

# **Westside Community Middle School**

**Final Charter Application**

**Location: Within the boundaries of  
Indianapolis Public Schools**

**Charter Applicant Information Sheet**

**Name of Proposed Charter School:** Westside Community Middle School (pending location)

**Proposed School Address (if known):** Not known at this time

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

**Legal Name of Group Applying for the Charter:** Goodwill Education Initiatives

**Applicant's Designated Representative:** Sheila Dollaske

**Address:** 1630 N. Meridian St., Suite 450

**City:** Indianapolis

**State:** Indiana

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

**Proposed Grade Levels & Total Student Enrollment**

	<b>School Year</b>	<b>Grade Levels</b>	<b>Maximum Student Enrollment</b>
<b>First Year</b>	2016-2017	7-8	240
<b>Second Year</b>	2017-2018	6-8	360
<b>Third Year</b>	2018-2019	6-8	360
<b>Fourth Year</b>	2019-2020	6-8	360
<b>Fifth Year</b>	2020-2021	6-8	360
<b>Sixth Year</b>	2021-2022	6-8	360
<b>Seventh Year</b>	2022-2023	6-8	360
<b>Maximum</b>			360

**Is this a single-gender or co-educational school?** No

**If single-gender, please indicate who will be served by school:**

Indicate "Girls" or "Boys"

**Are you planning to work with a management organization?**

Indicate "Yes" or "No" : Yes

**If so, please indicate the name of management organization:** Goodwill Education Initiatives

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

Indicate "Yes" or "No": No

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

**Do you plan to submit an application for this school to another sponsor before the Mayor of Indianapolis makes a final determination on your application?**

Indicate “Yes” or “No” : No

**If so, please indicate the name of the authorizer:**

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

Indicate “Yes” or “No”: No

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

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## **I. Vision**

### **A. Mission**

#### *Mission*

Scholars, staff, families, and community partners will work collaboratively to ensure an academically rigorous and community-based middle school experience, while providing increased access to transformational opportunities and services for the whole family. Scholars will be inspired and empowered to be leaders and change agents in high school, college, and career.

#### *Educational Philosophy*

Scholars learn best when:

- parents, community partners, and school staff work collaboratively to ensure success
- school staff emphasizes academic mastery of knowledge and skills
- all factors and possible barriers to learning are proactively identified and resolved
- education includes character development and conflict resolution

#### *Core Values*

At Westside Community Middle School, the daily decisions of staff, scholars, families, and community members are driven by always working to demonstrate the core values of: respect, scholarship, excellence, and courage.

### **B. Need**

The target population for Westside Community Middle School is scholars in West Indianapolis and Near Westside neighborhoods. Forty-one percent of residents in West Indianapolis have not earned a high school diploma, as compared to 16% of adults in Marion County at-large. Additionally, West Indianapolis has one of the lowest reported incomes in the county, based on federal income tax returns. (Indianapolis Sustainable Communities Final Monitoring Report, 2014). Longtime residents and community partners point to the importance of educational attainment for adults as a strategy for improving educational outcomes of scholars in K-12 and economic development. (West Indianapolis Qualify of Life Plan, 2008). West Indianapolis currently has two elementary schools, with the majority of scholars then matriculating into George Washington Community High School to attend grades seven through twelve.

Community members cite this transition as the turning point when many young adults become less invested and engaged in education. The inspiration for Westside Community Middle School stems from the need articulated by residents, and the perfectly positioned community partners, who are already working relentlessly to improve outcomes for residents of West Indianapolis and Near Westside. Building a stand-alone middle school, with a focus on developing community-minded scholars, will alleviate the disengagement that West Indianapolis and Near Westside are currently seeing as scholars transition from elementary school to a combination middle school-high school.

A survey was given to neighbors of school-aged children at a west side community event in August of 2015. A majority of respondents stated that they think preparation to transition to high school needs to be an explicit focus of schools with scholars in grades six through eight. A copy of the survey is available in Attachment A.

Further demonstrating the need for targeted and specific supports for middle school scholars, the academic performance of George Washington Junior High School has steadily declined over the past three years. The pass rate of students passing both ELA and math ISTEP+ has gone from 31% in 2011-2012 to 18% in 2013-2014 (IDOE Compass, 2015). As seen in the table below, Northwest Community Junior High School has also seen a decline in performance over the past three years. Both Key Learning Community and Indiana Math and Science Academy are schools that are not focused on the west side, but rather the Indianapolis community as a whole. Introducing a community-centered school, with strong academic outcomes, will fill an unmet need that exists on the west side. Westside Community Middle School will ensure that scholars attain improved academic outcomes and are ready to engage in rigorous high school coursework.

