first students will toss the ball of yarn without letting go of one end to another student who has the card of something that the first student's organism would get energy from or would give energy to. The second student, while holding onto the yarn, tosses on to a student whose organism would give/get energy and on until everyone has been is holding part of the yarn. This makes a food web and allows the students to see the ecosystem. All of the parts from the ecosystem are represented and are connected to everything else.</p>
Closure:	<p>Journal: Choose an animal with which you are very familiar. (It may be one that we've discussed in class or that you have studied on your own.) Draw the animal in its habitat. Draw that habitat in its ecosystem. Identify living & non-living things and a food web of which your animal is one part. Class discussion. SW preview upcoming vocabulary for tomorrow's lesson.</p>

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ATTACHMENT I – Data Analysis Meetings

FOUR STEPS FOR DATA-DRIVEN ANALYSIS MEETINGS: Leading Effective Meetings around Interim Assessment Results

	LEADER SHOULD BRING:	TEACHER SHOULD BRING:
What to Bring	<ul style="list-style-type: none"> Laptop with Six-Week Action Plan Copies of Interim Assessments and Results Teacher’s Assessment Analysis Pre-planned question script for meeting 	<ul style="list-style-type: none"> Laptop with Six-Week Action Plan Copies of Interim Assessments and Results Teacher’s Assessment Analysis
1 Praise	Starters	
	<ul style="list-style-type: none"> “I reviewed your data and your deep analysis carefully. Congratulations on the improvement on ___ from last time.” (Include quantitative data on specific standards/students). What made you successful? How did it feel? 	
2 Probe	Probing Analysis – Deep Dive On Key Standards	
	<p>Teacher presents hypothesis; Leader checks for alignment with own analysis</p> <ul style="list-style-type: none"> “So...what’s the data telling you?” <p>Differentiated response to teacher hypothesis:</p> <ul style="list-style-type: none"> Level 1: Teacher drives, leader affirms Level 2: Leader’s hands on the wheel (scaffolds with data focusing) Level 3: Leader brakes and hands on the wheel (data focusing and realigning) Level 4: Leader drives (models or leads with realignment comments) <p>Realignment comments:</p> <ul style="list-style-type: none"> “When I looked at the data, one of the trends I noticed was ___, which was addressed by question numbers __, __, and __.” “We should/need to focus on...” <p>Data-focusing Comments:</p> <ul style="list-style-type: none"> “Let’s look at question __. Did all students choose the same wrong answer?” “Compare results on question __ to your predictions.” “What are students doing wrong here? What misunderstandings are revealed?” What did the students need to be able to do to get that question right? How was this more than what they are able to do with you in class?” What’s so interesting is that they did really well on question # __ but struggled with question # __ on the same standard. Why do you think that is?” 	
3 Action Step	Make explicit action steps – review six-week plan	
	<ul style="list-style-type: none"> “What should students do when they hit this struggle next time?” “Let’s talk through what a re-teach lesson on __ might look like. What will be different about your approach to teaching __? What does that look like (that worksheet/re-teaching lesson?)?” “What needs explicit instruction? How will you CFU and assess mastery?” [When new analysis/action is proposed] “Let’s summarize action steps and add them to your plan.” Address within 1-2 weeks if it is a major concern 	

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4 Follow-up	Schedule follow-up
	<ul style="list-style-type: none"> • Check off standards on six-week plan • Schedule a time for the leader to see the plan in action • Consider what support the leader can provide in terms of observation or PD • “For the next meeting, please bring: [choose – exit slips, independent work, video, quiz, etc.]”
Six-week Action Plan	Build six-week action plan
	<p>DETERMINE THE WORK FOR WHOLE GROUPS & SUBGROUPS:</p> <ul style="list-style-type: none"> • What standards to teach in whole group, small groups, or individual support <p>MAKE EXPLICIT ACTION STEPS FOR EACH STANDARD:</p> <ul style="list-style-type: none"> • <i>Explicit instruction:</i> What would I have to teach to overcome these misunderstandings? How will that teaching be different than the last time? • <i>Assignments/Activities:</i> What assignments/activities will students need to practice this new skill to the point of mastery? • <i>Assessment/Checks for Understanding:</i> Where will I build in assessments/checks for understanding during the lesson itself?
Focus for Struggling, SPED, ELL Students	<p>REPEAT THE PROCESS FOR STRUGGLING, SPED, & ELL STUDENTS:</p> <p><i>Analysis:</i></p> <ul style="list-style-type: none"> • Sort data by students’ scores – are there questions that only these students are getting wrong? • What are all the steps the students need to take to answer these questions correctly? • Which of these steps need to be made more explicit to the students? <p><i>Action planning:</i></p> <ul style="list-style-type: none"> • What sort of practice do the students need to master this standard – heavy repetition of computational skills? Following a multi-step protocol? • What are the standards that will be reviewed/retaught for the whole class? • Are the struggling students’ misunderstandings different than the rest of the students? • What additional support/steps will the struggling students need when these standards are being reviewed?

PRE-WORK FOR DATA-DRIVEN ANALYSIS:

Setting up effective meetings around interim assessment results

Before Assessment	BEFORE ASSESSMENT	
	<p>LEADER:</p> <ul style="list-style-type: none"> • <u>PD (timing flexible)</u>: Lead teachers to receive model of how to do deep analysis and complete six-week action plan, and see models of effective and ineffective analysis meetings. 	<p>TEACHER:</p> <ul style="list-style-type: none"> • <u>Six Weeks Prior</u>: Teachers review assessments and plan towards the rigor of those assessments. • <u>A Few Weeks Prior</u>: Teachers predict performance on each assessment question.
Post-Assessment	POST-ASSESSMENT	
	<p>LEADER:</p> <ul style="list-style-type: none"> • <u>Meeting Preparation</u>: Leader analyzes teacher results and six-week action plan: 	<p>TEACHER:</p> <ul style="list-style-type: none"> • <u>Deep Analysis</u>: Teachers complete deep analysis of results prior to meeting, trying to answer fundamental

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	<ul style="list-style-type: none"> - Determine 1-2 core standards requiring deeper analysis or more effective, explicit action steps - Gather past observation evidence relevant to student struggles - Script questions to get the teacher to improve analysis and/or action steps for 1-2 core standards • <u>Content Expertise</u>: If the leader lacks content knowledge, ID expert within/outside of school to guide deep analysis 	<p>questions:</p> <ul style="list-style-type: none"> - What was not learned? - Why didn't the students learn it? - What are the priorities for the six-week action plan and re-teaching? <ul style="list-style-type: none"> • <u>Teacher Action Plan</u>: Teachers complete six-week action plan
Deep Analysis of Results	DEEP ANALYSIS	
	<p>MAKE A HYPOTHESIS:</p> <p><i>Look at specific questions:</i></p> <ul style="list-style-type: none"> • Did students all choose the same wrong answer? Why or why not? • What misunderstandings are revealed: what were students doing wrong here? • What are all the steps students needed to be able to do to answer this question correctly? Where did student mastery break down within those steps? <p><i>Look within standards:</i></p> <ul style="list-style-type: none"> • On questions that measured the same standard, were students better on some questions than on others? • If so, why? What are the differences in difficulty between those questions? <p><i>Compare similar standards:</i></p> <ul style="list-style-type: none"> • Do the results on one standard influence the other? <p><i>Test your hypothesis:</i></p> <ul style="list-style-type: none"> • Review student work – do their errors match your hypothesis of why they are struggling? • Ask students how they solved a problem; so their errors match your hypothesis? 	

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ATTACHMENT J – Family Survey Questions

<i>Overall School Climate</i>
Overall, I am satisfied with this school.
I am proud that my child attends the school.
The school has a positive impact on my child’s character.
The school has a positive impact on my child’s academic performance.
I am satisfied with the length of the school day.
I would recommend the Innovative Network School to other families.
Parents are actively involved with the school.
Parents are involved in making important school decisions.
The school communicates with families openly and respectfully.
Healthy
The school supports the health and well being of my child.
The school provides opportunities to collaborate in promoting health and wellness for my child
Safe
The school is clean and in good repair.
My child feels safe at this school.
The school is having a positive impact on my child’s conduct/behavior.
The school rules are fair.
Engaged
The school provides learning opportunities that are interesting to my child and has motivated them to learn.
The school offers a variety of learning experiences.
The teachers make their lessons relevant to my child’s culture and background.
I am satisfied with the extracurricular activities at the school.
Supported
The teachers at this school are excellent.
The teachers have built strong relationships with my child.
I am well informed about how my child is doing in school.
The teachers and staff model strong character for my child.
Challenged
Teachers at this school set high standards for students.
Teachers assign high-quality homework that helps my child learn.
The school has helped my child learn how to manage his or her time.

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ATTACHMENT K - Sample Teacher Profile

Teachers hold primary responsibility for the implementation and development of the school curriculum and the success of its students. Therefore, the Innovative Network School seeks teachers who are committed to continuously improving curriculum and instruction through collaboration as part of a team.

QUALIFICATIONS

- Drive to improve the minds and lives of students in and out of the classroom;
- Proven track-record of high achievement in the classroom or other field;
- Mastery of and enthusiasm for academic subjects;
- Evidence of self-motivation and willingness to be a team player;
- Bachelor's degree is required
- Experience in project-based learning or STEM preferred

SPECIFIC RESPONSIBILITIES

- Implement curricula and activities to meet academic standards;
- Design and implement assessments that measure progress towards academic standards;
- Design and implement rigorous & relevant project-based learning experiences that integrate STEM and other content disciplines
- Use assessment data to refine curriculum and inform instructional practices;
- Participate in collaborative curriculum development, grade-level activities, and school-wide functions;
- Provide consistent rewards and/or consequences for student behavior;
- Be accountable for students' mastery of academic standards;
- Communicate effectively with students, families, and colleagues;
- Participate in an annual two-week staff orientation and training;

ATTACHMENT L – Teacher Evaluation Rubric

Framework for Excellent Teaching

Recognition: This framework is adapted from the KIPP Framework for Excellent Teaching developed in collaboration with Achievement First, Uncommon Schools, YES Prep Public Schools, and Relay Graduate School of Education as well as the following resources: *The Skillful Teacher* by John Saphier, Kim Marshall's Rubrics, *Star Teachers* by Martin Haberman, *Teaching as Leadership* from Teach for America, *Teach Like a Champion* by Doug Lemov, and *Character Strengths and Virtues* by Martin Seligman and Chris Peterson.

Our Center:

- *Student growth and achievement:* Excellent teaching means students learn, grow, and achieve transformative outcomes.
- *Beliefs and character:* An excellent teacher is committed to our mission. He constantly pursues becoming a better person, just as he supports students in this pursuit. He understands that his beliefs and character affect who he is, his impact on and relationship with others, his classroom environment, how he teaches, and what he knows.

The Four Elements of Excellent Teaching:

- Self and Others: Excellent teaching requires understanding of oneself, one's connection to others, and a growth mindset that allows the teacher to take ownership for the success of all students.
- Classroom Culture: In an excellent classroom culture, the teacher focuses on countless tangible and intangible details in the space to create an environment where students are both joyfully engaged and meaningfully on task while concurrently taking ownership for their individual and collective successes in school and in life.
- The Teaching Cycle: Excellent teaching means planning and executing rigorous, engaging lessons that fit into a logical scope and sequence, as well as using data to assess mastery of objectives and movement toward big goals for student achievement and growth.
- Knowledge: Teaching is an art and a science. As the artists and scientists, we are responsible for building our understanding of child development, pedagogy, and content. We are responsible for knowing what we are teaching, how it fits in a PreK-16 continuum, and to whom we are teaching.

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BELIEFS AND CHARACTER

I believe that...

- A. All children can and will learn.
- B. Accountability begins and ends with me.
- C. Differences among people exist and are a source of strength.
- D. The future matters; so does every moment between now and then.
- E. When there are problems, we find solutions. When there is a better way, we find it. When a teammate needs help, we give. When we need help, we ask.
- F. With deliberate practice, I can constantly become a better teacher.
- G. We are a team and family. We teach in schools and communities, not just in classrooms.

An excellent teacher...

- A. Has **grit** – completes something despite obstacles.
- B. Is **zesty** – finds passion, joy, and adventure in the work.
- C. Demonstrates **self-control** - regulates what one feels and does.
- D. Shows **curiosity** – takes an interest in experience for its own sake.
- E. Displays **understanding** – is aware of motives and feelings of other people and oneself.
- F. Has **gratitude** – takes the time to express thanks.
- G. Demonstrates **love** – values close relationships with others.
- H. Models **integrity** - speaks the truth and presents oneself sincerely and genuinely.
- I. Lives each day **optimistically** - expects the best in the future and works to achieve it.
- J. Exhibits **creativity** - comes up with new and productive ways to think about and do things.
- K. Exemplifies **citizenship** - works well as a member of a group or team.
- L. Remains **open-minded** - examines things from all sides without jumping to conclusions

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SELF AND OTHERS

1.1 Self-awareness and self- adjustment	An excellent teacher... A. Grows B. Calibrates emotions even when pushed and adjusts tone C. Manages time, energy, and attitude D. Recovers physically and renews emotionally and mentally
1.2 Continuous learning	A. Seeks feedback and data early and often and adjusts B. Researches, observes, experiments, shares, and collaborates C. Sets and achieves big and small goals for professional growth D. Takes advantage of learning experiences both in and out of school
1.3 Building relationships	A. Treats colleagues, students, and families as people first and works to make them feel known, loved, and valued B. Intentionally seeks to know others and to let others know them C. Engages in genuine conversations with colleagues and families even when difficult D. Notices and intentionally takes advantage of opportunities to strengthen relationships
1.4 Cultural competence	A. Seeks understanding of and honors the vast similarities and differences of student cultures, social contexts, and communities we serve B. Considers cultural connections and differences between oneself, students, families, and colleagues when planning and executing lessons C. Labels personal biases and seeks to overcome them D. Deftly adapts lessons and units to exploit teachable moments and correct cultural misunderstandings
1.5 Communication	A. Actively listens to others, and responds with a positive tone B. Communicates with genuine warmth C. Writes clearly and concisely, with appropriate tone and grammar D. Communicates praise, feedback, and concerns directly to students, families, and colleagues
1.6 Professionalism	A. Is an involved member of teacher teams and extra-curricular activities B. Carries out assignments conscientiously and punctually C. Is invariably ethical and honest and respects confidentiality D. Presents as a consummate professional who observes appropriate boundaries in manners and attire.

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CLASSROOM CULTURE

2.1 Expectations	Excellent teaching means that the teacher... <ul style="list-style-type: none">A. Consistently communicates: ‘this is important;’ ‘you can do it with hard work;’ ‘I will not give up on you’B. Insists that students take risks, make and learn from mistakes, and admit confusionC. Lets students know what academic and character excellence looks likeD. Provides real-time and specific affirming and adjusting feedback about academics and character to students
2.2 Investment	<ul style="list-style-type: none">A. Designs the physical space to make it inviting, purposeful, and a reflection of the students in the roomB. Ensures students can explain the why for every action, activity, and artifactC. Provides students with opportunities to make choices and to influence classroom cultureD. Connects the learning to larger concepts and provides real-world application
2.3 Systems and routines	<ul style="list-style-type: none">A. Designs efficient behavioral and academic systemsB. Models and practices systems until they are masteredC. Maintains a clean and organized classroom spaceD. Anticipates challenges that individual students may have with some routines and systems and makes adjustments
2.4 Management and discipline	<ul style="list-style-type: none">A. Implements a classroom behavior management plan with the goal of 100% of the students meeting 100% of the expectations 100% of the timeB. Administers consequences that logically connect to the behaviorC. Uses a calm but firm tone when addressing inappropriate behaviorD. Uses a variety of techniques to capture and maintain mutual respect and attention for the students
2.5 JOY!	<ul style="list-style-type: none">A. Exudes a love of teaching and learningB. Nurtures curiosity and a love of learningC. Smiles and laughs regularly and brings humor and zest to the workD. Celebrates success

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THE TEACHING CYCLE

3.1 Big Goals	Excellent teaching means that the teacher...
	<ul style="list-style-type: none"> A. Establishes and refers to measurable, challenging, year-long goals for student growth and achievement B. Breaks big goals into manageable and measureable chunks C. Regularly tracks and communicates progress with students and families D. Connects big goals to student experiences or future opportunities
3.2 Lesson planning	<ul style="list-style-type: none"> A. Backwards plans to create: assessments, goals, scopes and sequences, enduring understandings and essential questions, unit plans, objectives Plans a daily objective that is achievable, rigorous, and measurable B. Plans a daily objective that is achievable, rigorous, and measurable C. Establishes clear criteria for success D. Breaks content down in to clear, accessible ideas E. Connects the current lesson plan to past and future material as well as other content areas F. Explicitly differentiates and groups kids in the plan G. Develops compelling hooks throughout the lesson H. Writes an aligned agenda
3.3 Rigor	<ul style="list-style-type: none"> A. Makes students explain and defend their answers, even when they are correct B. Insists on all-the-way correct answers from students orally and in writing C. Clearly communicates what mastery and excellence looks like D. Spirals and scaffolds up down and across Bloom’s Taxonomy
3.4 Lesson execution	<ul style="list-style-type: none"> A. Posts and communicates clear objectives B. Delivers content in a well-organized, clear, accessible manner C. Activates prior knowledge D. Hooks, models, guides, releases, and closes E. Creates external indicators that the brain is on-task F. Works with small, differentiated groups to ensure mastery G. Uses a variety of methods to review and practice skills already mastered H. Provides each student with timely, structures academic feedback
3.5 Ratio	<ul style="list-style-type: none"> A. Frequently engages all students in opportunities to think, speak, and write B. Uses a variety of strategies to increase thinking and talking by students C. Ensure that partner and group work is structured and accountable D. Employs economy of language and action
3.6 Pacing and timing	<ul style="list-style-type: none"> A. Sets, communicates, and keeps pace during class time B. Uses brisk and smooth transitions throughout C. Plans for periods of active and passive engagement D. Adjusts lesson timing as appropriate to meet the needs of all students