**ISTEP+ Pass Rate (percent)**

	<i>2011-2012</i>		<i>2012-2013</i>		<i>2013-2014</i>	
	<i>Math</i>	<i>ELA</i>	<i>Math</i>	<i>ELA</i>	<i>Math</i>	<i>ELA</i>
<i>Indiana Math and Science Academy</i>	75	74	65	54	69	59
<i>George Washington Community Junior High School</i>	58	34	44	30	31	26
<i>Key Learning Community Junior High School</i>	45	58	40	52	55	52
<i>Northwest Community Junior High School</i>	35	26	38	31	33	31

*IDOE Compass, July 2015*

In addition to poor academic performance, middle schools within Indianapolis Public Schools have struggled to establish a positive learning environment. This is demonstrated by the significant number of fights reported in district middle schools for the 2014-2015 school year. As shown in the table below, the two neighborhood middle schools on the west side had the highest ratio of fights to total student population of any schools in the district. Additionally, Key Learning Community, where Sheila Dollaske served as principal, had the best ratio of fights to total student population.

### Ratio of Fights to Student Population in IPS Middle Schools

	<i>Total Student Population</i>	<i>Number of Reported Fights</i>	<i>Ratio of Fights to Students</i>
<i>Northwest Community Junior High School</i>	367	73	1: 5.0
<i>George Washington Middle School</i>	578	92	1: 6.2
<i>John Marshall Middle School</i>	340	40	1: 8.5
<i>Shortridge Middle School</i>	343	29	1: 11.8
<i>Broad Ripple Middle School</i>	406	34	1: 11.9
<i>Harshman Middle School</i>	587	25	1: 23.5
<i>Crispus Attucks Middle School</i>	629	26	1: 24.2
<i>Key Learning Community Junior High School</i>	143	3	1: 47.7

Retrieved from <http://www.theindychannel.com/news/call-6-investigators/call-6-investigates-what-ips-schools-have-the-most-fights>

#### *Family and Community Support*

Families at Westside Community Middle School will be connected to a comprehensive network of social services, family, and health programs. These supports are crucial in supporting scholars and families in overcoming the challenges and struggles associated with poverty. The nature of these supports will be an innovative approach, in that it flips the current structure of most supports currently offered in schools. While families frequently rely on supports that are offered by schools, there are few programs that allocate the resources proactively. This results in families becoming dependent on schools for certain resources. When the family no longer has a child in the school, they no longer have access to the resources on which they have become

dependent. The families have not been empowered to develop their ability to address the need on their own. Additionally, schools continually invest the same resources in the same families to address the same areas of need.

The goal at Westside Community Middle School will be to proactively allocate resources in a manner that empowers families to build internal capacity and make transformational changes. In order to do this, a team of people from the school and the family will define a specific family goal that addresses a current area of need and complete a Family Access Plan (Attachment B). Community resources will be leveraged and invested in the family to best meet this goal, with regular progress monitoring checks held throughout the year. The ultimate purpose of the Family Access Plan is to build the internal capacity of each family, and to ensure increased access to transformational opportunities that will persist well beyond the time their scholars are enrolled in Westside Community Middle School. The flexible structure and supportive relationships within this program will provide the members of the community, including family members of middle school scholars, with educational attainment, employment, and growth opportunities. The innovative positioning of an adult high school, embedded within a neighborhood school, will directly empower residents of West Indianapolis and the Near Westside to reverse the current rates of high school attainment in the neighborhoods. Leveraging additional community resources, as needed to by families, will be a strategic investment in families’ long-term success.

**C. Goals**

Westside Community Middle School is committed to ensuring an excellent education for scholars and access to transformational opportunities for family and community members. Given this extensive commitment, additional goals have been set around academic outcomes and organizational viability.

**Performance Goals**

<i><b>Academic Performance Goal 1</b></i>	Scholars at Westside Community Middle School will achieve their personal growth goal based on the NWEA MAP reading assessment, as measured each spring.
<i><b>Academic Performance Goal 2</b></i>	Scholars at Westside Community Middle School will be prepared to achieve “on-track” status freshmen year of high school.
<i><b>Organizational Viability/Non-Academic Performance Goal 1</b></i>	Families at Westside Community Middle School will leverage available supports and achieve personal goals that lead to increased access to transformational opportunities.
<i><b>Organizational Viability/Non-Academic Performance Goal 1</b></i>	Westside Community Middle School will retain effective and highly effective certified staff members.