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THE TEACHING CYCLE

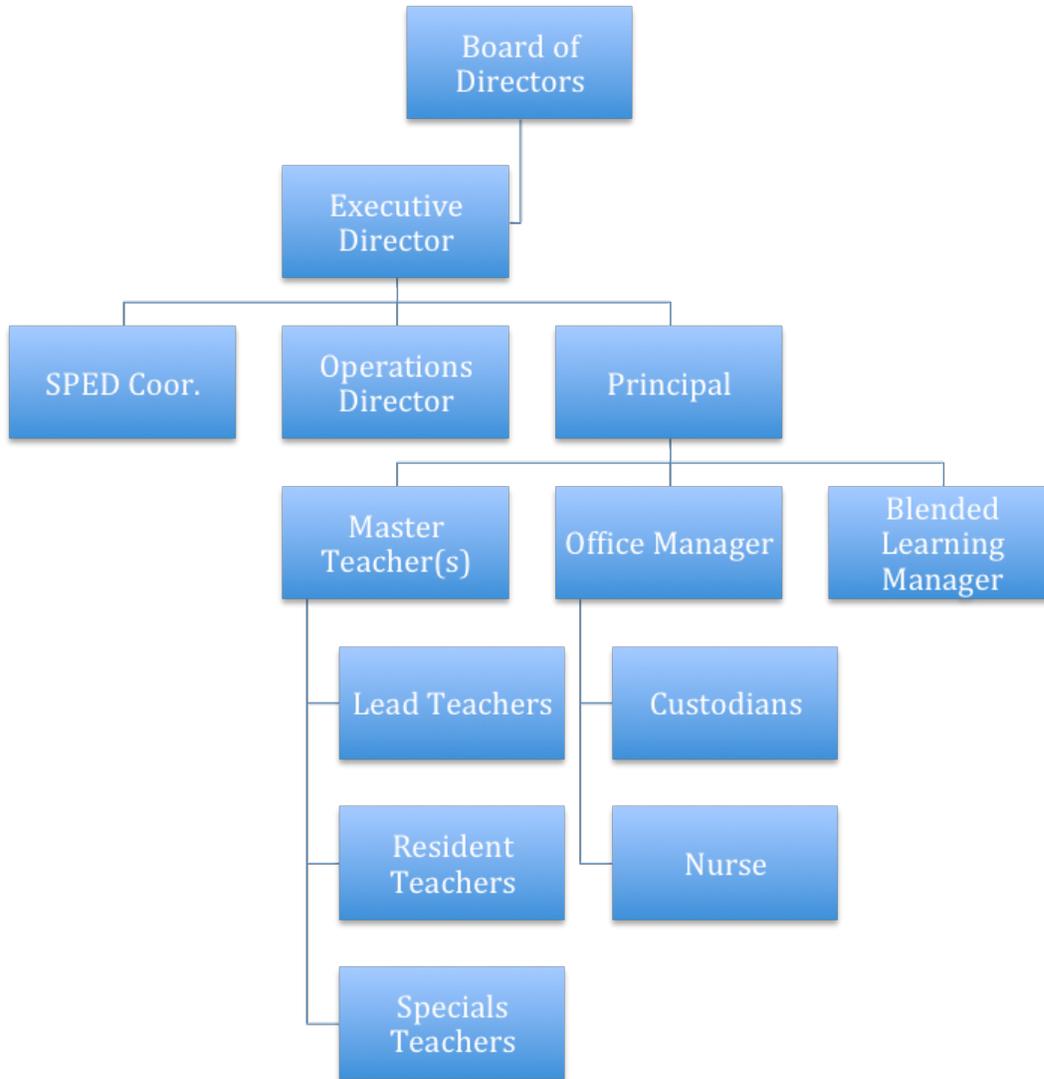
<p>3.7 Assessment</p>	<p>A. Creates or obtains standards-aligned formative and summative assessments B. Administers diagnostics that determine what students know and do not know to inform planning C. Uses a variety of individual and whole group methods D. Varies questioning strategies E. Assesses all students against each lesson’s learning objectives F. Plans unit assessments and weekly assessments that are appropriately spiraled, scaffolded, and differentiated G. Administers quarterly interim assessments and uses data to drive instruction H. Adapts, accommodates, and modifies assessments for students with special needs</p>
<p>3.8 Analysis and action</p>	<p>A. Immediately uses data from CFUs to correct misconceptions B. Tracks and analyzes assessment data regularly to drive short and long-term planning, re-teaching, and differentiation C. Communicates what, when, and how assignments will be graded D. Provides each student with timely, structured academic feedback</p>

KNOWLEDGE

<p>4.1 Child Development</p>	<p>Excellent teaching means that the teacher... A. Uses knowledge of the developmental ranges of what students can do academically to inform planning B. Knows the developmental ranges of what students can do behaviorally and uses it to make decisions C. Knows what students care about and how they form relationships D. Knows how to empathize and adjust to meet academic and emotional needs</p>
<p>4.2 Content Knowledge</p>	<p>A. Knows the essential content, concepts and big ideas of the discipline well enough to create questions that teach assess them B. Knows what comes in the years before and after his curriculum C. Knows what to expect and how to support our students with special needs D. Knows what he, as a teacher, does not know and asks for help</p>
<p>4.3 Literacy for everyone</p>	<p>A. Models thoughtful, joyful, and accurate reading, writing, and speaking B. Uses knowledge of students’ literacy experiences, reading levels, and interests to plan lessons regardless of the subject C. Models pre-reading, reading, and post-reading strategies D. Provides students with varied opportunities to express their thinking orally and in writing</p>
<p>4.4 Differentiation</p>	<p>A. Knows the learning styles and academic strengths and weaknesses of each individual student B. Accelerates and remediates for students starting at their learning edge C. Varies teaching strategies, styles, and activities to ensure all students master objectives D. Is resourceful and creative in leveraging a variety of resources to help all</p>

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ATTACHMENT M - Organization Chart



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Attachment N – Leadership

Martin S. Dezelan Resume

Education

BS in Journalism, Butler University, 1990

Occupation

Arthur J. Gallagher, Area Vice President August 2014 – Present

- Leading integration of Dezelan staff and book of business following sale of agency
- Responsible for production of new commercial business
- Leading Public Relations and marketing efforts to introduce Arthur J. Gallagher to Indianapolis community.

Dezelan Insurance Agency, President January, 2006 – August 2014

- Responsible for managing a team of nine
- Primary agency producer, with a focus on commercial insurance, including developers, schools, and not-for-profit organizations
- Responsible for all internal operational issues

Ball State University, Director of Office of Charter Schools January, 2002 – December, 2005

- First full time director of newly created Office of Charter schools
- Developed all processes and procedures for reviewing, approving, and holding accountable, new charter schools authorized by Ball State University
- Primary liaison between College of Education and other areas of the University, including University President
- Traveled the state working with existing schools, start-up schools, and interested organizations
- Directly involved in the approval and opening of eighteen charter schools throughout Indiana

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CURRICULUM VITAE

Kenith C. Britt, Ph.D.

Senior Vice President
Office of Institutional Advancement
Marian University
3200 Cold Spring Road
Indianapolis, Indiana 46222
Email | kbritt@marian.edu
Office | (317) 955.6209
Cell | (317) 224.8485

EDUCATION

Ph.D. Educational Leadership. The Catholic University of America, Washington, District of Columbia. Dissertation: *Identification, description, and perceived viability of K – 12 consolidated Catholic school systems*. Committee: Dr. John Convey (Dissertation Chair and former university provost), Dr. Merylann Schuttloffel (Chair, Department of Education), and Dr. Leonard DeFiore.

M.A. Leadership Studies. Marshall University, Huntington, West Virginia.

B.A. (Cum Laude) Elementary Education, Minor in Mathematics. West Liberty University, West Liberty, West Virginia.

CURRENT POSITIONS

Senior Vice President of Advancement, Marian University, Indianapolis, Indiana. June 2013 – present. (*Originally hired as Vice President of Operations and promoted to Senior Vice President in 2014*)

Marian University is a small, liberal arts institution sponsored by the Sisters of St. Francis, Oldenburg, Indiana. The Senior Vice President of Advancement is a Cabinet-level position and is responsible for planning and implementing strategies to increase awareness, engagement, and support of university priorities. Direct reports to the Senior Vice President include vice president for advancement, major gift officers, alumni relations, annual and planned giving, grants, and advancement services.

Adjunct Faculty, University of Dayton, Dayton, Ohio. June 2012 – present.

The University of Dayton is a Catholic university sponsored by the Marianists and is a doctoral and research institution. The adjunct faculty position held for the last two years has been in the Department of Educational Leadership. This opportunity has led to teaching *Public Relations for School Leaders*, online and face-to-face delivery, to graduate students seeking a Master's of Science degree in Catholic School Leadership.

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PRIOR PROFESSIONAL EXPERIENCE

Executive Leadership

President, Catholic Central School, Springfield, Ohio. 2009 – 2013

Catholic Central School is a Preschool – Grade 12 school system in the Archdiocese of Cincinnati. The President reports to the Catholic Central Board of Limited Jurisdiction and is accountable for the overall financial health and academic effectiveness of the entire school system. Direct reports to this position include the Preschool Director, Elementary Principal, Junior/Senior High School Principal, Business Manager, Technology Coordinator, Facilities Manager, Director of Development, and Director of Marketing and Communications. By working actively with the Board and a core group of donors, much was accomplished during my time as the first President of Catholic Central School. Major accomplishments include: 1) led the strategic planning efforts that focused on clear goals for enrollment, academics, and development; 2) restructured the elementary schools from K-6 schools to grade level schools (K-3 and 3-6); 3) raised nearly \$500,000 to launch a student support program in partnership with Boston College; 5) recruited and worked with alumni chairs to increase annual giving (56% increase, even during a capital campaign); 6) oversaw major capital improvement projects; 7) successfully secured over \$7 M to build a new school, the largest fundraising campaign in the history of the school; and 8) led the design and construction committees through the Guaranteed Maximum Price (GMP) phase of the Construction Manager – At Risk (CM At Risk) delivery approach to the building project.

President, Chippewa Area Catholic Schools, Chippewa Falls, Wisconsin. 2007 – 2009

The Chippewa Area Catholic Schools (now called McDonnell Area Catholic Schools) is a Preschool – Grade 12 school system in the Diocese of LaCrosse. The President reports directly to the Dean of the deanery who represents the pastoral authority of all the supporting parishes. The President also works closely with the local clergy and the school advisory board. Direct reports include Elementary Principal, Middle/High School Principal, Business Manager, Technology Coordinator, Director of Development, and Director of Public Relations. Major accomplishments during my time as President include: 1) established a strategic and financial plan; 2) purchased and implemented a student management system and laptops for all teachers; 3) expanded Spanish language throughout the entire system, including preschool; 4) implemented two key fundraising events; 5) oversaw a major boiler replacement project; and 6) secured over \$4 M in major gifts.

Principal, Our Lady of Fatima Parish School, Huntington, West Virginia. 2003 – 2007

Our Lady of Fatima is a parish school in the Diocese of Wheeling-Charleston. The Principal reports directly to the Pastor, oversees all teaching and support staff in Preschool – Grade 8, handles all of the business functions of the school, raises money to support scholarships and other initiatives, develops and implements enrollment management strategies, and ensures a high quality academic and spiritual environment. Major accomplishments during my service as principal include: 1) starting the first Preschool program; 2) expanding Spanish to include Preschool – Grade 8; 3) raised money for a substantial technology investment to include interactive white boards, laptops, and wireless access in each classroom; 4) increased student enrollment by 50%; and 5) oversaw capital projects including roof replacement, classroom renovations, and property acquisition and renovations for a new media/fine arts center.

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Faculty Appointments

Adjunct Faculty, Ohio Dominican University, Columbus, Ohio. 2013. Class taught: Leading Instructional Learners.

Adjunct Faculty, Ohio University, Ironton, Ohio. 2007. Class taught: Educational Psychology.

Adjunct Instructor, West Virginia Northern Community College, Wheeling, West Virginia. 2003. Class taught: Computer-Aided Drafting and Design.

Teacher, Bishop Donahue High School, McMechen, West Virginia. 2002 – 2003. Classes taught: Algebra I, Geometry, Pre-Calculus, Physics, Computer-Aided Drafting and Design, Basic Programming, and Drama I.

PRESENTATIONS/PUBLICATIONS

Britt, K., and Young, P. (July 2013). From Parish-Based Schools to a Unified System: Sustaining a 150-Year-Old Legacy. Paper presented at the annual *Catholic Education Summit, University of Dayton*. Dayton, Ohio.

Britt, K. (2013). Identification, Description, and Perceived Viability of K – 12 Catholic School Systems. *Catholic Education: A Journal of Inquiry and Practice*, 16 (2).

Britt, K., Finneran, P., and Callahan, M. (October 2011). Catholic School Systems: An Alternative. Paper presented at the bi-annual *Ohio Catholic Education Association Conference*, Columbus, Ohio.

Britt, K. (2009). Last in, first out: Exploring student achievement and retention at a community college in Wisconsin (unpublished).

Britt, K., Felix, W., and Volk, C. (April 2009). Unified Catholic School Systems. Paper presented at the annual *National Catholic Education Association Conference*. Anaheim, California.

Britt, K., Felix, W., and Volk, C. (March 2008). 20 Years of Successful Catholic School Consolidation. Paper presented at the annual *National Catholic Education Association Conference*. Indianapolis, Indiana.

Britt, K. and Volk, C. (June 2008). Unified Catholic School Systems. Paper presented at the annual *Special Programs for Improving Catholic Education Conference*. Boston, Massachusetts.

Britt, K. (2007). The Christian commitment: A phenomenology of lived experience with Catholic Stewardship (unpublished).

BOARD APPOINTMENTS/MEMBERSHIPS

St. Jude Parish Stewardship Committee (Chair). Indianapolis, Indiana

Indiana Non-Public School Association Marketing/Development Committee. Indianapolis, Indiana.

Lehman Catholic High School Board of Trustees. Sydney, Ohio.

United Way Healthy Families Impact Group (Chair). Springfield, Ohio.

Rotary Club. Springfield, Ohio and Indianapolis, Indiana.

United Way Board of Directors. Chippewa Falls, Wisconsin.

Chippewa Falls Mentor Program Board of Directors. Chippewa Falls, Wisconsin

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Dennis W. Casey Curriculum Vitae

Mr. Casey retired from Anthem Blue Cross and Blue Shield in December, 2013 where he served as Senior Vice President for Individual and Group Business. In this role, he was responsible for the growth and profitability of thirteen individual Blue Cross and Blue Shield Companies across the United States. Total revenues from these companies exceed \$25 billion with operating profits in excess of \$2.2 billion. His responsibilities included the management of thirteen Plan Presidents, development and implementation of strategic initiatives for each organization, product strategy for group and individual markets, pricing and underwriting, provider contracting, and government relations. The role is defined by balancing corporate strategic initiatives with local market presence resulting in membership and operating gain growth.

Mr. Casey has 41 years of experience in healthcare financing and related employee benefits businesses. His career began in 1975 as a Group Sales Representative with Nationwide Insurance Company. He was recruited to join American Bankers Life in 1977 as a Group Sales Manager for Life and Disability products. He joined Indiana Blue Cross and Blue Shield in 1980 as Brokerage Sales Manager and served in a variety of sales management positions during the 1980's including Vice President of Sales for Key Health Plan, an HMO owned by Indiana Blue Cross and Blue Shield.

In 1989, Mr. Casey was named President and CEO of Acordia Financial Industry Benefits Inc., a publicly traded subsidiary of Indiana Blue Cross and Blue Shield. The company was a third party administration organization, managed by an independent Board of Directors that was created to expand Indiana Blue Cross and Blue Shield products and services beyond Indiana. The company distributed employee benefit and property and casualty products to and through financial institutions in five states across the southern U.S.

In 1997, Acordia Inc. was sold and Mr. Casey was named Vice President of Sales for Indiana Blue Cross and Blue Shield and subsequently promoted to President in 2000. He served in this role until 2007 when he was promoted to President and CEO of UniCare and Specialty Businesses for Anthem Inc. He was promoted to his most recent role as Senior Vice President for Anthem Inc. in 2009 and served on the Executive Operations Council which oversees the operating and capital investments for the organization.

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Since his retirement in 2013, Mr. Casey founded Sunnyslope Consulting, LLC., a healthcare consulting group that focuses on small and mid size healthcare companies. The firm provides strategic consulting, executive development, financial analysis, and sales support for companies working in both the payor and provider markets. The primary focus of Sunnyslope Consulting is to assist companies in developing growth opportunities in the emerging consumer based healthcare markets.

In addition to his consulting practice, Mr. Casey serves on a variety of corporate and not for profit Boards of Directors. Corporate Boards include Chairman, DDI Ireland, Equian Inc., Indiana Hemophilia and Thrombosis Center Inc., and Health Resources Inc. He also serves on several community and educational based Boards of Directors, including as a founding member of VBP, Indy an Indianapolis based Charter School, Vice Chair, Cathedral High School, and Past Chair of the Indiana March of Dimes. He was appointed by the Indiana Commissioner of Insurance as the Chairman of the Indiana Comprehensive Health Insurance High Risk Pool in 2007, and continues to serve in that role today.

He holds a B.S.B.B.A. in Management from Georgetown University, an M.B.A. from The Kelley School of Business at Indiana University and a C.L.U. from The American College. Mr. Casey is 63 years old, married with three children, and resides in Indianapolis, Indiana. He is an avid golfer and enjoys cycling.