Two of these goals, Academic Performance Goal 2 and Non-Academic Performance Goal 1, include innovative metrics that are not currently formally measured by schools in Indianapolis. The freshmen on-track rate has been credited with having a significant impact on improving the high school graduation rates of scholars in Chicago Public Schools. (Grossman, 2015). It is a metric that will positively impact scholars on the west side of Indianapolis well beyond their years in middle school. The participation of families in the education of their scholars, while also building the capacity of the family to navigate challenges, will transform families and neighborhoods. It will decrease the dependency of families on the supports offered by schools as families build internal capacity, which will ensure that the families are empowered to experience stability and success long after their children leave Westside Community Middle School.

Please see Attachment C for additional information, including targets and measuring tools, which will be used to assess the success of Westside Community Middle School.

## **II. Educational Services Provided**

### **A. Educational Model**

The educational model of Westside Community Middle School will build upon instructional best practices to meet the needs of scholars. The educational model will prepare scholars for success in high school, and ensure all scholars have access to opportunities in college and career.

#### *Units of Study and Assessment*

The core curriculum at Westside Community Middle School will be aligned to the Indiana Academic Standards. All staff will be trained in the *Understanding by Design* framework (McTighe & Wiggins, 1999). Through this framework, unit plans will be developed with clearly articulated scholar understandings and aligned objectives, assessments, and daily lessons. A component of this process will include each grade level content team developing common formative assessments that are designed to determine if scholars are mastering knowledge and skills throughout the unit. Formative assessments may take a variety of forms, but all units will contain at least one formative performance task. Throughout and after instruction, teachers will collectively examine all scholar data to ensure they are making progress towards established goals for each scholar (Tomlinson & McTighe, 2006). Unit plans will be written with time built in for remediation and/or enrichment in order to meet the needs of all levels of learners.

#### *Mastery Learning*

All teachers and scholars at Westside Community Middle School will utilize mastery learning. Mastery learning, in conjunction with backward planning, will allow teachers to target and tailor instruction for each scholar (Wormeli, 2006). Parents will receive regular reports regarding current levels of mastery for specific standards for their child. Scholars will have the opportunity to work on standards where they need continued support and to move on after they have mastered standards. This strategic and individualized approach will ensure that the learning time for all scholars is fully maximized.

Mastery learning, in conjunction with the mastery grading system that will be used, empowers scholars to take responsibility and ownership over their personal achievement data. As scholars prepare for high school, college, and career, taking ownership of outcomes is of the utmost importance. This ownership, coupled with an understanding of how to best address areas of need

and appropriately advocate for themselves, is a benefit scholars will take from mastery learning that will positively impact scholars well beyond middle school.

### *Integrated Technology*

An important factor in individualizing instruction and providing differentiated support based on mastery data is the integration of technology. Scholars and teachers will receive training in how to utilize technology to increase differentiation and maximize learning. Each scholar will have a Chromebook available for his or her use throughout the school day.

It will be critical for teachers to receive training in how to maximize technology for scholar training. In addition to training, teachers will be expected to integrate the use of technology into unit plans. This will ensure that teachers are proactively planning the use of technology and provide an opportunity for the Director of Academics to provide feedback on plans for technology integration prior to implementation. When used correctly, technology can provide an excellent way for scholars to engage in learning while teachers work with small groups, addressing targeted skills. Utilizing technology as a teaching tool also provides teachers with more immediate access to scholar data. This allows the teachers to take the time they would spend grading and inputting data, and instead spend that time analyzing where scholars are and adjusting instruction.

In addition to providing increased individual autonomy in learning, the integration of technology will also ensure scholars are prepared with the 21<sup>st</sup> century skills needed in high school, college, and career. Authentically utilizing technology throughout all classes will provide scholars the opportunity to learn and apply new skills on a daily basis.

### *Use of Data and Academic Support*

The staff at Westside Community Middle School will understand the importance of analyzing data to improve scholar achievement. School-wide, grade level, teacher specific, and scholar specific data will be regularly analyzed. One of the core reasons for the regular use of data is to ensure high quality instruction during class time. In class, all scholars will receive high quality instruction that is aligned to the state standards, and has an emphasis on performance-based tasks. Scholars will receive scaffolding and differentiation from all of their teachers throughout class time, based on their current levels of mastery. Teachers will use data to prioritize skills and objectives, create small groups, and target scholars who need assistance.