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<u>Ryan C. Marques</u>	
50 North Illinois St. Indianapolis, In 46204	Phone: 317-292-5217 Email: zinebite@yahoo.com Work Email: Rmarques@lewis-kappes.com

<u>Education:</u>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Indiana University Robert H. McKinney School of Law <i>Juris Doctorate</i></td> <td style="width: 40%; text-align: right;">Indianapolis, IN 2010</td> </tr> <tr> <td>Butler University <i>Major: Finance</i> Bachelor of Science</td> <td style="text-align: right;">Indianapolis, IN 2004</td> </tr> <tr> <td><i>Major: Spanish</i> Bachelor of Arts</td> <td style="text-align: right;">2004</td> </tr> <tr> <td>La Universidad de Salamanca <i>Honors Diploma – History (Nivel Superior)</i></td> <td style="text-align: right;">Salamanca, Spain 2002</td> </tr> </table>	Indiana University Robert H. McKinney School of Law <i>Juris Doctorate</i>	Indianapolis, IN 2010	Butler University <i>Major: Finance</i> Bachelor of Science	Indianapolis, IN 2004	<i>Major: Spanish</i> Bachelor of Arts	2004	La Universidad de Salamanca <i>Honors Diploma – History (Nivel Superior)</i>	Salamanca, Spain 2002				
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<u>Work Experience:</u>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Ministry of Foreign Affairs – Portugal <i>Honorary Consul of Portugal</i></td> <td style="width: 40%; text-align: right;">State of Indiana 2014 – Present</td> </tr> <tr> <td colspan="2"> <ul style="list-style-type: none"> Promote Trade, Investment, and Tourism Between the Country of Portugal and the State of Indiana Meet Regularly with State and Local Government Officials and Corporate Leaders to Explain Portugal’s Interest and to Assist Appropriate Parties in Obtaining Information on Policy and Protocol Serve to Protect the Interests of Portugal and its Citizens Living and/or Visiting the State of Indiana Within the Limits Prescribed by International Law Report Directly to the Embassy of Portugal in Washington D.C. and Perform Other Diplomatic Functions as Designated by the Government of Portugal </td> </tr> <tr> <td>Lewis & Kappes, P.C. <i>Attorney at Law</i></td> <td style="text-align: right;">Indianapolis, IN 2010 – Present</td> </tr> <tr> <td colspan="2"> <ul style="list-style-type: none"> Primary Area of Practice: Immigration and International Law Specialization: <ul style="list-style-type: none"> - Employment Based Immigrant Visas (EB-1 through EB-5) - PERM Labor Certification and PERM Special Handling - Employment Based Nonimmigrant Visas (TN NAFTA Professional Workers, E-1 Treaty Traders, E-2 Treaty Investors, H-1B Specialty Occupation, L-1A Intra-Company Transferee Executives or Managers, and O-1 Individuals with Extraordinary Ability or Achievement) - Form I-9 Employment Eligibility Verification Corporate Compliance and Audit Inspection Defense - Asylum and Familial Petitions - Post Conviction Relief - Deportation and Removal Defense (Immigration Court and Board of Appeals) </td> </tr> <tr> <td>The Greater Indianapolis Chamber of Commerce <i>Business Advocacy Manager – Hispanic Business Council</i></td> <td style="text-align: right;">Indianapolis, IN 2007 - 2008</td> </tr> <tr> <td colspan="2"> <ul style="list-style-type: none"> Managed the Chamber’s Hispanic Business Council and was Responsible for the Creation and Implementation of the Chamber’s Nationally Recognized Mentor-Protégé Program which Involved Participation by Fortune 500 and 100 Companies </td> </tr> </table>	Ministry of Foreign Affairs – Portugal <i>Honorary Consul of Portugal</i>	State of Indiana 2014 – Present	<ul style="list-style-type: none"> Promote Trade, Investment, and Tourism Between the Country of Portugal and the State of Indiana Meet Regularly with State and Local Government Officials and Corporate Leaders to Explain Portugal’s Interest and to Assist Appropriate Parties in Obtaining Information on Policy and Protocol Serve to Protect the Interests of Portugal and its Citizens Living and/or Visiting the State of Indiana Within the Limits Prescribed by International Law Report Directly to the Embassy of Portugal in Washington D.C. and Perform Other Diplomatic Functions as Designated by the Government of Portugal 		Lewis & Kappes, P.C. <i>Attorney at Law</i>	Indianapolis, IN 2010 – Present	<ul style="list-style-type: none"> Primary Area of Practice: Immigration and International Law Specialization: <ul style="list-style-type: none"> - Employment Based Immigrant Visas (EB-1 through EB-5) - PERM Labor Certification and PERM Special Handling - Employment Based Nonimmigrant Visas (TN NAFTA Professional Workers, E-1 Treaty Traders, E-2 Treaty Investors, H-1B Specialty Occupation, L-1A Intra-Company Transferee Executives or Managers, and O-1 Individuals with Extraordinary Ability or Achievement) - Form I-9 Employment Eligibility Verification Corporate Compliance and Audit Inspection Defense - Asylum and Familial Petitions - Post Conviction Relief - Deportation and Removal Defense (Immigration Court and Board of Appeals) 		The Greater Indianapolis Chamber of Commerce <i>Business Advocacy Manager – Hispanic Business Council</i>	Indianapolis, IN 2007 - 2008	<ul style="list-style-type: none"> Managed the Chamber’s Hispanic Business Council and was Responsible for the Creation and Implementation of the Chamber’s Nationally Recognized Mentor-Protégé Program which Involved Participation by Fortune 500 and 100 Companies 	
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	<ul style="list-style-type: none"> Actively Worked with the Indiana General Assembly, all Branches of State Government, Marion County - City Council and Other Stakeholders on Issues that Have an Impact on the Central Indiana Hispanic Business Community Lead Development Efforts for Complex Hispanic Business Focused Chamber Programs and Initiatives, Including Program Development, Event Planning, Budgeting, and Communications <p>Indiana Commission on Hispanic/Latino Affairs Indianapolis, IN <i>Economic Development Analyst</i> 2005 - 2007</p> <ul style="list-style-type: none"> Researched and Composed Qualitative and Quantitative Monthly Reports on Economic Development, International Labor Migration, and Minority Business Enterprise Development for Indiana's Hispanic Business Community. Published for Review and Consideration by the Indiana General Assembly Actively Worked with State and Local Government, Community Organizations, and Others Identified as Stakeholders on Issues of Concern to the Hispanic Business and Newly Arrived Immigrant Community Researched, Composed, and Edited the following: Business, Economic Development and Migrant Population Sections of the Commission's First Ever <i>2004-2005 Annual Report</i> to the Indiana State Legislature; The <i>2006 Demographic Overview of Hispanics/Latinos in Indiana</i>; The Health Committee and Tax Issues Committee Sections of the Commission's <i>2005-2006 Annual Report</i> <p>Indiana House of Representatives – Democratic Caucus Indianapolis, IN <i>Legislative Internship</i> 2005</p> <ul style="list-style-type: none"> Assisted Legislators in Meeting Legislative and Constituent Research Responsibilities Drafted Constituent Letters, Position Papers, and Bill Summaries Conducted Research and Analysis on Legislation Concerning Minority Business Enterprises International Economic Development Proposals in the State of Indiana
<p><u>Memberships:</u></p>	<ul style="list-style-type: none"> Indiana University Robert H. McKinney School of Law Alumni Association - Present - Alumni Board Member and Chair of Professional Development Committee Greater Indianapolis Chamber of Commerce – Present - Hispanic Business Council Board Member and Chair of Mentor-Protégé Committee Enlace Charter School Academy – Present - School Board Member Indiana Latino Institute – Present - Board Member American Immigration Lawyers Association – Present - Indiana Chapter Member and Liaison to United States Customs and Border Protection Indiana State Bar Association – Latino Affairs Committee – Present - Committee Member Indiana University Robert H. McKinney School of Law Hispanic Law Society - 2010 - President City of Indianapolis - Board of Zoning Appeals - 2008 - Vice Chair – Division III

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	<ul style="list-style-type: none"> • City of Indianapolis - Mayor Bart Peterson’s Commission on Latino Affairs - 2007 - Advisor on Latino Business Development - Composed Reports and Provided Presentations to the Mayor’s Commission on Issues Concerning Economic Development within the Indianapolis Hispanic Business Community • Butler University Men’s Soccer Team – 2000 – 2004 - Division I Men’s Soccer Four Year Varsity Letter Winner - Personally Established First-Ever Soccer Equipment Drive for Honduras Mission Trip
<p><u>Honors:</u></p>	<ul style="list-style-type: none"> • Super Lawyers – Indiana Rising Star Award (Immigration Law) – 2015 and 2014 • Stanley K. Lacy (SKL) Executive Leadership Series – Class XXXIX • Latino America Who’s Who (Lawyer) - 2014 • Indiana Conference for Legal Education Opportunity Fellow – 2007 • Butler University Athletic Director’s Honor Roll - 2000 – 2003
<p><u>Volunteer/Pro-Bono:</u></p>	<ul style="list-style-type: none"> • Neighborhood Christian Legal Clinic – 2008 (Law Student) - Client Intake - Researched and Gathered Materials Relevant to Cases Assigned in Coordination with Attorney - Prepared Correspondence, Legal Briefs, Pleadings, and Other Documents Under Supervision of Attorney - Area of Concentration: Immigration Law • Indiana State Hispanic Chamber of Commerce – 2005 - 2006 - Chair of Fundraising/Promotion Committee - Worked in Conjunction with the Sagamore Institute for Policy Research with respect to the Study of “Connecting Mexico and the Hoosier Heartland” • United States Senator Evan Bayh – 2005 - Volunteer Assistant to the Director of Hispanic/Latino Affairs - Networked with Hispanic Owned Businesses and Hispanic Churches throughout the Indianapolis Community in Order to Identify Opportunities for Government Support and Hispanic Forum • Honduras Mission Trip – Nuevo Paraiso, Honduras - 2003 - Interpreter (Spanish) for the Native Patients and the Selective Medical Professionals - Painted School Buildings and Interacted with the Nuevo Paraiso Community through Dispersing Soccer Equipment originated from Butler University
<p><u>Skills/Professional Licenses:</u></p>	<ul style="list-style-type: none"> • Tri-lingual – Portuguese and Spanish (Present) • Admitted to Practice Law – U.S. Supreme Court/U.S. Seventh Circuit Court of Appeals/Indiana Supreme Court/U.S. District Court Northern and Southern District of Indiana/United States Department of Justice Executive Office for Immigration Review – Immigration Court and Board of Immigration Appeals • Registered Indiana General Assembly Lobbyist – 2007-2008 • Registered Civil Mediator – Indiana Supreme Court (Present) • Licensed Insurance Producer – Life/Health Insurance (Present)

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<u>Publications and Presentations</u>	<ul style="list-style-type: none">• Co-Author: Recent Immigration “Executive Action” by Obama Administration Includes Help for Employers – Indianapolis Business Journal – November 2014• Co-Author: False Claim to United States Citizenship: An Overview of Various Contexts and Possible Defenses – American Immigration Lawyers Association Article - January, 2013• Co-Editor: Hispanic Business Enterprises in the Greater Indianapolis Areas: Understanding Their Characteristics and Business Development Challenges – August, 2008• Co-Author: Indiana Commission on Hispanic/Latino Affairs Annual Report – March, 2007• Author: Indiana Commission on Hispanic/Latino Affairs Demographic Overview of Hispanics/Latinos in Indiana – April, 2006• Presenter & Guest Speaker: Univision Television and Radio on topic of Hispanic/Latino Business Development (2007 – 2010)• Presenter & Guest Speaker: Testified on numerous occasions before the Indiana General Assembly on proposed Immigration Legislation and Small Business Initiative Legislation (2007 – 2010)
<u>References</u>	Available Upon Request

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Fall 2015

LATONYA M. TURNER

11910 Kelso Drive, Unit 1, Zionsville, IN 46077
317.710.6394 latonya.m.turner@gmail.com

Administrator, Educator and Academic Advisor with history of leading high performance schools and teams. Recognized for ability to design and implement rigorous and relevant curriculum and programs with measurable results in private and public institutions in higher education and K-12. Exceptional interpersonal skills and a track record of building relationships to further an organization's mission. Champion for diverse student populations and challenging conventional standards to consistently improve outcomes and help eliminate educational disparities.

EDUCATION AND CERTIFICATIONS

Indiana State University, Terre Haute, IN, PhD Educational Leadership, Anticipated Completion May 2016

Marian University, Indianapolis, IN, Academy for Teaching and Learning Leadership: Building Level Administrator Program, 2010-2011

Indiana University, Indianapolis, IN, Masters of Arts Education: School Counseling, 1997-1999

Missouri Valley College, Marshall, MO, Bachelor of Arts: Mass Communications/English/Secondary Education, 1982-1986

Active Professional Educator's Licenses: Building Level Administrator P-12, School Counseling

EXPERIENCE

Marian University, Indianapolis, IN, February 2013–Present

Associate Director Academy for Teaching and Learning Leadership, June 2013 – Present

- Oversee the day to day operations for the Building Level Administrators Program and the Masters in Educational Leadership
- Mentor, advise and coach aspiring leaders within the Building Level Administrators Program and Masters in Educational Leadership
- Successfully co-authored a proposal to create a partnership with Indianapolis Public Schools to build a strong pipeline of school leaders who are uniquely qualified and passionate about addressing the needs of IPS

Consultant, February 2013 – June 2013

- Provided support for the Academy for Teaching and Learning Leadership-Building Level Administrators Preparation Program

Charles A. Tindley Accelerated School, Indianapolis, IN, July 2012 – January 2013

Principal

- Transformed culture to improve lines of communication with teachers and parents
- Expanded professional development opportunities to deliver instructional content, data analysis and classroom management best practices for the 30 member teaching staff
- Created standard operating procedures for entering grades and faculty professional development
- Implemented a school wide Title I "push-in" model which allowed for enhanced cultural exposure to the arts and expanded the co-teaching model to benefit scholars

Brebeuf Jesuit Preparatory School, Indianapolis, IN, July 2004 – June 2012

Vice President for Student Life & Leadership, July 2011 – June 2012

- In response to strategic planning initiative split the Principal role into VP for Student Life & Leadership and VP of Academics; reported directly to the President
- Successful authored a proposal to host the Special Olympics of Indiana's 1st Annual Eunice Kennedy Shriver Games year's game which engaged 553 volunteers totaling 2,703 hours with a value of service of \$47,658.27
- Established Student Leadership Advisory Council to create a formalized leadership development system that expanded opportunities beyond the traditional notion of class officers and athletic team captains to encompass community volunteerism and forming new school-based clubs and service opportunities

Principal, July 2007 – June 2011

- Served as educational leader of the school with full responsibility for the development and administration of the academic, co-curricular and formational programs of the school and for the planning, coordination and execution of the school's educational policy
- Reported to President and led 63 member faculty and 7 member administrative teams
- Responsible for annual budget of the Principal's Office which included all academic and co-curricular expenditures

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LATONYA M. TURNER, page 2

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Brebeuf Jesuit Preparatory School, Indianapolis, IN, July 2004 – June 2012, *continued*

Principal, July 2007 – June 2011, *continued*

- In partnership with the Assistant Principal for Academics refined the formal evaluation program to include evaluative areas for professional development and growth focused goals
- The only Indianapolis Archdiocesan school out of 23 within the Indianapolis area to achieve "Four Star School" Recognition; recognized by the IN Department of Education (IDOE) with an "A" performance grade
- Lead Brebeuf Jesuit to its first ever Gold Star Award for its excellence in Academic Counseling
- Received the American School Counselor Association's RAMP Award for schools committed to delivering a comprehensive, data-driven school counseling program; only 1 of 9 schools to receive this national recognition
- Achieved key academic milestones including 99%-100% End of Course Assessment Pass Rate in Algebra1 and English and 69 students named National Merit Semi-Finalists during tenure
- Successfully authored Indiana Department of Education Freeway Accreditation Renewal Application

Interim Assistant Principal for Academic Programming, July 2006 – June 2007

- Partnered with the Interim Assistant Principal for Curriculum and Formation to ensure curriculum was relevant and rigorous; created first formal evaluation program
- Responsible for the daily implementation of academic policies in addition to developing and managing the master and students' schedules, grade reporting, final exams and state testing
- Evaluated courses to ensure they were in compliance with State requirements
- Developed relationships and worked closely with all members of the school community; initiated and led conferences on student and school issues with parents, students and teachers
- Served as Member of Admissions Committee; evaluated all prospective and transfer student transcripts for admission

Director of Academic Counseling, July 2004 - June 2007

- Managed all departmental operations to assist students with the development of a 4-year academic plan and served as resource for teachers, staff and parents regarding the developmental needs of the students; led team of three Academic Counselors and served as Member of the Admissions Committee
- Facilitated student guidance program, including classroom and large group developmental guidance lessons
- Provided individual counseling to meet the developmental, preventive and remedial needs of students
- Assisted teachers with the educational placement of students by using educational assessment strategies and helped students select courses that were appropriate for graduation requirements and career goals
- Interpreted test results and other student data
- Coordinated all academic achievement standardized tests
- Improved efficiencies by computerizing master/student scheduling process
- Successfully co-authored initial Indiana Department of Education Freeway Accreditation Application with Assistant Principal for Academics
- Evaluated courses to ensure they were in compliance with State requirements