Teachers will be trained in the beginning of the year on how to best maximize the use of scholar data. A hybrid approach of using *Driven by Data* and *Data Wise* will allow teachers to create a tailored approach to using scholar level data. This approach provides scaffolded support to teachers who are new to using data, and works to build the reflective practice of all teachers. As staff becomes familiar with the flow of questions, they will build their capacity to use these reflective questions as they approach all areas of their work with scholars and families. The data reflection questions are available in Attachment G.

Teachers will build on high quality instructional time in the core classes by taking multiple measures of scholars' learning. Teachers will utilize a number of different types of assessments to address scholar-learning trends, modify instruction and, ultimately increase scholar achievement. The collection and analysis of data will also be supported by the GEI analytics

team. This support, in conjunction with teacher training, will provide all staff members with actionable access to data.

### *Response to Instruction*

Scholars will likely enter the school at different academic levels. Teachers will be charged with ensuring that all scholars, regardless of starting point, are challenged to work to their maximum potential and make substantial growth each year. Growth is of particular importance for scholars who enter the school year behind grade level. One structure that will be used to support scholars is Response to Instruction (RTI). The RTI program at Westside Community Middle School will establish a multi-tiered approach for the early identification and support of scholars with learning and behavioral needs. Appropriate interventions will be provided to scholars to accelerate their rate of learning. The RTI program at Westside Community Middle School will include the following essential components:

- High quality, research-based classroom instruction in general education classrooms.
- Weekly progress monitoring of scholar support and performance.
- Three levels of tiered interventions to differentiate for all scholars.
- Parental involvement to provide parents information about their child's progress and academic and/or behavioral goals that have been established.

The purpose of RTI is twofold: (1) to provide supports to scholars who are struggling academically or behaviorally in the school, and (2) to provide a documentation-based process for scholars to be referred for evaluation to receive Special Education services (The RTI Action Network, n.d.). RTI will have three different tiers of supports that scholars move through if they are struggling with either academics or behavior. The RTI Committee, which is made up of the teacher, instructional coach, social worker, special education teacher, and principal, will meet once per week during a common planning period to assess referrals, interventions, and scholar progress. Parents will also be invited to attend these meetings, and will be updated with progress of their scholar throughout the duration of the RTI process.

### *Professional Learning Communities*

The staff at Westside Community Middle School will participate in weekly Professional Learning Communities (PLCs) with grade level, special education, and ELL teachers. Through this collaboration, all staff will drive scholar outcomes and continuously reflect on their practice (DuFour & Mattos, 2013). This will build the capacity of all staff to maximize the impact of the *Understanding by Design* planning model, and support collective practice.

In addition to PLCs focused on scholar academics, quarterly PLCs will also convene with members of scholars' families and the family services team present. These Family Access Plan meetings will provide families and staff the opportunity to develop each family's Family Access Plan. At the beginning of the year, these meetings will include goal setting as a team, and determining the resources needed for families to reach their goals. The family services team will work with their assigned caseload of families, ensuring that adjustments are made as needed throughout the year. The goal will be to proactively allocate resources, while leveraging community partners to build the long-term capacity of families. The quarterly Family Access Plan meetings will address any areas of need that scholars and their families are facing, while

also serving as an opportunity to monitor the progress each family is making in achieving the goals outlined in the Family Access Plan. These opportunities to regularly meet will ensure that all families' needs are being addressed and that services are appropriately allocated. The meetings will also serve as a critical component in establishing supports that build the internal capacity of the family, while decreasing the dependency the family has on the school to only provide resources over the course of a scholar's time at Westside Community Middle School. This will ensure that scholars and families are set up to be successful far beyond the time that their scholar is enrolled in Westside Community Middle School. An outline of the PLC structure for each week can be found in Attachment H.

### *Self-Empowerment Advisory*

Scholars at Westside Community Middle School will participate in a daily Self-Empowerment Advisory course. The self-empowerment course has a dual focus on building community and providing scholars with skills that will empower them to be successful well beyond their years in middle school. The self-empowerment training will provide scholars with an increased awareness of themselves, as well as an increased sense of community with their peers and teachers. A component including conflict resolution will provide scholars with the skills needed to appropriately interact with their peers, as well as with members of the community, when conflicts arise. A sample conflict resolution lesson plan can be found in Attachment I, along with a reflection sheet that all scholars will use when conflicts arise. This purposeful facilitation will prepare scholars to examine their place in the communities to which they belong, and empower them to resolve conflicts in all areas of their lives as they move forward.