International School of Indiana, Indianapolis, IN, August 2001 – June 2004

Guidance Counselor & Health Teacher-High School & Middle School

- Designed guidance program which included academic and college advising
- Counseled students, parents, faculty and staff on students' personal and academic issues; promoted students' academic and career development as well as their social and emotional development
- Designed high school transcript
- Created College Advising handbook
- Co-authored successful IN Department of Education Freeway Accreditation Application with Head of High School
- Established and cultivated beneficial relationships with colleges and universities
- Coordinated all academic achievement standardized tests
- Facilitated training on how to interpret Educational Records Bureau (ERB) data leading to data driven instruction
- Developed and implemented stimulating standards based lessons that met and addressed the Indiana Health and Wellness Standards

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LATONYA M. TURNER, page 3

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North Central High School, Indianapolis, IN, August 1999 – August 2001

Guidance Counselor

- Developed and cultivated strategic relationships with colleges and universities
- Provided personal, academic and college counseling services to over 600 students and fostered their career, social and emotional development
- Coordinated Teen Parent Support Program that provided emotional and social support to teen parents

Purdue University, West Lafayette, IN, August 1995 – June 1997

Assistant Director of Admissions

- Recruited, interviewed, selected and enrolled first-year students
- Served as spokesperson for the University and ensured proper representation at high schools, college fairs & college nights and alumni functions
- Recruited, interviewed, selected and enrolled first-year students with emphasis on minority recruiting
- Served as Member of Enrollment Management team
- Researched, analyzed and prepared trend data for enrollment management decision-making
- Prepared reports and disseminated information to academic units and University administrative staff

Valparaiso University, Valparaiso, IN, July 1992 – August 1995

Assistant Director of Admissions

- Recruited, interviewed, selected and enrolled first-year students
- Served as spokesperson for the University and ensured proper representation at high schools, college fairs & college nights and alumni functions
- Recruited, interviewed, selected and enrolled first-year students with emphasis on minority recruiting
- Served as Member of Enrollment Management team
- Researched, analyzed and prepared trend data for enrollment management decision-making
- Established a partnership with the Gary Public School System to increase African American enrollment
- Partnership was recognized by the University with the establishment of two full scholarships
- Oversaw implementation of New Freshmen Orientation Program

Danville High School, Danville, IL, August 1987 – June 1992

English/Journalism Teacher

- Developed engaging lessons and assessments that aligned with State and National Standards
- Newspaper Advisor

PROFESSIONAL AFFILIATIONS

National Association of Secondary School Principals
Indiana Association of School Principals
Association of Supervision and Curriculum Development
National Alliance of Black School Educators
Indiana School Counselors Association

ADDITIONAL AFFILIATIONS AND PROFESSIONAL EXPERIENCES

Indiana Department of Education Technical Review Assistance Team Member
Independent Schools Association of Central States (ISACS)-Cathedral High School Re-Accrediting Team Member
Indiana Association for College Admissions Counselors (ISCA)-Presenter: Multicultural Recruiting/Counseling

COMMUNITY INVOLVEMENT

Big Sister, Big Brothers Big Sisters of Central Indiana,
Founding Board Member, Indiana Charter Education Foundation, Indianapolis, IN

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Raul E. Zavaleta

CORE COMPETENCIES:

- Strong organizational development skills that produce highly effective teams
- Management style geared to accomplishing results with a sense of urgency tempered and disciplined by a penchant for quality of work
- Innovation and creativity to develop efficient business and operational models
- High integrity and professionalism that earns confidence and trust not only from peers and subordinates, but also from customers, investors, and vendors
- International experience with an excellent understanding of global issues surrounding international business strategies
- Verbal and written fluency in English and Spanish with some understanding of French.

PAST EXPERIENCE:

Cogent Professionals
Indianapolis, Indiana
2015

PARTNER

Joined the company to help transform it into a Contract Research Organization and accelerate its growth.

Indigo Biosystems
Indianapolis, Indiana
2011 – 2014

CEO

Joined this organization first as a consultant and then accepted the position of CEO.

Selected Accomplishments

- Developed a market strategy for the company's flagship product, ASCENT, targeting toxicology and clinical laboratories.
- Negotiated co-marketing agreements with leading instrument companies AB-Sciex and Bruker Daltonics to help sales of ASCENT.
- Raised \$3M to launch ASCENT and 3 years later raised \$8.5M to grow the company to the next level.
- Grew sales over 300% bringing in a blue chip set of customers that adopted ASCENT, including the #1 (Quest Diagnostics), #2 (LabCorp), and #3 (ARUP) clinical laboratories and three of the top five toxicology laboratories, Ameritox, MedTox, and Alere Toxicology.
- Led the conversion of the business model from a perpetual license model to a Software-As-A-Service (SaaS) model.

Maaguzi, LLC
(Now OutcomeLogix
Group of Phase Forward,
Inc.)
Indianapolis, Indiana
2007 – 2009

PRESIDENT AND CEO

Joined this organization first as a consultant and then accepted the position of President and CEO.

Selected Accomplishments

- Developed a market penetration strategy that focused on late phase studies and electronic patient reported outcomes.
- Negotiated agreement among shareholder groups to restructure the equity ownership and convertible loans to a common structure.
- Negotiated agreements with software development partner to pay off overdue payment and restructure development agreement.
- Raised \$3M from current and new private investors to pay outstanding debt and clean up the balance sheet positioning the company for additional

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Volatus Advisors, LLC
Indianapolis, Indiana
2000 - Present

venture capital to take advantage of the company's rich sales pipeline and momentum.

- Negotiated an acquisition by Phase Forward, Inc. (NASDAQ:PFWD) for \$11M in cash. Phase Forward has since been acquired by Oracle Corp.

CO-FOUNDER, PARTNER

Co-founded this organization with the mission to provide consulting services to emerging companies wishing to accelerate their growth. Volatus provides mentoring, executive consulting, strategic and operational planning.

Selected Accomplishments

- Helped a start-up scientific software company develop a business plan comprising of a redesigned business model, a revised management structure, enhanced interpretation of market research data, and a complete set of financial projections. This helped secure venture capital funding that launched the company. Continue serving as an advisor to the company through its development period. (2006-2009)
- Helped start a DNA testing laboratory, assuming responsibility for developing the business plan, establishing a management structure, and securing the initial \$2M funding needed to launch the company. Continue to serve on the Board of Managers until acquisition of large investment by private equity firm. (2005-2011)
- Structured and managed the spin-out of a pharmaceutical clinical research business unit from its public company parent into an independent private company. This assignment required developing a business plan, structuring a management team, procuring the funding required, and negotiating the buy-out terms. (2002)
- Helped the management team of a start up Drug Discovery Company through its formation including fund raising, strategy development, and evaluation of strategic partners and key vendors that have moved the company from ideas to a portfolio of three drug candidates entering human clinical trials. Served as advisor and board member until institutional investment was acquired. (2001 – 2005)
- Advised founder of business consulting firm to focus on Health Information Exchange (HIE) sector helping the company grow into a leading HIE consulting company in the country sought by various state and municipal agencies forming Regional Health Information Organizations. (2004-2009)
- Helped the management team of a start-up proprietary software-as-a-service solution company develop a business plan, raise investment capital, form a capable management team, and develop an operational plan that helped the company grow from \$0 to \$30M in revenue in five years and a successful exit for the investors through an acquisition by a strategic buyer. Continued as an advisor and board member until its acquisition. (2000- 2005)

AVANTEC, Inc.
Carmel, Indiana
1994 – 1999

FOUNDER, PRESIDENT AND CEO

Founded AVANTEC with the objective to provide a sound outsourcing solution to pharmaceutical and biotechnology companies to accelerate their product to market. AVANTEC pioneered the concept of continuous data acquisition in clinical trials, which it used successfully to decrease the time from last patient visit in a clinical trial from 75 days to less than 2 weeks.

Selected Accomplishments

- Raised \$12 million of private capital on a combination of equity and debt to start and grow the company.

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SciCor S.A

(Now Covance, Inc.)
Geneva, Switzerland
1992-1993

- Completed a Joint Development Agreement with a major pharmaceutical company to develop real time applications for worldwide drug development.
- Grew the company to annual revenues of \$6 million and a backlog of \$14 million of contracted work.
- Pioneered the implementation of continuous data acquisition raising the standard for availability of clinical trial data after study completion from 75 days to 10 days.

PRESIDENT

Started the European subsidiary of SciCor Inc. to service Western Europe and Middle East in Geneva, Switzerland. Responsible for the entire operation, researched and selected the site, recruited personnel, developed and implemented marketing plan, negotiated vendor agreements, and established operations, including the completion of a laboratory facility.

Selected Accomplishments

- Realized sales of 11 million Swiss Francs (\$7.3 million) in the first year of operation (1992), achieving budgeted amounts for revenue and expense. In its second year (1993), increased sales to 27 million Swiss Francs (\$18 million).
- Built an infrastructure to support the successful operation of the company for many years by recruiting a staff of highly dedicated and talented professionals and establishing workflow and operating procedures based on quality. The infrastructure included a facility to support laboratory workstations, sample processing areas and the production of shipping kits.
- Built strong relationships with several US and European pharmaceutical companies doing clinical research in Europe and Middle East, all of which awarded the company return business after the initial contracts as proof of their satisfaction for the service rendered.
- By diligently working with courier vendors and implementing innovative control processes, successfully developed a credible logistical system that allowed the delivery of the service within the target period of 48 hours. The establishment of an acceptable transportation network was ranked by the customers as the key issue in the success of the company. This network was established, tested, and used in several contracts for all Western European countries, several Eastern European countries, and Israel.

SciCor Inc.

(Now Covance, Inc.)
Indianapolis, Indiana
1985-1991

CO-FOUNDER, VICE PRESIDENT INFORMATION SYSTEMS

With three other partners started this company in 1985. SciCor was the first laboratory to be dedicated to serve the pharmaceutical companies in clinical trials laboratory testing and laboratory data management. The company grew from 4 employees in 1985 to over 300 employees in 1991, and from \$0.8 million in revenue to over \$30 million. The company was acquired by Corning Inc. in 1991 for \$70 million and incorporated into the group of companies now known as Covance.

Selected Accomplishments

- Designed, developed, and implemented the proprietary software that enabled the company to provide pharmaceutical research with unique and innovative laboratory data management services. This software, named ZAVACOR[®], provided the company with a competitive advantage still unequaled by the competition.
- Designed, developed, and implemented most of the operational and work flow procedures used in the production of specimen collection kits, in the receipt

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Fall 2015

and processing of laboratory specimens, and in the production and distribution of laboratory reports.

- Researched and pursued new business opportunities and help set the strategic direction of the company. Established operational strategies as necessary to accommodate the business growth.

Cedars-Sinai Hospital
Los Angeles, California
1985

MANAGER, LABORATORY INFORMATION SYSTEMS

Responsible for the management of information resources serving the laboratory of this 1200+ bed hospital, one of the largest hospitals in the United States. Cedars-Sinai is well known not only for being the hospital of choice by many famous entertainers, but also for its dedication to research. The position required a total overhaul of the information systems in place.

Selected Accomplishments

- Established a technology strategy aimed at improving the productivity of the staff of all laboratory disciplines, decreasing the time necessary for the medical staff to receive laboratory reports, and enhancing the connectivity to the patient records system and all other ancillary systems.
- Completed the plan to replace existing hardware and software to meet the strategy objectives.
- Led the hospital committee charged with expanding the profitability of the laboratory by offering its services to nearby clinics and hospitals.

Bio-Science Laboratories
(Now part of Quest
Diagnostics, Inc.)
Van Nuys, California
1980-1985

SUPERVISOR OF LABORATORY COMPUTER SYSTEMS

Managed a team of 8 system analysts and computer programmers. Had overall software development responsibilities for the laboratories of this well reputed organization. Prior to merging with SmithKline Beecham Clinical Laboratories, Bio-Science Laboratories was owned first by Dow Chemical and later by American Hospital Supply. Bio-Science was a recognized world leader in the reference laboratory/esoteric testing field.

Its main laboratory and 21 supporting branch laboratories and service centers located throughout the USA had revenues in excess of \$85 million. Its reputation helped it be selected one of the principal central laboratories for clinical research.

Selected Accomplishments

- Completed and implemented a remote terminal printing system which was marketed to high volume customers for significant reduction in cost and reporting turn-around-time.
- Completed the system integration of an acquired specialty laboratory on time despite the aggressive schedule for implementation.
- Completed the development of a total system prototype on schedule despite the necessity of designing a new database as part of the project.
- Designed and implemented a highly automated laboratory processing system that replaced a manual system driven by key punch cards. Delivered the system on time despite a massive retraining personnel required. The system included a data acquisition subsystem that retrieved results directly from the laboratory instruments into the host computer.
- Led a special team to recover the entire laboratory network database that had been lost through catastrophic computer failure. The team recovered the data in its entirety saving the company from a business-threatening situation.
- Initiated a comprehensive disaster plan.

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EDUCATION:

University of California at Los Angeles (UCLA)

B.S. Chemical Engineering, 1980

**PROFESSIONAL
AND VOLUNTEER
AFFILIATIONS:**

Board of Directors, Indiana Health Industry Forum
Board of Directors, Greater Indianapolis Chamber of Commerce
Board of Trustees, Marian University, Indianapolis, Indiana
Board of Directors, Enlace Academy
Board of Directors, Schneider Corp
Board of Directors, Indigo BioAutomation, Inc.

Fall 2015

Terry M. Baker

11641 Laurel Springs Cir, Noblesville, IN
(317) 513-0774 - terrymbaker@gmail.com

EXPERIENCE

EXECUTIVE VICE PRESIDENT, HWC Engineering

Current

- Serve on 3 member team responsible for all financial and operational aspects of the firm
- Directly responsible for all aspects of corporation's strategic sales & marketing activities
- Serve as a Corporate Officer and Vice President of the Board of Directors
- Successfully negotiated the purchase of the firm from previous management team
- Responsible for the successful delivery of several public-private development projects for firm
- Develop and manage select corporate accounts
- Responsible for all corporate marketing, sales, political, and charitable budgets

EXECUTIVE VICE PRESIDENT, Schneider Corporation

January 2001 to August 2008

- Directly responsible for all aspects of corporation's strategic sales & marketing activities
- Increased corporate revenue from \$17 million to \$36 million
- Increased public sector revenue from \$2m to \$14 million
- Part of 7 member executive staff managing all aspects over 375 professionals in firm
- Coordinated all business development activities across 6 national offices and 10 departments
- Led effort to dramatically diversify service lines, markets, and geographic reach
- Negotiated economic development deals for corporation with the city of Lawrence, city of Indianapolis, and the state of Indiana.
- Developed and managed select number of large corporate accounts

FINANCE DIRECTOR, David McIntosh for Governor Campaign

December 1999 to December 2000

- Managed effort to raise \$13 million, most ever by a gubernatorial challenger candidate
- Developed overall finance plan and revenue budget for campaign operations
- Designed and monitored system for daily weekly and monthly revenue generation goals
- Managed staff of 5 individuals dedicated to statewide revenue generation
- Coordinated fundraising activities with finance chairman and finance committee members

FINANCE DIRECTOR, Sue Anne Gilroy for Mayor

November 1998 to November 1999

- Successfully raised \$2 million for Indianapolis Republican mayoral candidate
- Developed overall finance plan and revenue budget for campaign
- Designed and monitored system for daily weekly and monthly revenue generation goals

The Innovative Network School Prospectus

Fall 2015

- Managed staff of 2 individuals dedicated to fundraising
- Coordinated fundraising activities with finance chairman and finance committee members

DIRECTOR OF ENTERPRISE DEVELOPMENT, Office of the Mayor, City of Indianapolis
December 1996 to October 1998

- Reported directly to and served as member of Mayor Steve Goldsmith's cabinet
- Managed staff of in-house consultants for special efficiency and privatization projects
- Reviewed and improved a series of 50 city services in effort to produce maximum savings and efficiency for city of Indianapolis taxpayers
- Hosted city and state leaders from around the country on Indianapolis' privatization, infrastructure, and economic development advances
- Representative of Mayor Goldsmith at a series of public and speaking engagements in Indianapolis and around the country

CO-FINANCE DIRECTOR, Steve Goldsmith Committee
August 1995 to November 1996

- Managed effort to raise \$13 million, most ever by a gubernatorial candidate to that time
- Developed overall finance plan and revenue budget for campaign operations
- Designed and monitored system for daily weekly and monthly revenue generation goals
- Managed staff of 5 individuals dedicated to statewide fundraising
- Coordinated fundraising activities with finance chairman and finance committee members

SPECIAL ASSISTANT TO THE MAYOR, Mayor's Office, City of Indianapolis
September 1993 to July 1995

- Staff for 10 member mayoral committee charged with reviewing and improving city regulations
- Managed effort to eliminate small business permits impacting 285,000 Indianapolis citizens
- Coordinated policy development for all new regulations introduced by city government
- Developed public relations and political strategy to de-regulate the local transportation market
- Led team that eliminated dozens of overly burdensome land development and building permits

VOLUNTEER EXPERIENCE

Attorney General Greg Zoeller, Member, Transition Team (2008)

Mayor Greg Ballard, Chairman, DMD Transition Team (2007)

Marion County Prosecutor Carl Brizzi, Member, Transition Team (2002)

EDUCATION

INDIANA UNIVERSITY, Bloomington, Indiana
BA, Political Science

References Available Upon Request

The Innovative Network School Prospectus

Fall 2015

Patricia Castañeda

I am an advocate for civility, respect, education, families, and access. Originally from Lima, Perú, I came to Indianapolis in 1986 after spending 10 years in Monterrey, México. My first-hand life experiences and knowledge of Latino cultures is vast. I live in a bilingual environment at work and at home where I do the work that I'm most proud of, raising my two sons with my husband, Carlos.

Key@Work Program Manager

KeyBank July 2015 – Present (3 months) Indianapolis, Indiana Area

Key@Work is a workplace banking program that provides an exclusive package of banking services that companies can offer to employees as part of their overall benefits package. The program provides financial benefits, from traditional banking products to financial education programs and Health Savings accounts, to companies and their employees. For more information, please visit: <https://www.key.com/business/employee-solutions/workplace-banking-benefits.jsp>

Interim Assistant Director

CIRTA May 2015 – July 2015 (3 months) Central Indiana

Responsible for managing activities related to Human Resources, Procurement, Grant Compliance, and general funding; as well as being support for the Executive Director and activities related to the position. Program Manager for CIRTA's Connector services and County Connect program manager.

Mobility Manager

CIRTA June 2014 – April 2015 (11 months) Central Indiana

Enhance and promote regional mobility in the multi-county CIRTA service area. Facilitate collaboration among Central Indiana transportation providers and other stakeholders to improve county-to-county transportation and promote existing transportation options. Plan, manage and promote CIRTA's public transit services.

Business Client Relations - Commuter Connect Program

CIRTA April 2012 – May 2014 (2 years 2 months) Central Indiana

Promote rideshare services to employers, commuters and organizations in a 9-county area. Responsible for marketing the rideshare program to area companies and organizations as well as increase commuter participation.

Manager of Latino Affairs

KeyBank 2008 – 2012 (4 years) Indianapolis, Indiana Area

Developed and executed strategy and marketing plan to position KeyBank - Central Indiana as a leader in the banking industry among the Latino Communities. Strategy included internal development of personnel, product development and collateral; raising awareness amongst stakeholders in the Latino community of KeyBank's engagement in community; and a grassroots marketing approach for market acquisition.

Cultural Consultant

SosaGroup 2003 – 2007 (4 years) Indianapolis, Indiana Area

Provided strategic guidance for the SosaGroup's Latino marketing and cultural efforts including coordinating translations and talent coordination. Assisted with business development, personnel, and office management. As an actor, print and broadcast model I provided much of the SosaGroup's voice-over talent (in both Spanish and Inglés).

Hispanic Services Coordinator

Marion County Prosecutor's Office 2000 – 2003 (3 years) Indianapolis, Marion County

First person to be appointed in Marion County (Indianapolis) government to serve the Spanish-speaking community as the Hispanic Services Coordinator for the Marion County Prosecutor's Office. Spent countless hours working with numerous non-profits and doing outreach to the Latino communities using all forms of media; giving and conducting radio and television interviews and writing articles for print in both English and Spanish.

The Innovative Network School Prospectus

Fall 2015

To: Mayor Gregory A. Ballard, City of Indianapolis

From: Terry M Baker

Date: 09/08/15

Re: VBP Indy, Inc. Charter School Application

I am working with VBP Indy, Inc. to build a new school of excellence for underserved children in Indianapolis. If our application is approved, I would serve as a member of the school's governing board of directors. Per your request, this memorandum highlights the knowledge and experience I would bring to the board and indicates any potential conflicts of interest I might have.

Experience:

- Board Member, Enlace Academy
- Exec Vice President & Board Vice President, HWC Engineering
- Director of Enterprise Development & Special Asst to Mayor (1992-95; 1997-99)

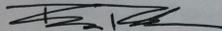
Knowledge:

- Overseeing executive & board management of companies of 75-350 employees
- Current board member of a charter school
- Father of 5

Conflicts of Interest

I am not aware of any potential conflicts of interest I might have in fulfilling this board role.

Should you have any additional questions, please don't hesitate to contact me at:
p. 317-513-0774
e. tbaker@hwcengineering.com



Terry M. Baker

The Innovative Network School Prospectus

Fall 2015

To: Mayor Gregory A. Ballard, City of Indianapolis
From: Kenith Britt
Date: September 3, 2015
Re: VBP Indy, Inc. Charter School Application

I am working with VBP Indy, Inc. to build a new school of excellence for underserved children in Indianapolis. If our application is approved, I would serve as a member of the school's governing board of directors. Per your request, this memorandum highlights the knowledge and experience I would bring to the board and indicates any potential conflicts of interest I might have.

Experience:

- 10 years experience as a school and district administrator
- Board service including United Way and several other nationally known organizations
-

Knowledge:

- Philanthropy
- School leadership
- Strategic planning

Conflicts of Interest

I am not aware of any potential conflicts of interest I might have in fulfilling this board role.

Should you have any additional questions, please don't hesitate to contact me at (317) 955-6209



Kenith C. Britt

The Innovative Network School Prospectus

Fall 2015

To: Mayor Gregory A. Ballard, City of Indianapolis
From: Dennis Casey
Date: September 4, 2015
Re: VBP Indy, Inc. Charter School Application

I am working with VBP Indy, Inc. to build a new school of excellence for underserved children in Indianapolis. If our application is approved, I would serve as a member of the school's governing board of directors. Per your request, this memorandum highlights the knowledge and experience I would bring to the board and indicates any potential conflicts of interest I might have.

Experience:

- Past President Anthem Blue Cross and Blue Shield of Indiana
- Vice Chair Cathedral High School Board of Directors
- Past Chair and member Indiana March of Dimes Board of Directors

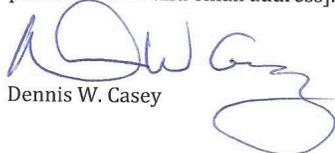
Knowledge:

- Strategic Financial Management/ budget development
- Executive Mentoring
Sales and Marketing

Conflicts of Interest

I am not aware of any potential conflicts of interest I might have in fulfilling this board role.

Should you have any additional questions, please don't hesitate to contact me at [insert phone number and email address].


Dennis W. Casey

The Innovative Network School Prospectus

Fall 2015

To: Mayor Gregory A. Ballard, City of Indianapolis
From: Ryan Marques
Date: September 2, 2015
Re: VBP Indy, Inc. Charter School Application

I am working with VBP Indy, Inc. to build a new school of excellence for underserved children in Indianapolis. If our application is approved, I would serve as a member of the school's governing board of directors. Per your request, this memorandum highlights the knowledge and experience I would bring to the board and indicates any potential conflicts of interest I might have.

Experience:

- Board Member and Professional Development Committee Chair of Indiana University Robert H. McKinney School of Law
- Board Member and Mentor/Protégé Committee Chair of Hispanic Business Council for the Greater Indianapolis Chamber of Commerce
- Board Member and Advocacy Committee Vice Chair of Indiana Latino Institute
- Board Member of American Immigration Lawyers Association Indiana Chapter

Knowledge:

- Immigration Law
- Education Law
- Economic Development

Conflicts of Interest

I am not aware of any potential conflicts of interest I might have in fulfilling this board role.

Should you have any additional questions, please don't hesitate to contact me at 317-639-1210 or Rmarques@lewis-kappes.com


Ryan Marques

The Innovative Network School Prospectus

Fall 2015

To: Mayor Gregory A. Ballard, City of Indianapolis
From: LaTonya M. Turner
Date: September 8, 2015
Re: VBP Indy, Inc. Charter School Application

I am working with VBP Indy, Inc. to build a new school of excellence for underserved children in Indianapolis. If our application is approved, I would serve as a member of the school's governing board of directors. Per your request, this memorandum highlights the knowledge and experience I would bring to the board and indicates any potential conflicts of interest I might have.

Experience:

- Former administrator, counselor, and teacher
-
-

Knowledge:

- K-12
-
-

Conflicts of Interest

I am not aware of any potential conflicts of interest I might have in fulfilling this board role.

Should you have any additional questions, please don't hesitate to contact me at 317-710-6394/lturner@marian.edu

LaTonya M. Turner



The Innovative Network School Prospectus

Fall 2015

To: Mayor Gregory A. Ballard, City of Indianapolis
From: Raul Zavaleta
Date: 8-Sep-2015
Re: VBP Indy, Inc. Charter School Application

I am working with VBP Indy, Inc. to build a new school of excellence for underserved children in Indianapolis. If our application is approved, I would serve as a member of the school's governing board of directors. Per your request, this memorandum highlights the knowledge and experience I would bring to the board and indicates any potential conflicts of interest I might have.

Experience:

- Past Chairman of the Board, La Plaza
- Past Executive Committee Board member, United Way
- Past Board member, CICF
- Executive Committee Board member, Marian University

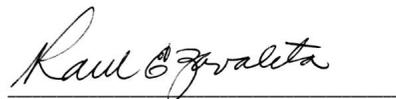
Knowledge:

- Mentoring growing early stage enterprises
- Fundraising
- Strategic Planning

Conflicts of Interest

I am not aware of any potential conflicts of interest I might have in fulfilling this board role.

Should you have any additional questions, please don't hesitate to contact me at 317-626-1971 or rzavaleta@volatusadvisors.com.



Raul E. Zavaleta

The Innovative Network School Prospectus

Fall 2015

To: Mayor Gregory A. Ballard, City of Indianapolis
From: [Martin S. Dezelan]
Date: [08/09/15]
Re: VBP Indy, Inc. Charter School Application

I am working with VBP Indy, Inc. to build a new school of excellence for underserved children in Indianapolis. If our application is approved, I would serve as a member of the school's governing board of directors. Per your request, this memorandum highlights the knowledge and experience I would bring to the board and indicates any potential conflicts of interest I might have.

Experience:

- Chairman of the Board, Enlace Academy
-

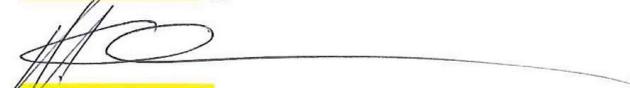
Knowledge:

-
-
-

Conflicts of Interest

I am not aware of any potential conflicts of interest I might have in fulfilling this board role.

Should you have any additional questions, please don't hesitate to contact me at martin_dezelan@ajg.com



[Martin S. Dezelan]

The Innovative Network School Prospectus

Fall 2015

To: Mayor Gregory A. Ballard, City of Indianapolis
From: Patricia Castañeda
Date: September 9, 2015
Re: VBP Indy, Inc. Charter School Application

I am working with VBP Indy, Inc. to build a new school of excellence for underserved children in Indianapolis. If our application is approved, I would serve as a member of the school's governing board of directors. Per your request, this memorandum highlights the knowledge and experience I would bring to the board and indicates any potential conflicts of interest I might have.

Experience:

- KeyBank manager of Latino affairs for central Indiana
- First person to be appointed in Marion County government to serve the Spanish-speaking community as the Hispanic Services Coordinator for the Marion County Prosecutor's Office
- Manager of fundraising and special events for Fiesta! Indianapolis

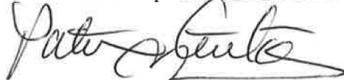
Knowledge:

- Indianapolis Latino business and community outreach
- Fundraising and special events, marketing, government affairs

Conflicts of Interest

I am not aware of any potential conflicts of interest I might have in fulfilling this board role.

Should you have any additional questions, please don't hesitate to contact me at 317-850-0852 or email at patricia_m_castaneda@keybank.com.



Patricia Castañeda

Fall 2015

Attachment O – Budget Narrative

Revenue Assumptions

Per pupil payments: As an Innovation Network School with aspirations of serving a specific neighborhood, our student population will come from the IPS district, so we will use that per-pupil amount for budgeting. That per-pupil amount is estimated at \$6,916, using the ADM calculator provided in the budget template.

State grants include the following sources:

- **Charter school grant.** The Innovative Network School will apply for the charter and innovation network grant to support the operations of the school. This amount will be based on The Innovative Network School's opening projections of 270 students and uses the state budget amount of \$500 per student for FY2016-17.

Federal monies come from the following sources:

- **PCSP Funding** has fluctuated in recent years due to the growth of charter schools in Indiana and the variable amounts of federal dollars provided. The Innovative Network School's projections for PCSP funds are based on their current estimates of an average of \$125,000 during planning and \$225,000 for implementation in Years 1 and 2.
- **Federal Lunch revenue** includes reimbursement costs for the number of free/reduced students in the school.
- **Title I.** The Innovative Network School will have a high proportion of students who qualify for free/reduced lunch – nearing 90 percent. As a result, and based on our experience in a similar school, The Innovative Network School will be eligible for roughly \$128,000 in Title I funding, and this line item will grow as student enrollment grows.
- **Title II, Part A** funding will be eligible for professional development funding for the school. However, based on experience, we anticipate using PCSP funds for professional development in the first two years. After that, or in the event that PCSP funding is less than anticipated, we will use Title II funds for professional development.
- **Title III** funding for limited English proficient students will not be used in its first year.
- **Special Education.** The Innovative Network School estimates that roughly 15 percent of its students may be eligible for special education during the school's first year. As a result, special education funding will cover roughly 40 individuals in year 1, growing by roughly 10-15 students each year. Projections are based on experience.

Private donations

In the start-up phase of the school, The Innovative Network School will seek private funds to cover the school's start-up costs. The Innovative Network School is developing a proposal to the Walton Family Foundation for a \$220,000 Post-Authorization Startup grant to cover first-year costs of implementing and running the school. This grant application will only be submitted after the school charter is approved by the Mayor. In addition, the board will also raise private funds to support the operations for the school. These items are not reflected in the budget, as these funds have not been guaranteed.

Other revenue

- **Student lunch revenue** will come from students who pay for their lunches, estimated at 10% of the student population.

Expense Assumptions

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- *Human Resources* costs include 30% for benefits and payroll taxes. Salaries are based on actual numbers used at Enlace Academy. Salaries will escalate 3% each year.
- *Professional Development* includes ongoing education at local conferences and trainings, tuition reimbursement for college classes taken by staff, and for curriculum development. The current assumption includes \$2,000 for each staff person in the school.
- *Facility* rent for The Innovative Network School's current facility for Enlace Academy is \$120,000 annually all in. We assume a similar agreement with IPS.
- *Textbooks* and instructional supplies are estimated at \$320 per student in year 1. Because these materials are online, these costs will not reduce dramatically in subsequent years.
- *Technology* costs in the school include 15 computers for every classroom (at \$500 each), and \$15,000 for infrastructure and other online resources.
- *Furniture* includes costs for desks, chairs, and tables.
- *IT Costs* include assistance to ensure that the school system works appropriately.
- *Business Services* includes projected costs for consulting fees. This service includes costs that would otherwise have appeared in accounting fees, business services, and payroll costs.

The Innovative Network School Prospectus

Fall 2015

Attachment P – By-laws and IRS determination letter

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

DEPARTMENT OF THE TREASURY

Date: **MAR 10 2011**

VBP INDY INC
C/O STEPHANIE SAROKI
407 N FULTON ST STE 102
INDIANAPOLIS, IN 46202

Employer Identification Number:
27-4063092
DLN:
17053342334010
Contact Person:
RACHEL M LEIFHEIT ID# 31617
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Public Charity Status:
170(b)(1)(A)(vi)
Form 990 Required:
Yes
Effective Date of Exemption:
November 16, 2010
Contribution Deductibility:
Yes
Addendum Applies:
No

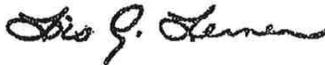
Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

Sincerely,



Lois G. Lerner
Director, Exempt Organizations

Enclosure: Publication 4221-PC

Letter 947 (DO/CG)

The Innovative Network School Prospectus

Fall 2015

RECEIVED 10/10/2013 11:50 AM

APPROVED AND FILED
CONNIE LAWSON
INDIANA SECRETARY OF STATE
10/10/2013 11:54 AM

ARTICLES OF AMENDMENT

Formed pursuant to the provisions of the Indiana Nonprofit Corporation Act of 1991.

None - ENTITY NAME

VBP INDY, INC.

The name following said transaction will be:
ENLACE ACADEMY, INC.

Creation Date: 11/16/2010

Article I - PRINCIPAL OFFICE ADDRESS

5420 N COLLEGE STE 202, INDIANAPOLIS, IN 46220

Article I - REGISTERED OFFICE AND AGENT

RAFAEL A SANCHEZ
2700 MARKET TOWER 10 W MARKET ST, INDIANAPOLIS, IN 46204

Article II - OFFICERS AND BOARD OF DIRECTORS

David Adams
Treasurer
5420 N College Ste 202, Indianapolis, IN 46220

David Adams
Director
5420 N COLLEGE STE 202, Indianapolis, IN 46220

Dennis Casey
Director
5420 N COLLEGE STE 202, Indianapolis, IN 46220

Martin S. Dezelan
President
5420 N COLLEGE STE 202, Indianapolis, IN 46220

Martin S. Dezelan
Director
5420 N COLLEGE STE 202, Indianapolis, IN 46220

Fall 2015

**State of Indiana
Office of the Secretary of State**

**CERTIFICATE OF AMENDED AND RESTATED ARTICLES OF
INCORPORATION**

of

VBP INDY, INC.

I, CONNIE LAWSON, Secretary of State of Indiana, hereby certify that Amended and Restated Articles of the above Non-Profit Domestic Corporation have been presented to me at my office, accompanied by the fees prescribed by law and that the documentation presented conforms to law as prescribed by the provisions of the Indiana Nonprofit Corporation Act of

NOW, THEREFORE, with this document I certify that said transaction will become effective Wednesday, October 17, 2012.



In Witness Whereof, I have caused to be affixed my signature and the seal of the State of Indiana, at the City of Indianapolis, October 17, 2012.

Connie Lawson

CONNIE LAWSON,
SECRETARY OF STATE

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Patricia Castaneda
Secretary
5420 N COLLEGE STE 202, Indianapolis, IN 46220

Patricia Castaneda
Director
5420 N COLLEGE STE 202, Indianapolis, IN 46220

Rafael Sanchez
Director
5420 N COLLEGE STE 202, Indianapolis, IN 46220

Raul Zavaleta
Director
5420 N COLLEGE STE 202, Indianapolis, IN 46220

GENERAL INFORMATION

Adoption Date: 10/9/2013

Effective Date: 10/10/2013

Electronic Signature: DENISE CASTELLANOS

Signator's Title: BUSINESS MANAGER

MANNER AND ADOPTION OF VOTE

SECTION 1 Action by Board of Directors, Incorporators or by a person other than the members. The Board of Directors duly adopted a resolution proposing to amend the Article(s) of Incorporation: at a meeting held at which a quorum of such Board was present or by written consent executed and signed by all members of such Board. Approval of the members was not required and the amendment (s) were approved by a sufficient vote of the Board of Directors or Incorporators. The Amendment (s) was approved by a person other than members and that approval pursuant to Indiana code 23-17-27-1 was obtained.