In addition to building community and teaching conflict resolution skills, advisory will also provide a time for scholars to participate in service-learning projects. Scholars will spend sixth and seventh grade participating in service and working on the skills needed to be trusted members of the community. In eighth grade, scholars will participate in a capstone project that is described in detail in the next section. A sample planning tool for teachers to use when facilitating these experiences can be found in Attachment J.

The advisory model will also provide time for the school's core values to be explicitly taught, in addition to authentic application of the core values throughout interactions at the school and in the community. In addition to core values, scholars will be prepared for high school, college, and career during advisory by learning and applying critical organization and study skills. Middle school is a critical time for scholars to learn and practice independence as it applies to their academics. An example of a possible advisory lesson is available in Attachment K.

Finally, the Self-Empowerment Advisory will be structured so that scholars and staff stay together for the three years spent at Westside Community Middle School. Cited as a best practice for the middle grades, the clear and ongoing relationship with an adult will ensure the scholars feel connected to the school community and to a mentor on the staff (Bottoms, G. & Timerlake, A., 2012).

### *Capstone Project*

As a culminating experience, all eighth grade scholars at Westside Community Middle School will participate in a self-designed capstone project that requires scholars to apply the skill sets

that they will develop as a part of their time at Westside Community Middle School. The independent nature of this project will provide scholars with the real-life experiences they need to be prepared for high school, and moreover, college and career ready upon graduation. All capstone projects will be based on the prompt of finding a solution for a need the scholar has observed within the West Indianapolis and Near Westside communities. These projects will serve as catalysts for scholars to continue to actively engage with the community, throughout and beyond the completion of their project. The ownership and investment that scholars demonstrate through their capstone projects will be a component in the ongoing transformation of the community and in fostering community-minded and self-empowered scholars.

### *Culture of High Expectations*

Westside Community Middle School will create a positive school environment for scholars on the west side of Indianapolis. Each scholar will end his or her day excited to return the next day and be better prepared for a rigorous high school environment. Scholars, teachers, school leaders, and parents will all be held to high expectations and accountable to ensuring scholars have increased access opportunities. Each day, all members of the school community will start with reciting the pledge together (Attachment L). This will serve as the starting point for scholars, staff, and families to work together to develop and grow in the character traits of: respect, courage, scholarship, and excellence. Through intentional instruction, as well as daily authentic practice, these character traits will become a way of approaching all areas of life for members of the school community.

### *School Calendar*

The school day at Westside Community Middle School will run Monday through Thursday from 7:45am to 3:15pm. On Fridays, scholars will be dismissed at 2:15pm to provide staff with time to meet for professional development and PLCs. These school hours will provide scholars with an additional 120 minutes of instruction per week, as compared to secondary schools in Indianapolis Public Schools. In addition to the extended school day, after school enrichment activities will be offered Monday through Thursday. These activities will include academic, athletic, and interest-based extracurricular activities. All school-sponsored after school activities will include a 30-minute study table period. This will ensure that scholars are devoting time to homework and studying, in addition to participating in a variety of enrichment activities.

The academic calendar of Westside Community Middle School will provide scholars with the opportunity to attend school for ten additional days of instruction as compared to students in Indianapolis Public Schools. Scholars will have a one-week fall and spring break, rather than a two-week break. Over the course of one year, scholars will go to school for approximately 190 days. Additionally, staff will report back to school 1.5 weeks prior to the scholars beginning. This will give staff the time that is needed for professional development, strategic partnering with the community, and engaging in PLCs. A yearlong scope for staff professional development can be found in Attachment M.

Sixth grade and new scholars will come back three days earlier than the rest of the scholar population. This time will be spent acclimating scholars to the school environment, processes, and expectations at Westside Community Middle School. It will help to ease some of the stresses associated with transitioning to middle school, and ensure that all scholars are prepared

to successfully participate in the school community and engage in robust instruction beginning week one of school.