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State of Indiana
Office of the Secretary of State
CERTIFICATE OF AMENDMENT
of
VBP INDY, INC.

I, Connie Lawson, Secretary of State of Indiana, hereby certify that Articles of Amendment of the above Non-Profit Domestic Corporation has been presented to me at my office, accompanied by the fees prescribed by law and that the documentation presented conforms to law as prescribed by the provisions of the Indiana Nonprofit Corporation Act of 1991.

The name following said transaction will be:

ENLACE ACADEMY, INC.

NOW, THEREFORE, with this document I certify that said transaction will become effective Thursday, October 10, 2013.



In Witness Whereof, I have caused to be affixed my signature and the seal of the State of Indiana, at the City of Indianapolis, October 10, 2013

Connie Lawson

CONNIE LAWSON,
SECRETARY OF STATE

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**State of Indiana
Office of the Secretary of State**

**CERTIFICATE OF ASSUMED BUSINESS NAME
of
ENLACE ACADEMY, INC.**

I, Connie Lawson, Secretary of State of Indiana, hereby certify that Certificate of Assumed Business Name of the above Non-Profit Domestic Corporation has been presented to me at my office, accompanied by the fees prescribed by law and that the documentation presented conforms to law as prescribed by the provisions of the Indiana Nonprofit Corporation Act of 1991.

Following said transaction the entity named above will be doing business under the assumed business name(s) of:

ENLACE ACADEMY

NOW, THEREFORE, with this document I certify that said transaction will become effective Thursday, October 10, 2013.

In Witness Whereof, I have caused to be affixed my signature and the seal of the State of Indiana, at the City of Indianapolis, October 10, 2013



Connie Lawson

CONNIE LAWSON,
SECRETARY OF STATE

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FIRST AMENDED AND RESTATED
CODE OF BY-LAWS
OF
VBP INDY, INC.

ARTICLE 1

Identification

The name of the Corporation is VBP Indy, Inc. (the "Corporation").

ARTICLE 2

Purpose

The Corporation has been organized as set forth in the Articles of Incorporation. The Corporation will take no action that is inconsistent with the Articles of Incorporation or this Code of By-Laws (these "By-Laws").

ARTICLE 3

Board of Directors

Section 3.01. Functions. Subject to any limitations in the Articles of Incorporation, the business, property and affairs of the Corporation shall be managed and controlled by a Board of Directors as from time to time constituted. Directors shall have no power as individual directors and shall act only as members of the Board.

Section 3.02. Number. There shall be no more than thirteen (13) and no less than five (5) Directors of the Corporation, with the exact number of authorized directors to be fixed by the Board from time to time by resolution adopted by not less than a majority of the Board of Directors. In the event the number of Directors is increased as provided herein, the election of the additional Director or Directors shall be by a vote of the Board of Directors of the Corporation according to a procedure established by resolution of the Board of Directors. Except as otherwise provided in these By-Laws, all members of the Board of Directors shall have and be subject to the same and equal qualifications, rights, privileges, duties, limitations and restrictions.

Section 3.03. Election and Term. Elections for new Directors shall take place in January of each even-numbered year. Each member of the Board of Directors shall serve for a term of three (3) years, with the option to renew for an additional term of three (3) years, or until his or her successor is elected by the Board of Directors and qualified, until his or her death, or until he or she has resigned or been removed. Notwithstanding the foregoing, new Directors may be elected at any time to fill vacancies. If a new Director is elected at a time other than in January of each even-numbered year, his or her three (3) year term shall be calculated starting from the date of the most recent annual meeting which is January of each year. Incumbent Directors shall be eligible for re-election and the number of years a person may serve as a Director is not limited.

Section 3.04. Founding Directors. The commencement year for purposes of calculating duration of term membership for the Founding Directors is as follows: 1) Marty Dezelan – 2013; 2) Dennis Casey – 2013; 3) Patricia Castañeda – 2014; 4) Raul Zavaleta - 2014; 5) Terry Baker – 2015; and 6) Ryan Marques – 2015.

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Section 3.05. Vacancies. A vacancy in the Board shall be deemed to exist in the event that the actual number of Directors is less than the authorized number for any reason. The Board may declare vacant the office of any Director who has been declared of unsound mind by a final order of court or convicted of a felony. Any vacancy among the Directors caused by death, resignation, removal or otherwise may be filled by a vote of the Board of Directors or if the Directors remaining in office constitute fewer than a quorum, by the affirmative vote of a majority of the Directors remaining in office. A Director elected to fill a vacancy shall hold office until the expiration of the term of the Director causing the vacancy and until his or her death, resignation or removal from office.

Section 3.06. Resignation. A Director may resign at any time by giving written notice of such resignation (the "Notice") to the Chair of the Board or Secretary of the Corporation. Such resignation shall take effect upon receipt of the Notice or at any later time specified in the Notice. Unless otherwise specified in the Notice, the acceptance of a resignation shall not be necessary to make it effective. If the resignation specifies a later effective date, a successor may be elected prior to such effective date to take office when the resignation becomes effective.

Section 3.07. Removal. A Director may be removed from office at any time, with or without cause, by a majority vote of the Directors then in office.

Section 3.08. Meetings. The Board of Directors shall hold regular meetings on at least a quarterly basis and an annual meeting in January of each year, at such place previously determined by the Board of Directors, and in the absence of such designation, at the principal office of the Corporation, for the purpose of organization, election of officers (each even-numbered year), and consideration of any other business that may properly be brought before such meetings. If an annual meeting in January is not held in an even-numbered year, the election of directors and officers may be held at any subsequent meeting of the Board of Directors specifically called in the manner set forth herein. The Board of Directors may provide, by resolution, the time and place for the holding of additional regular meetings of the Board. Special meetings of the Board of Directors may be called by the President, and shall be called by order thereof upon the written request of at least two Directors, which request shall set forth the business to be conducted at such meeting.

Section 3.09. Notice of Meetings. Notice of all meetings of the Board of Directors, except as herein otherwise provided, shall be given by mailing the same or by telephoning or telegraphing or delivering personally the same, at least forty-eight (48) hours (excluding Saturdays, Sundays, and legal holidays) before the meeting, to the usual business or residence address of the Director as shown upon the records of the Corporation.

Section 3.10. Quorum. A quorum of the Board of Directors at any annual, regular or special meeting of the Board of Directors shall be a majority of the duly qualified members of the Board of Directors then occupying office, but in no case shall there be less than two (2) Directors present. The act of a majority of the Directors present at a meeting who constitute a quorum shall be the act of the Board of Directors.

Section 3.11. Committees. The Board of Directors, by resolution adopted by a majority of the Board, may designate one or more committees, each of which shall consist of two or more Directors, which committees, to the extent provided in said resolution, shall have and exercise the authority of the Board of Directors in the management of the Corporation. Other committees not having and exercising the authority of the Board of Directors in the management of the Corporation may be designated by a resolution adopted by a majority of the Directors present at the meeting at which a quorum is present. The

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during the meeting. Participation in a meeting using these means constitutes presence in person at the meeting for purposes of establishing a quorum under Section 3.09. Meetings at which one or more individuals participate by phone shall be treated in all respects as a meeting at which such individuals are physically present for purposes of complying with the requirements of Indiana's "Open Door Law," I.C. Section 5-14-1.5.

Section 3.13. Board-Approved Policies. The Board may adopt additional governance and management policies as it deems appropriate.

Section 3.14. Compensation of Directors. Directors shall not receive any compensation for their services as Directors. The Board may authorize the advance or reimbursement to a Director of actual reasonable expenses incurred in carrying out his or her duties as a Director.

Section 3.15. Advisory Board. The Board may create an advisory board, consisting of persons who are not officers of the Corporation or member of the Board of Directors, to serve at the pleasure of the Board and to report its findings and recommendations, and to carry on such activities (as requested by the Board) on subjects of interest to the Board in which the members of such an advisory board have a particular expertise or capability. The appointment of members of such an advisory board requires Board approval. Any such advisory board, to the extent provided in the resolution of the Board of Directors, shall act only in an advisory capacity to the Board of Directors, shall have no legal authority to act for the Corporation, shall be clearly titled and held out as the "advisory board," and shall be bound by a separate code of by-laws setting forth the name, purpose, objectives, membership, and amendments.

ARTICLE 4 Officers

Section 4.01. Officers and Agents. The officers of the Corporation shall consist of a President, a Vice President, a Secretary, a Treasurer, and such other officers as the Board of Directors may, by resolution, designate from time to time. Any two (2) or more offices may be held by the same person. The Board of Directors may, by resolution, create, appoint and define the duties and fix the compensation of such officers and agents as, in its discretion, is deemed necessary, convenient or expedient for carrying out the purposes for which the Corporation is formed; provided, however, that officers and agents shall be compensated, if at all, only for actual services performed on behalf of the Corporation.

Section 4.02. Election, Term of Office, and Qualification. All officers shall be chosen annually by the Board of Directors, on the condition that an officer's term has expired, at the annual meeting in January of each year. Each officer shall hold office (unless he resigns, is removed, or dies) for one (1) term of two (2) consecutive years, with the option to renew for an additional one (1) year, or until his successor is chosen and qualified, subject to the rights, if any, of an officer under any contract of employment.

Section 4.03. Vacancies. In the event an office of the Corporation becomes vacant by death, resignation, retirement, disqualification or any other cause, the Board of Directors shall elect a person to fill such vacancy, and the person so elected shall hold office and serve until the next annual meeting of the Board of Directors or until his or her successor is elected and qualified, or until his or her death, resignation or removal.

Section 4.04. Chair of the Board / President. The President of the Corporation by virtue of his or her office shall be Chair of the Board. The Chair of the Board shall, if present, preside at all meetings of the Board, and shall exercise and perform such other powers and duties as may be prescribed by these By-

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designation of any such committee and the delegation thereof of authority shall not operate to relieve the Board of Directors, or any individual Director, of any responsibility imposed upon it or him by law.

The following committees have been designated by the Board of Directors and are non-exhaustive:

- A. Finance and Fundraising Committee
 - Develop an annual operating budget
 - Monitor adherence to the budget and conduct annual audit with assistance from private firm
 - Set long-range financial goals along with funding strategies to achieve them
 - Develop multi-year operating budgets that integrate strategic plan objectives and initiatives
 - Present all financial goals and proposals to the Board of Directors for approval
 - Define short-term and long-term funding goals
 - Plan annual funding activities and events
 - Identify and recruit corporate and community members to contribute financial support
- B. Human Resources and Governance Committee
 - Establish and review on a quarterly basis educational goals and policies as specified in the Charter and these Bylaws
 - Prepare and review accountability and compliance reports in a timely manner as required by the Mayor's Office
 - Work with School Leader to prepare quarterly school reports for the board to consider covering items such as attendance, demographics, grades, curriculum, standardized test results, lunch programs, transportation, new state/local charter school legislation, and other necessary items
 - Implement a system to record and respond to any parent or student complaints in a timely fashion, and review and revise such system on an annual basis to ensure quality
 - Establish and review hiring, grievance, transfer, evaluation, and other personnel procedures
 - Identify talent needs regarding potential/new Board Directors
- C. Mission Effectiveness Committee
 - Establish educational goals and objectives and compare with peer programs
 - Establish objectives and monitor effectiveness of after school programs
 - Define and implement programs to engage parents in school's mission
 - Define and implement programs that support and promote the school's mission and goals within the community and with the wider educational reform arena
 - Review the mission periodically to reflect the evolution of the school and/or community we serve

Section 3.12. Meeting by Telephone, etc. Any or all of the members of the Board or of any committee designated by the Board may participate in a meeting by or through the use of any means of communication by which all persons participating may simultaneously communicate with each other

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Laws or the Board. The President shall be the chief executive officer of the Corporation unless such title is assigned to another officer of the Corporation. The President shall see that all orders and resolutions of the Board are carried into effect, file and take care of all papers and documents belonging to the Corporation, authenticate records of the Corporation as necessary.

Section 4.05. Vice President. The Vice President shall perform the duties of the President if there is a vacancy in the Office of President, or in case of the President's absence or inability to act, and other duties imposed upon him/her by the rules of the Board. If both the President and Vice President are temporarily unavailable to acquit the above responsibilities of the President, the remaining Directors may designate another Director by a majority vote to serve in such a capacity.

Section 4.06. Secretary. The Secretary shall have the custody and care of the corporate records and the minutes book of the Corporation. The Secretary shall attend all the meetings of the Board of Directors of the Corporation, and shall keep, or cause to be kept in a book provided for that purpose, a true and complete record of the proceedings of such meetings, and shall perform a like duty for all standing committees of the Board of Directors when required. The Secretary shall attend to the giving and serving of all notices of the Corporation, shall file and take care of all papers and documents belonging to the Corporation, shall authenticate records of the Corporation as necessary, and shall perform such other duties as may be required by the Code of By-Laws or as may be prescribed by the Board of Directors or the President.

Section 4.07. Treasurer. The Treasurer shall keep correct and complete records of account, showing accurately at all times the financial condition of the Corporation. He shall be the legal custodian of all monies, notes, securities and other valuables which may from time to time come into the possession of the Corporation. The Treasurer shall immediately deposit all funds of the Corporation coming into his hands in some reliable bank or other depository to be designated by the Board of Directors, and shall keep such bank account in the name of the Corporation. He shall furnish at meetings of the Board of Directors, or whenever requested, a statement of the financial condition of the Corporation and shall perform such other duties as may be required by this Code of By-Laws or as may be prescribed by the Board of Directors or the President.

Section 4.08. Removal. Any officer may be removed from office, with or without cause, by the Board of Directors or by an officer on whom such power of removal may be conferred by the Board.

Section 4.09. Resignations. Any officer may resign at any time by delivering notice to the Board of Directors, the President or the Secretary. A resignation is effective upon receipt of notice or at any later time specified in the notice. Unless otherwise specified in the notice of resignation, affirmative acceptance of the resignation shall not be necessary to make it effective.

ARTICLE 5

Loans to Officers and Directors

The Corporation shall not lend money to or guarantee the obligations of any officer or Director of the Corporation.

ARTICLE 6

Contracts, Payments, and Investments

Section 6.01. Contracts. The Board of Directors may authorize any officer or agent to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and

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such authority may be general or confined to a specific instance; and, unless so authorized by the Board of Directors, no officer, agent or employee shall have any power or authority to bind the Corporation by any contract or engagement, or to pledge its credit or render it liable pecuniary for any purpose or to any amount.

Section 6.02. Payments. All checks, drafts, notes, bonds, bills of exchange, and orders for the payment of money and other evidences of indebtedness in an amount greater than One Thousand Dollars (\$1,000) shall, unless otherwise directed by the Board of Directors or required by law, be signed by any two (2) of the following officers who are different persons: President, Executive Director, or Treasurer; provided, however, that any such obligations in an amount equal to or less than One Thousand Dollars (\$1,000) may be signed by any one (1) of such preceding officers. The Board of Directors may, however, designate officers or employees of the Corporation, other than those named above, who may, in the name of the Corporation, execute drafts, checks and orders for the payment of money in its behalf.

Section 6.03. Investments. The Corporation shall have the right to retain all or any part of any securities or property acquired by it in whatever manner, and to invest and reinvest any funds held by it, according to the judgment of the Board of Directors.

ARTICLE 7 Executive Director

Section 7.01. Executive Director. The Board of Directors, or an officer on whom such power may be conferred by the Board, shall hire an executive director that shall generally supervise, direct and control the day-to-day activities and affairs of the Corporation (the "Executive Director"). The Executive Director shall exercise and perform such other powers and duties as may be prescribed by the Board or an officer on whom such power may be conferred by the Board.

Section 7.02. Compensation Review. The Board (or a Board Committee) shall review any compensation packages (including all benefits) of the Executive Director of the Corporation, and shall approve such compensation only after determining that the compensation is just and reasonable. This review and approval shall occur annually, as well as when such Executive Director is hired, when the term of employment of such Executive Director is renewed or extended, and when the compensation of such Executive Director is modified, unless the modification applies to substantially all of the employees of the Corporation.

ARTICLE 8 Fiscal Year

The fiscal year of the Corporation shall begin on the first day of July of each year and end on the last day of June of each year. The Board may change the fiscal year of the Corporation as it deems appropriate.

ARTICLE 9 Corporate Indemnification

Section 9.1. Definitions. For purposes of this Article, "Agent" means any person who is or was a director, officer, employee or other agent of the Corporation, or is or was serving at the request of the Corporation as a director, officer, employee or other agent of another foreign or domestic corporation, partnership, joint venture, trust or other enterprise; "Proceeding" means any threatened, pending or

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completed action or proceeding, whether civil, criminal, administrative or investigative; and “Expenses” includes, without limitation, attorneys’ fees and any expenses incurred in establishing a right to indemnification under Section 9.2 of this Article.

Section 9.2. Right to Indemnity. The Corporation may, to the fullest extent permitted by law, indemnify any person who was or is a party or is threatened to be made a party to any Proceeding by reason of the fact that such person is or was an Agent of the Corporation, against Expenses, judgments, fines, settlements and other amounts actually and reasonably incurred in connection with the Proceeding.

Section 9.3. Approval of Indemnity. On written request to the Board by any Agent seeking indemnification, to the extent that the Agent has been successful on the merits, the Board shall promptly authorize indemnification in accordance with law. Otherwise, the Board shall promptly determine, by a majority vote of a quorum consisting of directors who are not parties to the Proceeding, whether, in the specific case, the Agent has met the applicable standard of conduct stated, and, if so, may authorize indemnification to the extent permitted thereby.