### *A Day in the Life of a Scholar*

Jordan is an eighth grade scholar at Westside Community Middle School. She wakes up and walks to school each morning, as it is just a few block from her house. Jordan arrives at school at 7:40am. As she walks through the front doors, an adult, usually the school director, greets her. Each morning starts with a handshake and a couple of questions about how things are going. Jordan knows that this is the time she needs to tell Ms. Dollaske, the school director, about the issue she saw on Facebook last night. It's different than Jordan's old school, where the other kids would just talk about it all day and usually end up fighting. Jordan knows that if she doesn't report it to an adult and they find out about it later, the adult's first question will be "Why did you make the choice to not tell an adult about this problem?" t WCMS, the adults are always asking the kids why they make certain choices. They emphasize choices so much that they even talk about them in a special class called Self-Empowerment Advisory. Jordan decides to quietly tell Ms. Dollaske about the Facebook issue, and Ms. Dollaske has Jordan swing by and tell the counselor what happened. The counselor is always in the breakfast room each morning. Jordan tells him of the issue and the counselor plans for all the girls involved will come down during first period to do a reflection and talk through how they can use their conflict resolution skills to resolve the issue. Jordan feels better and grabs breakfast before heading to her locker and going to first period. The day always starts with Self-Empowerment Advisory and her class has the same people Jordan has been with since she started at WCMS. They also still have the same teacher, Mr. Jones.

During Self-Empowerment Advisory Mr. Jones is checking in with the scholars about the science quiz they are having today. Part of what Jordan has learned to appreciate at WCMS is that her day always starts and ends with Self-Empowerment Advisory. This has helped her become much more organized with her homework and study habits. Jordan checks in with Mr. Jones and then gets a pass to go talk through the Facebook conflict with the counselor and the other scholars involved. They all resolve the issue, and realize that it is once again a case of hearsay. Jordan is feeling much better and is proud that she reported it so quickly. She knows that she will be much more able to focus on her classes now that this has been resolved. The girls all leave the counselor with the same directive: if anyone asks you about it, politely let them know that the issue has been handled, and it will not be discussed further. Jordan has learned during her time at WCMS that the adults really mean if when they say this. It's part of how they maintain the community of respect they have built.

Jordan moves to her first block of the day, where she has math class. Jordan has been really enjoying math, especially since she is starting to get into Algebra 1 material. The math teacher, is Mr. Jones, also her advisory teacher. Mr. Jones has the scholars work on their Chromebooks at their own level. He then has the scholars come in small groups with other people who are working on similar material. Today he goes over graphing linear equations with Jordan's group. Jordan participates in the mini-lesson and then heads back to her seat to practice the material independently. Time flies, and before she knows it Jordan is heading to second block.

During second block Jordan has Humanities with Mr. Templin. Mr. Templin has been having the eighth graders incorporate their capstone projects for advisory into his class. Today the class starts with a bell ringer that includes reading a current events clip. Jordan then gets right into researching more information about her capstone project, which is access to activities for the kids her age on Friday nights. Jordan has had too many friends who haven't taken the right path, and who have dropped out of school. Jordan is proposing that finding better things for teens to do on Friday nights will help with this. Jordan has reached out to Mary Rigg Neighborhood Center, with the help of her advisory teacher, and is working with them on a grant proposal for a Friday night open gym. Today's task is to fill out a graphic organizer that includes Jordan researching what options are currently available in other neighborhoods, and figuring out if there have historically been options for kids in her neighborhood. About halfway through Humanities, Mr. Templin calls everyone back together. Mr. Templin is going over how to cite references. Jordan and her classmates spend the rest of class completing a lesson on citing references, including a practice portion that has Jordan's references for her project.

Next, Jordan goes to lunch. She spends her lunch period chatting with her friends. Before she knows it, it is time for band. Jordan joined the band when she first got to WCMS and is excited to be a part of the advanced band this year. They have done a couple of performances, and it has really made Jordan excited to participate in the high school band next year. Their band director, Ms. Ontiveros, has even had them practice with the high school band from the neighborhood high school a couple of times. Jordan is excited that she's had this experience, and it makes her less nervous for her transition to the high school.

After band, Jordan goes to English Language Arts. Jordan knows that her ELA teacher, Ms. Stephens is going to ask her how her RTI is going. Jordan has been working with one of the special education teachers on organizing her writing. It is one of those things that she never learned in elementary, and it's really caught up with her in middle school. Jordan likes going to RTI because she gets extra help with her writing, and she has seen it make a difference in her mastery scores on her projects. Jordan lets Ms. Stephens know that it's going well and settles in. Ms. Stephens starts class with a writing prompt from the reading the night before. Jordan is glad that she spent her study table time, before band practice, doing the reading. Jordan completes the response. They spend the first part of class reading a section of their novel as a class. As they read, the scholars mark-up where in the text they can make inferences. That is the skill they are working on today. About halfway through the class, Ms. Stephens tells the class to continue reading on their own, and to raise their hand if they have a question. Jordan keeps reading and is able to even get a little bit into some of the pages she has to read for homework. Class ends, and it's time for Jordan's science quiz.

Jordan arrives to science after a quick stop at her locker. She made sure to go quickly, as she didn't want to lose locker privileges by being tardy. Jordan remembers in sixth grade when they had to earn the privilege to go to their locker during the day. Now as an eighth grader, Jordan has learned which classes she has time to stop before, and how to think ahead in her day. She is sure this is a skill that will help her when she gets to the neighborhood high school next year. Jordan settles in and does her bell ringer. The teacher, Ms. Supilowski, passes out the quiz. Jordan looks at the top and sees it includes the three objectives that Ms. S. told them would be on the quiz. Jordan knows that she is especially strong in two of them, but that the third one is

about the cycle of water vapor and it is a bit tougher for her. Jordan tackles the questions that are aligned back to the first two objectives first. This is a test-taking skill they have discussed in Self-Empowerment Advisory, and Jordan has found that it helps her with her confidence. Jordan goes back and completes the final questions and checks her work. After the last science quiz, Jordan had to do a mastery make-up for one of the objectives. While it's not ideal, it's also not a big deal. Her teachers always let them know that they can work to improve their mastery, and that it might just take some more time studying and reviewing the material before they get it. Jordan is confident that she did well on all three of the objectives for this quiz, though. After everyone is finished, the class starts reading through the procedures for a new lab they are going to do. Jordan likes that they have to really understand the labs before they start them. It helps her think about what needs to be done and makes sure she knows what to look for. They are going to setup their labs tomorrow. Jordan ends the class with her lab group, talking through what they are going to have together for the next day's experiment.

It's already time to head back for the end of day Self-Empowerment Advisory. Jordan is looking forward to heading back because she knows that her mom had a job interview today that the social worker and Mr. Jones helped her setup. Jordan is sure that her mom has probably texted Mr. Jones and let him know how the interview went. Jordan's mom even came in and practiced interview questions with the Director of Family and Community, before the interview. This was all part of Jordan's Family Access Plan. Her mom has really struggled to get a job, and everyone agreed that some practice and interview tips would make a big difference. Jordan's Family Access Plan has a goal that her mom will get a job that makes at least \$15/hour. Jordan knows that this is now possible because her mom finished her high school diploma. She started when Jordan was in sixth grade and took a class that the Excel Center was offering right at WCMS. Jordan's mom was hooked, and ended up finishing up her degree at the Michigan Street Excel Center. Jordan is so proud of her, and knows that her getting a job is the next step. Mr. Jones lets Jordan know, right as she walks in, that her mom's interview went well. She should hear back in the next two days. Jordan is excited and spends the rest of the time organizing her homework and making a list of what she needs to do for her capstone project. When the bell rings, Jordan heads to study tables, before band practice. It's another great day at WCMS! (A sample student schedule can be found in Attachment N.)

### *A Day in the Life of a Teacher*

Ms. Supilowski has been working at Westside Community Middle School for the past three years. She is excited to see her first group of sixth grade scholars graduate from the school in June. The anticipation and urge that the staff feels to ensure they are ready to be successful in high school is palpable. But the staff all knows that each scholar's performance in ninth grade is a huge indicator if they will make it to high school graduation. With this sense of urgency, Ms. Supilowski begins her day at 7:15am. She always arrives a little bit early, so that she can check in with the other teachers on the eighth grade team. She chats with the ELA teacher, and is excited to share the resources she has been using to promote literacy in her classroom. Ms. Supilowski has been really trying to push literacy skills this year, as she knows that her scholars need to be prepared to read and access challenging materials.

At 7:40am Ms. Supilowski takes her place at her doorway. It is one of her favorite parts of the day, as each staff member greets scholars as they walk to their classes and enter their classrooms.

At 7:45am, when the bell rings, Ms. Supilowski starts her Self-Empowerment Advisory. The eighth grade advisory teachers have noticed that the scholars have been requiring more mastery retakes than usual. They have all agreed to place an emphasis on preparing for quizzes and tests the first time they come up, in hopes this will help scholars be prepared the first time around. Ms. Supilowski's advisory discusses the science quiz they have that day, and other upcoming assessments that the scholars need on their radar.

After advisory, Ms. Supilowski teaches eighth grade science during blocks 1 and 2. She is having the scholars take their quizzes, and then begin to process through the setup for a lab they will be starting. The class periods fly by, as Ms. Supilowski serves as a facilitator as the lab groups work through the lab setup. She is excited to see how well they are working together, and is encouraged by the tough questions they are asking each other.