Section 9.4. Advancing Expenses. The Board may authorize the advance of Expenses incurred by or on behalf of an Agent of the Corporation in defending any Proceeding before the final disposition of such Proceeding, if the Board finds that:

- (a) the requested advances are reasonable in amount under the circumstances; and
- (b) before any advance is made, the Agent submits a written undertaking satisfactory to the Board, in its sole discretion, to repay the advance unless it is ultimately determined that the Agent is entitled to indemnification for the Expenses under this Article.

Section 9.5. Insurance. The Board shall have the power to purchase and maintain insurance on behalf of any Agent against any liability asserted against or incurred by the Agent in such capacity or arising out of the Agent’s status as such, whether or not the Corporation would have the power to indemnify the Agent against such liability under this Article.

ARTICLE 10 Gifts and Grants

Section 10.1. Gifts. The Board may accept on behalf of the Corporation any contribution, gift, bequest or devise for the general purposes or for any specific purpose of the Corporation. The Corporation shall retain complete control and discretion over the use of all contributions it receives.

Section 10.2. Grants. The Board shall exercise itself, or delegate, subject to its supervision, control over grants, contributions, and other financial assistance provided by the Corporation, including, without limitation, fiscal sponsorship relationships.

ARTICLE 11 Conflicts of Interest

Section 11.1. Purpose. 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

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supplement but not replace any applicable state laws governing conflicts of interest applicable to nonprofit and charitable corporations.

Section 11.2. Definitions.

- a) Interested Person. Any Director, principal officer, or member of a committee with Board-delegated powers who has a direct or indirect financial interest, as defined below, is an interested person.
- b) Financial Interest. 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.

Compensation includes direct and indirect remuneration as well as gifts or favors that are substantial in nature.

Section 11.3. Procedures.

- a) Duty to Disclose. In connection with any actual or possible conflicts of interest, an interested person must disclose the existence of his or her financial interest and all material facts relating thereto to the Board of Directors.
- b) Determining Whether a Conflict of Interest Exists. After disclosure of the financial interest and all material facts relating thereto, and after any discussion thereof, the interested person shall leave the Board of Directors' meeting while the financial interest is discussed and voted upon. The remaining Board of Directors shall decide if a conflict of interest exists.
- c) Procedures for Addressing the Conflict of Interest
 - i. An interested person may make a presentation at the Board of Directors, but after such presentation, he or she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement that resulted in the conflict of interest.
 - ii. The Board shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
 - iii. After exercising due diligence, the Board of 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.

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iv. If a more advantageous transaction or arrangement is not reasonably attainable under circumstances that would not give rise to a conflict of interest, the Board of 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 and shall make its decision as to whether to enter into the transaction or arrangement in conformity with such determination.

d) Violations of the Conflicts of Interest Policy

- i. If the Board of Directors has reasonable cause to believe that a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- ii. If, after hearing the response of the member 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 11.4. Records of Proceedings. The minutes of the Board of Directors and all committees with Board-delegated powers shall contain:

- a) Names of Persons with Financial Interest. 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' decision as to whether a conflict of interest in fact existed.
- b) Names of Persons Present. 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 11.5. Annual Statements. Each Director, principal officer and member of a committee with Board-delegated powers shall annually sign a statement which affirms that such person:

- a) Receipt. Has received a copy of the conflicts of interest policy.
- b) Read and Understands. Has read and understands the policy.
- c) Agrees to Comply. Has agreed to comply with the policy.
- d) Tax Exemption. Understands that the Corporation is a charitable organization and that, in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Section 11.6. Periodic Review. 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 Corporation may conduct periodic reviews.

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ARTICLE 12
Amendments

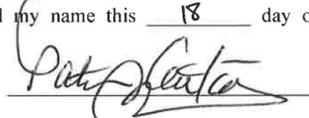
The power to make, alter, amend or repeal the Code of By-Laws is vested in the Board of Directors, which power shall be exercised by affirmative vote of a majority of the Directors present at any meeting of the Board of Directors; provided, however, that the proposed amendment shall be included in the notice of such meeting. If notice of a proposed amendment to these By-Laws is included in the notice of any meeting of the Board of Directors, it shall be in order to consider and adopt at that meeting any amendment to these By-Laws dealing with the subject matter with which the proposed amendment is concerned.

CERTIFICATE OF SECRETARY

I, Patricia Castañeda, hereby certify:

That I am duly elected and acting Secretary of VBP Indy, Inc., and that the foregoing First Amended and Restated Code of By-Laws constitute the by-laws of VBP Indy, Inc., as duly adopted at the meeting of the Board held on NOVEMBER 18, 2014.

IN WITNESS WHEREOF, I have hereunder subscribed my name this 18 day of NOVEMBER, 2014.



Patricia Castañeda, Secretary

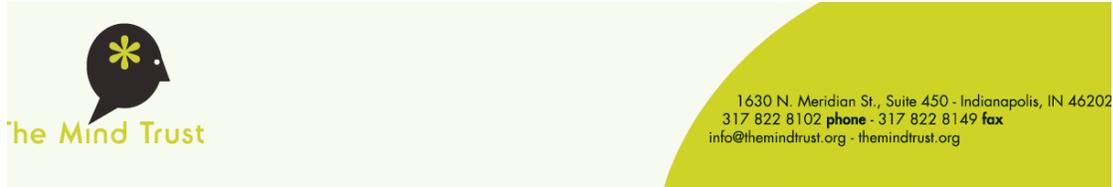
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Attachment Q – Letters of Support

Name of Organization	Representative of Organization	Contact info	Nature of the partnership	Letter of Support
The Mind Trust	David Harris, CEO	1630 N. Meridian St. Suite 450 Indianapolis, IN 46202 dharris@themindtrust.org	Community outreach	Yes
Indianapolis Public Schools	Aleesia Johnson, CIO	120 E Walnut St, Indianapolis, IN 46204 johnsonal@myips.org	Community outreach and facilities	Yes
IUPUI	Annala Teemant, Associate Professor of Second Language Education	902 West New York Street Education/Social Work, ES 3121 Indianapolis, Indiana 46202-5155 ateemant@iupui.edu	Professional Development	Yes
Purdue University	Dr. Carla Johnson, Associate Dean for Research, Engagement and Global Partnerships Professor of Science Education	Purdue University Beering Hall 6134 West Lafayette, IN 47907 carlacjohnson@purdue.edu	Curriculum Development and Professional Development	Yes
Marian University	Dr. Lindan Hill, Assistant Provost Graduate Studies Administration	Marian University 3200 Cold Spring Road Indianapolis, Indiana 46222 lhill@marian.edu	Staffing and school evaluation	Yes

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September 10, 2015

The Honorable Gregory Ballard
Mayor, City of Indianapolis
200 E. Washington St, Suite 2501
Indianapolis, IN 46204

Dear Mayor Ballard:

I am pleased to support Kevin Kubacki and Shanae Staples' charter application for a new Innovation Network School within the Indianapolis Public Schools (IPS). The Mind Trust currently supports Kevin and Shanae as part of the Innovation School Fellowship – one of our three education incubators – and we will continue to support them as they launch their high-performing, “blended learning” Innovation Network School.

We first came to know Kevin when he was associated with Seton Education Partners, a nonprofit that ensures that students in Catholic schools that close continue to have access to high-quality educational options. Seton was developed through another of The Mind Trust's incubators, the Education Entrepreneur Fellowship.

After a career in advertising and marketing, Kevin transitioned into teaching, becoming a Spanish and language arts teacher at St. Matthew School in Indianapolis. He then spent 10 years at Cathedral High School, where he taught English and oversaw the school's highly successful International Baccalaureate program. He also completed the Transition to Teaching program at Indiana Wesleyan University.

While at Cathedral, he was selected for a fellowship with the high school and Seton. The fellowship, which included time as part of KIPP's prestigious Fisher Fellows program, led him to design and launch Enlace Academy, where he oversees all operations, curriculum development, personnel and other functions of the school.

One of the first school leaders Kevin recruited for Enlace was Shanae Staples. As academic dean, Shanae is Enlace's primary instructional leader and oversees its curriculum, coaches instructional staff and assists in management of day-to-day school operations.

Shanae came to Enlace from Teach For America (TFA), where she spent nearly five years in various capacities in Atlanta and Chicago. After three years as a teacher at an Atlanta elementary school, she took on leadership roles for TFA Atlanta, including manager of teacher leadership development and director of school operations for TFA's Atlanta Summer Institute. She also served as school operations director for TFA Chicago. She holds a master's degree in education leadership from Columbia University in New York as part of TFA's Indianapolis Principal Fellowship.

Kevin and Shanae submitted a compelling vision and plan for their new Innovation Network School and underwent a rigorous review and selection process. Then they were interviewed by a blue-ribbon selection committee, which included local and national education experts representing La Plaza, IPS Board of School Commissioners, UNCF National Office, Walton Family Foundation, City of

The Innovative Network School Prospectus

Fall 2015

Kubacki & Staples
p. 2

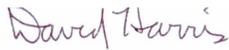
Indianapolis, United Way of Central Indiana and TNTP (The New Teacher Project). Their application was recommended enthusiastically for our Fellowship and approved by our board of directors.

The Mind Trust provides the fellowship team with up to two years salary, healthcare and benefits as they develop their school model. Fellows also receive significant support during their planning time, including office space, opportunities to travel to engage with leaders at the nation's best schools and access to and feedback from The Mind Trust's local and national network of education experts.

Kevin and Shanae began their fellowship with The Mind Trust in July and already are hard at work gathering data, information and best practices; meeting with parents and community stakeholders; and further refining the vision and design for their school.

The Mind Trust will continue to support Kevin and Shanae in any way we can. We cannot think of a stronger team of leaders to launch a new charter school in Indianapolis, and we offer our unreserved support for their application. If we can offer additional insights or detail, please do not hesitate to contact us.

Sincerely,



David Harris
Founder & Chief Executive Officer



Brandon Brown
Vice President of Education Innovation

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September 10, 2015

Ms. Kristin Hines
Office of Education Innovation
City of Indianapolis, Office of the Mayor
2501 City-Council Building
200 E. Washington Street
Indianapolis, IN 46204

Ms. Hines,

This letter confirms Indianapolis Public School's commitment to partner with VBP, Indy, Inc. dba Enlace Academy as they open a second school in Indianapolis. We recognize the strong work Enlace Academy has done on the west side of the city in serving families and educating children, and we would like to be a part of the vision for carrying that success to other areas of our city.

The mission of Indianapolis Public Schools is to prepare and empower all students for life with the goal of becoming the flagship in innovative urban education. It is through unique partnerships, like that of the one we have with Enlace Academy as an Innovation Schools charter partner, that we believe we will accomplish this goal.

We are excited for the continued growth of Enlace Academy and look forward to supporting Shanae Staples and her team in the establishment of a second campus. Shanae was selected as an Innovation Schools Fellow by a panel of representatives including IPS leadership, so we are confident that she not only has a strong vision but also has the support of a strong Board and leadership team in executing on her vision.

We look forward to partnering with VBP, Indy, Inc. dba Enlace Academy as we collaborate to change the educational narrative of Indianapolis.

Sincerely,

A handwritten signature in black ink, appearing to read "Aleesta Johnson".

Aleesta Johnson
Innovation Officer
Indianapolis Public Schools

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Indiana University School of Education IUPUI
902 West New York Street
Education/Social Work, ES 3121
Indianapolis, Indiana 46202-5155

September 2, 2015

To Whom it May Concern:

I am pleased to add my letter of support for Enlace Academy. I am an Associate Professor of Second Language Education at Indiana University's, School of Education at IUPUI. I have worked in Indianapolis for 8 years, especially in communities with high English Learner student populations.

I understand that a second location is being considered for Enlace Academy. I am familiar with the school's mission, commitment to diverse learners, and their blended learning model. I see strong potential in using a variety of small group configurations that allow for greater levels of differentiation, individualization, and assistance to learn. My own research focuses on improving teacher's pedagogical knowledge in using small group instruction, especially in teaching culturally, linguistically, and economically diverse learners. Teachers who are coached to use small group activities that are collaborative, language and literacy rich, contextualized, and cognitively challenging significantly increase student learning. Teacher professional development is key.

As outlined in the Enlace Academy values, the focus of the school is to be culturally, linguistically, and instructionally responsive to diverse learners. I believe their instructional model, when coupled with its commitment to coaching teachers on an ongoing basis, will lead to more positive and productive learning environments for students. I stand ready to support Enlace Academy as it expands.

Sincerely,

A handwritten signature in cursive script that reads "Annala Teemant".

Annala Teemant, Ph.D.
Associate Professor of Second Language Education
Graduate Chair, IUPUI School of Education

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COLLEGE OF EDUCATION

Office of the Dean

September 10, 2015

Ms. Kristin Hines
Office of Education Innovation
City of Indianapolis, Office of the Mayor
2501 City-Council Building
200 E. Washington Street
Indianapolis, IN 46204

Dear Ms. Hines:

The Purdue University College of Education is pleased to partner with VBP, Indy, Inc. dba Enlace Academy on their proposed second school in Indianapolis. The focus of the partnership will be specifically on the integration of STEM (science, technology, engineering, and mathematics) education support. We are currently working with Enlace on this within their existing school. We value the important work Enlace Academy has done on the west side of Indianapolis for families and children, and are interested in partnering to continue that success to other areas of the city.

We look forward to partnering with VBP, Indy, Inc. dba Enlace Academy as we collaborate to strengthen the educational narrative of Indianapolis.

Sincerely,

A handwritten signature in black ink, appearing to read "Carla Johnson".

Dr. Carla C. Johnson
Associate Dean and Professor
carlacjohnson@purdue.edu
1-765-494-0019

The Innovative Network School Prospectus

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Office of Graduate Studies

Marian University
Graduate Programs in Education
3200 Cold Spring Road
Indianapolis, Indiana

September 1, 2015

Ms. Kristin Hines
Office of Education Innovation
City of Indianapolis, Office of the Mayor
2501 City-Council Building
200 E. Washington Street
Indianapolis, IN 46204

Ms. Hines,

This letter confirms Marian University, Graduate Programs in Education's commitment to partner with VBP, Indy, Inc. dba Enlace Academy as they open a second school in Indianapolis. We recognize the strong work Enlace Academy has done on the west side of the city in serving families and educating children, and we would like to be a part of the vision for carrying that success to other areas of our city. Marian's Graduate Programs in Education has a rich heritage of providing top quality teachers (nearly 1000 in the past eight years) who are dedicated to serving the students in Indianapolis and Marion County in traditional public, public charter, private and parochial schools.

The vision of Marian University is to provide an education distinguished in its ability to prepare transformative leaders for service to the world.

Our vision aligns with the mission for another strong school as we support the Enlace Academy in faculty staffing and instructional delivery strategies.

We look forward to partnering with VBP, Indy, Inc. dba Enlace Academy as we collaborate to change the educational narrative of Indianapolis.

Sincerely,

A handwritten signature in black ink, appearing to read "Lindan B. Hill".

Lindan B. Hill, Ph.D.
Assistant Provost
Graduate Studies Administration
Marian University
Oldenburg Hall
Room 156
3200 Cold Spring Road
Indianapolis, Indiana 46222

3200 Cold Spring Road Indianapolis, Indiana 46222-1997 317.955.6128 Fax 317.955.6128 www.marian.edu

Marian University is sponsored by the Sisters of St. Francis, Oldenburg, Indiana.

Fall 2015

ATTACHMENT R – Insurance



November 12, 2015

RE: Potential New Charter School opening August 2016

To Whom it May Concern:

This letter is designed to advise that Hometown Insurance has the capability to provide insurance coverage on behalf of Enlace Academy and/or an alternate business name for a new school to open in August of 2016.

As an Independent Insurance Agency we have access to carriers who can provide the following coverages on behalf of the new school:

- Commercial General Liability: \$1,000,000 per occurrence; \$2,000,000 aggregate
-COMPREHENSIVE GENERAL LIABILITY INSURANCE CAN EXPRESSLY COVER CORPORAL PUNISHMENT LIABILITY. ATHLETIC PARTICIPATION MEDICAL COVERAGE WOULD BE COVERED BY A SEPARATE POLICY ALLTOGETHER.
- Directors' and Officers' Liability/ Educators' Legal Liability/ Employment Practices Liability: \$1,000,000 per occurrence; \$3,000,000 aggregate o Sexual Abuse Liability: \$1,000,000
-SEXUAL ABUSE LIABILITY CAN BE PROVIDED AS PART OF A PACKAGE POLICY AS A SEPARATE COVERAGE PART WITH LIMITS INDEPENDENT OF OTHER COVERAGE PARTS IN THE GENERAL LIABILITY POLICY.
- Automobile Liability: \$1,000,000 combined single limit
- Umbrella (Excess Liability): \$3,000,000 per occurrence; \$3,000,000 aggregate
-UMBRELLA POLICY TO INCLUDE: COMMERCIAL GENERAL LIABILITY, DIRECTORS' AND OFFICERS' LIABILITY/EDUCATORS' LEGAL LIABILITY/EMPLOYMENT PRACTICES LIABILITY, AUTOMOBILE LIABILITY AND SEXUAL ABUSE LIABILITY.
- Workers Compensation Liability: As required by Indiana law



www.htiins.com

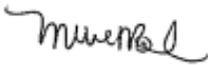
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The estimated premium for the coverages listed above would be dependent upon a number of factors such as student enrollment, number of and payroll of faculty and staff, property coverage amounts, and other factors to be determined at the time of quoting and gathering all information.

For any questions or concerns regarding this information, please contact our office.

Sincerely,



Michelle Wenzel

Commercial Lines Account Manager

Hometown Insurance

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ATTACHMENT S – Indiana Academic Standards Alignment

INDIANA 2014 STATE STANDARDS FOR ENGLISH LANGUAGE ARTS & LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS							
Reading Standards for Literature K–8							
College and Career Readiness Anchor:	Kindergarten:	Grade 1:	Grade 2:	Grade 3:	Grade 4:	Grade 5:	Grade 6–8:
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.	– WPS, ask and answer questions about key details K.RL.1, K.RL.2.1	– WPS, read and comprehend literature that is grade-level appropriate – Ask and answer questions about key details – Make predictions about what will happen next in the text 1.RL.1, 1.RL.2.1, 1.RL.2.4	– Ask and answer: who, what, where, when, why, how – Demonstrate understanding – Make predictions about the content of the text using prior knowledge, explaining whether or not they were confirmed 2.RL.2.1, 2.RL.2.4	– Ask and answer questions – Demonstrate understanding – Refer explicitly to text 3.RL.1, 3.RL.2.1	– Refer to details and examples – Explain text explicitly – Draw inferences from text 4.RL.1, 4.RL.2.1	– Quote from text – Explain text explicitly – Draw inferences from text 5.RL.1, 5.RL.2.1	– Cite textual evidence – Support analysis of text message and inferences 6–8.RL.1, 6–8.RL.2.1
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	– WPS, retell stories – Include key details – Make predictions about what will happen in a story K.RL.1, K.RL.2.1, K.RL.2.2, K.RL.2.4	– WPS, read and comprehend literature that is grade-level appropriate – Retell stories – Include key details – Demonstrate understanding 1.RL.1, 1.RL.2.2	– Recount stories – Determine central message 2.RL.1, 2.RL.2.2	– Recount stories – Determine central message – Explain how details convey central message 3.RL.1, 3.RL.2.2	– Determine theme – Summarize text 4.RL.1, 4.RL.2.2	– Determine theme, using character response to challenges and narrator reflection – Summarize text 5.RL.1, 5.RL.2.2	– Determine theme – Analyze theme development – Provide an objective summary of text 6–8.RL.1, 6–8.RL.2.2
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	– WPS, identify characters, settings, and major events – Include key details K.RL.1, K.RL.2.3	– Describe characters, settings, and major events – Include key details 1.RL.2.3	– Describe characters' responses to major events and challenges 2.RL.1, 2.RL.2.3	– Describe characters – Explain how characters' actions contribute to sequence of events 3.RL.1, 3.RL.2.3	– Describe characters in depth – Draw on specific details 4.RL.1, 4.RL.2.3	– Compare and contrast characters, settings, or events – Draw on specific details 5.RL.1, 5.RL.2.3	– Analyze how dialogue and events contribute to plot sequence and/or character development 6–8.RL.1, 6–8.RL.2.3
Craft and Structure							
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	– Ask and answer questions about unknown words K.RL.1, K.RV.3.1, K.RV.3.2, K.SL.2.4, K.SL.3.2	– Identify words that suggest feelings or appeal to the senses – Use key details from the text 1.RL.2.2, 1.RL.2.3, 1.RV.3.1	– Describe how words and phrases supply rhythm and meaning 2.RL.1, 2.RV.3.1	– Determine word meaning using text – Distinguish literal from nonliteral language – Recognize the meanings of idioms in context 3.RV.2.1, 3.RV.2.4, 3.RV.3.1, 3.RV.3.3	– Determine word meaning using text, including those that allude to mythological characters 4.RV.2.1, 4.RV.2.4	– Determine word meaning using text, including figurative language 5.RV.2.1, 5.RV.2.2, 5.RV.2.4, 5.RV.3.1, 5.RV.3.3	– Determine word meaning, including figurative and connotative meanings – Analyze the impact of word choice 6–8.RV.1, 6–8.RV.2.1, 6–8.RV.2.2, 6–8.RV.2.3, 6–8.RV.2.4, 6–8.RV.2.5, 6–8.RV.3.1, 6–8.RV.3.2, 6–8.RV.3.3
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	– Recognize common text types K.RL.3.1	– Explain major differences between literary and informational texts; draw on a range of text types 1.RL.3.1	– Describe story structure, including introductions and conclusions 2.RL.3.1	– Refer to story parts when writing or speaking – Describe story part succession 3.RL.3.1	– Explain major differences between texts – Refer to structural elements when writing or speaking 4.RL.3.1	– Explain how story parts provide overall structure 5.RL.3.1	– Analyze how story structure contributes to meaning and tone 6–8.RL.3.1
6. Assess how point of view or purpose shapes the content and style of a text.	– WPS, name author and illustrator; define role of each K.RL.3.2	– Identify narrator at various points in the text 1.RL.3.2	– Acknowledge differences in points of view – Speak in different voices for different characters 2.RL.3.2	– Distinguish own point of view from characters or narrator 3.RL.3.2	– Compare and contrast narration, including first- and third person story narrations 4.RL.3.2	– Describe how point of view influences event descriptions 5.RL.3.2	– Analyze the points of view of characters, narrators, and audience (Grades 6&7) – Analyze a particular point of view in a work, considering how it reflects heritage and culture. (Grade 8) 6–8.RL.3.2
College and Career Readiness Anchors							
Integration of Knowledge and Ideas							
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	– WPS, describe illustration and story relationship K.ML.1, K.RL.4.1	– Use illustrations and details to describe story elements 1.RL.4.1	– Use illustrations and words to demonstrate understanding of story elements 2.RL.4.1	– Explain how illustration aspects contribute to story elements 3.RL.4.1	– Make connections between text and illustration – Identify where each reflects message 4.RL.2.1, 4.RL.4.1	– Analyze visual and multimedia elements – Identify how information found in electronic print and mass media is used to inform, persuade, entertain, and transmit culture – Review claims made in various types of media and evaluate evidence to support those claims – Identify the role of the media in focusing people's attention on events and in forming their opinions on issues 5.RL.4.1, 5.ML.1, 5.ML.2.1, 5.ML.2.2	– Compare and contrast and analyze written stories from alternative production formats 6–8.RL.4.1
8. Delineate and evaluate the argument and specific claims in a text, including the validity of reasoning as well as the relevance and sufficiency of evidence.	– (Not applicable to literature)	– (Not applicable to literature)	– (Not applicable to literature)	– (Not applicable to literature)	– (Not applicable to literature)	– (Not applicable to literature)	– (Not applicable to literature)
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	– WPS, compare and contrast character experiences K.RL.1, K.RL.4.2	– Compare and contrast character experiences 1.RL.4.2	– Compare and contrast different versions of the same story 2.RL.4.2	– Compare and contrast story elements in a book series 3.RL.4.2	– Compare and contrast story elements in world literature 4.RL.4.2	– Compare and contrast story elements in books from same genre 5.RL.4.2	– Compare and contrast works of literature in different forms or genres in terms of their approaches to similar themes and topics (6th grade) – Compare and contrast a fictional portrayal with a historical event as a means of understanding how authors of fiction use or alter history (7th grade) – Analyze how works of literature draw on and transform earlier texts. 6–8.RL.4.2
Range of Reading and Level of Text Complexity							
10. Read and comprehend complex literary and informational texts independently and proficiently.	– Engage in group reading activities K.RL.1, K.RF.1	– WPS, read in grade 1 complexity band 1.RL.1, 1.RF.1	– Read and comprehend in grades 2–3 complexity band, WPS at high end 2.RL.1, 2.RF.1	– Read and comprehend in grades 2–3 complexity band 3.RL.1, 3.RF.1	– Read and comprehend in grades 4–5 complexity band, WPS at high end 4.RL.1, 4.RF.1	– Read and comprehend in grades 4–5 complexity band 5.RL.1, 5.RF.1	– Read and comprehend in grades 6–8 complexity band, WPS as needed in grades 6–7 6–8.RL.1

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Core Knowledge K-5 Sequence					
	Week	Core Knowledge Domain	ELA Standards	Social Studies	Science
Kindergarten	1	Intro/Procedures			
	2-4	Nursery Rhymes and Fables	RF,RL,RV,W,SL		
	5-7	The Five Senses	RF,RL,RN,RV,W,SL		(3) Life Science
	8-11	Stories	RF,RL,RV,W,SL		
	12-15	Plants	RF,RL,RN,RV,W,SL		(2) Earth Science, (3) Life Science
	16-17	Review			
	18-20	Farms	RF,RL,RN,RV,W,SL, ML	(1) History, (2) Civics and Government, (3) Geography, (4) Economy	(3) Life Science
	21-23	Native Americans	RF,RL,RN,RV,W,SL	(1) History, (2) Civics and Government, (3) Geography, (4) Economy	
	24-25	Kings and Queens	RF,RL,RN,RV,W,SL		
	26-27	Seasons and Weather	RF,RL,RN,RV,W,SL	(3) Geography	(1) Physical Science, (2) Earth Science
	28-29	Columbus and the Pilgrims	RF,RL,RN,RV,W,SL	(1) History, (2) Civics and Government, (3) Geography	
	30-31	Review			
	32-33	Colonial Towns and Townspeople	RF,RL,RN,RV,W,SL	(1) History, (2) Civics and Government, (3) Geography, (4) Economy	
	34-36	Taking Care of the Earth	RF,RL,RN,RV,W,SL, ML	(3) Geography, (4) Economy	(1) Physical Science, (2) Earth Science, (3) Life Science, (4) Science, Eng., Tech
	37-39	Presidents and American Symbols	RF,RL,RN,RV,W,SL, ML	(1) History, (2) Civics and Government, (3) Geography, (4) Economy	
	40	Review			
	1st Grade	1	Intro/Procedures		
2-4		Fables and Stories	RF,RL,RV,W,SL		
5-7		The Human Body	RF,RL,RN,RV,W,SL		(3) Life Science
8-10		Different Lands, Similar Stories	RF,RL,RN,RV,W,SL, ML	(1) History, (2) Civics and Government, (3) Geography, (4) Economy	(2) Earth Science
11-14		Early World Civilizations	RF,RL,RN,RV,W,SL	(1) History, (2) Civics and Government, (3) Geography	
15-17		Early American Civilizations	RF,RL,RN,RV,W,SL	(1) History, (2) Civics and Government, (3) Geography, (4) Economy	
18-20		Astronomy	RF,RL,RN,RV,W,SL		(2) Earth Science
21-23		The History of the Earth	RF,RL,RN,RV,W,SL	(3) Geography	(2) Earth Science, (3) Life Science
24-26		Animals and Habitats	RF,RL,RN,RV,W,SL, ML	(3) Geography	(2) Earth Science, (3) Life Science
27-30		Fairy Tales	RF,RL,RV,W,SL		
31-33		A New Nation	RF,RL,RN,RV,W,SL	(1) History, (2) Civics and Government, (3) Geography, (4) Economy	
34-36		Frontier Explorers	RF,RL,RN,RV,W,SL	(1) History, (2) Civics and Government, (3) Geography	
37		Mexico	RF,RL,RN,RV,W,SL, ML	(1) History, (2) Civics and Government, (3) Geography, (4) Economy	(2) Earth Science
38		Matter	RF,RL,RN,RV,W,SL		(1) Physical Science, (4) Science, Eng., Tech
39		Electricity	RF,RL,RN,RV,W,SL		(1) Physical Science, (4) Science, Eng., Tech
40		Review			

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	Week	Core Knowledge Domain	ELA Standards	Social Studies	Science
2nd Grade	1	Intro/Procedures			
	2-4	Fairy Tales and Tall Tales	RF, RL, RV, W, SL		
	5-8	Early Asian Civilization	RF, RL, RN, RV, W, SL	(1) History, (3) Geography	
	9	Japan	RF, RL, RN, RV, W, SL, ML	(1) History, (2) Civics and Government, (3) Geography, (4) Economy	(2) Earth Science
	10-12	The Ancient Greek Civilizations	RF, RL, RN, RV, W, SL	(1) History, (3) Geography	
	13-15	Greek Myths	RF, RL, RN, RV, W, SL		
	16-18	The War of 1812	RF, RL, RN, RV, W, SL	(1) History, (2) Civics and Government, (3) Geography, (4) Economy	
	19-21	Cycles in Nature	RF, RL, RN, RV, W, SL		(3) Life Science
	22-24	Westward Expansion	RF, RL, RN, RV, W, SL	(1) History, (2) Civics and Government, (3) Geography, (4) Economy	(2) Earth Science
	25-27	Insects	RF, RL, RN, RV, W, SL		(3) Life Science
	28-30	The U.S. Civil War	RF, RL, RN, RV, W, SL, ML	(1) History, (2) Civics and Government, (3) Geography, (4) Economy	
	31-33	The Human Body: Building Blocks and Nutrition	RF, RL, RN, RV, W, SL		(3) Life Science
	34-36	Immigration	RF, RL, RN, RV, W, SL, ML	(1) History, (2) Civics and Government, (3) Geography, (4) Economy	
	37-38	Fighting for a Cause	RF, RL, RN, RV, W, SL	(1) History, (2) Civics and Government, (3) Geography, (4) Economy	
	39	Simple Machines	RF, RL, RN, RV, W, SL		(1) Physical Science, (4) Science, Eng., Tech
	40	Magnetism	RF, RL, RN, RV, W, SL		(1) Physical Science, (4) Science, Eng., Tech

Core Knowledge K-5 Sequence

	Week	Core Knowledge Domain	ELA Standards	Social Studies	Science
3rd Grade	1	Intro/Procedures			
	2-4	Classic Tales: The Wind in the Willows	RF, RL, RV, W, SL		
	5-7	Classification of Animals	RF, RL, RN, RV, W, SL		(3) Life Science
	8-10	The Human Body: Systems and Senses	RF, RL, RN, RV, W, SL, ML		(3) Life Science
	11-14	Ancient Roman Civilizations	RF, RL, RN, RV, W, SL	(1) History, (2) Civics and Government, (3) Geography	
	15-17	Light and Sound	RF, RL, RN, RV, W, SL		(1) Physical Science, (4) Science, Eng., Tech
	18-19	Review			
	20-21	The Viking Age	RF, RL, RN, RV, W, SL	(1) History, (3) Geography	
	22-25	Astronomy	RF, RL, RN, RV, W, SL, ML		(2) Earth Science
	26-27	Native Americans: Regions and Culture	RF, RL, RN, RV, W, SL, ML	(1) History, (2) Civics and Government, (3) Geography	
	28-30	Early Exploration of North America	RF, RL, RN, RV, W, SL	(1) History, (2) Civics and Government, (3) Geography	
	31-33	Colonial America	RF, RL, RN, RV, W, SL	(1) History, (2) Civics and Government, (3) Geography, (4) Economy	
	34-35	Ecology	RF, RL, RN, RV, W, SL, ML		(2) Earth Science
	36	Geography	RF, RL, RN, RV, W, SL, ML	(1) History, (3) Geography	(2) Earth Science
	37-38	Rivers of the World	RF, RL, RN, RV, W, SL		(2) Earth Science
	39-40	Review			

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	Week	Core Knowledge Domain	ELA Standards	Social Studies	Science
4th Grade	1	Intro/Procedures	RF,RL,RN,RV,W,SL		
	2-7	Personal Narrative	RF,RV,W,SL		
	8-11	The Middle Ages	RF,RL,RN,RV,W,SL	(1) History, (3) Geography	
	12-14	Poetry	RF,RL,RN,RV,W,SL		
	15-18	The Islamic Empire	RF,RL,RN,RV,W,SL, ML	(1) History, (3) Geography	
	19-20	The Circulatory System	RF,RL,RN,RV,W,SL		(3) Life Science
	21-23	Eureka!	RF,RL,RN,RV,W,SL		(1) Physical Science, (4) Science, Eng., Tech
	24-26	Geology	RF,RL,RN,RV,W,SL	(3) Geography	(2) Earth Science
	27-30	The American Revolution	RF,RL,RN,RV,W,SL, ML	(1) History, (2) Civics and Government, (3) Geography, (4) Economy	
	31-34	Treasure Island	RF,RL,RN,RV,W,SL		
	35-36	Atoms	RF,RL,RN,RV,W,SL		(1) Physical Science
	37-38	Meteorology	RF,RL,RN,RV,W,SL, ML		(1) Physical Science, (2) Earth Science, (4) Science, Eng., Tech
	38-40	Review			
5th Grade	1	Intro/Procedures			
	2-4	Personal Narrative	RF,RL,RV,W,SL, ML		
	5-7	Early American Civilizations	RF,RL,RN,RV,W,SL	(1) History, (2) Civics and Government, (3) Geography, (4) Economy	
	8-10	Poetry	RF,RL,RV,W,SL		
	11	Classifying	RF,RL,RN,RV,W,SL		(3) Life Science
	12-13	Cells and Plants	RF,RL,RN,RV,W,SL		(2) Earth Science, (3) Life Science
	14-16	Contemporary Poetry	RF,RL,RN,RV,W,SL		
	17-20	Don Quixote	RF,RL,RN,RV,W,SL		
	21-24	Life Cycles and the Human Body	RF,RL,RN,RV,W,SL, ML		(3) Life Science
	25-27	The Renaissance	RF,RL,RN,RV,W,SL	(1) History, (2) Civics and Government, (3) Geography, (4) Economy	
	28-30	The Reformation	RF,RL,RN,RV,W,SL	(1) History, (2) Civics and Government, (3) Geography, (4) Economy	
	31-33	A Midsummer's Night's Dream	RF,RL,RV,W,SL		
	34-38	Native Americans	RF,RL,RN,RV,W,SL, ML	(1) History, (2) Civics and Government, (3) Geography, (4) Economy	
	39-40	Chemistry	RF,RL,RN,RV,W,SL		(1) Physical Science, (4) Science, Eng., Tech