Before she knows it, it is block 3. During block 3, Ms. Supilowski grabs her lunch and goes to eat with the other eighth grade teachers. Every day during the week, the teachers have a common block off. One day they have a formal PLC, and another day they have an RTI meeting during the second half of the block. Ms. Supilowski has realized though, that the team treats every day as a PLC. A day does not go by that her team isn't discussing a concern they have with a scholar, or figuring out ways to reinforce a skill that many scholars are struggling with across several classes. Today, the teachers discuss their upcoming progress monitoring meetings for the Family Access Plans for the eighth grade scholars. The teachers are excited to hear updates on how things are going with each family, and to formally chart progress.

After third block, Ms. Supilowski teaches two more eighth grade sections of science. She ends the day with her Self-Empowerment Advisory, where they are organizing their homework for the next day. Ms. Supilowski has noticed a major shift that has occurred in this class since sixth grade. At first, Ms. Supilowski had to walk the scholars through each step of organizing their binders, writing down homework, and prioritizing time. Now, Ms. Supilowski frequently watches as one of her scholars takes a lead in making sure they all agree on what the homework is, and they start writing out a time schedule in their planners for how they will spend their time after school. It is a skill that Ms. Supilowski and the other teachers are excited to see the scholars practicing independently. They know that it will be critical to the scholars' success in high school.

At the end of the day, Ms. Supilowski heads down to supervise study tables. She runs a gardening club after school, but knows that the scholars must do thirty minutes of study tables first. This practice has really helped the scholars, especially the younger ones, with their time management. The thirty minutes fly by, as Ms. Supilowski answers questions, and it's soon time for Garden Club. Today, the scholars are headed out to the garden beds that were donated by a local community partner. The scholars are working on growing food that will be sold to families and community members. The food will be fairly priced, with the club making just enough to buy their materials for the next year. The scholars are excited to see that some of their tomatoes are starting to ripen. It will be any day now that they can be picked. When Garden Club ends Ms. Supilowski walks her scholars out and chats with a couple of the parents who are getting out of Excel Center classes. She sees two moms and a cousin who she has gotten to know well through Family Access Plan meetings. They are all excited about their progress in their courses,

and Ms. Supilowski enjoys hearing them talk about which career certifications they want to pursue with the Excel Center.

Ms. Supilowski heads upstairs and grabs the quizzes she needs to grade. She knows that her scholars will be asking her for their mastery grades first thing tomorrow, and she wants to be ready. (A sample teacher schedule can be found in Attachment O.)

## B. Academic Standards

### *Standard Alignment*

Curriculum at Westside Community Middle Schools will be aligned to the Indiana Academic Standards. Utilizing *Understanding by Design* unit planning templates, staff will break standards down into measurable learning outcomes. Additionally, staff will utilize ISTEP+ as anchor assessments items, as well as items from other states’ high quality assessments. The use of anchor assessment items will provide staff with a clear understanding of what scholars need to know and be able to do to demonstrate mastery of the academic standards. Attachment P has Indiana Academic Standards for eighth grade English Language Arts, Mathematics, and Science. An overview of what scholars will be able to do by the end of eighth grade in math and ELA is listed below.

### Overview of Power Standards

<i>Subject Area</i>	<i>Knowledge and Skills</i>
<b>English Language Arts</b>	<ul style="list-style-type: none"> <li>• Cite evidence from a text to support inferences in fiction and nonfiction texts</li> <li>• Determine the theme in literature and summarize the text</li> <li>• Analyze dialogue in a text (characters speaking to each other) and what it tells you about the events and characters</li> <li>• Compare and contrast the structure of different literature texts on the same topic</li> <li>• Determine the author’s purpose and point of view in a nonfiction text</li> <li>• Use context clues to determine the meaning of unfamiliar words in fiction and nonfiction</li> <li>• Use synonyms, antonyms, and analogies to understand how words connect</li> <li>• Write narrative compositions, including dialogue, characters, and events (beg-mid-end) and persuasive essays</li> <li>• Identify different types of sentences in writing (simple, complex, and compound)</li> <li>• Use correct punctuation to indicate a break or pause in writing (commas and dashes) • Use correct spelling and capitalization</li> </ul>

	<ul style="list-style-type: none"> <li>• Make predictions about literature texts, supported with textual evidence</li> <li>• Determine the central (or main) idea of a text and find details to support it</li> <li>• Identify text features and how they help increase comprehension of the text</li> </ul>
<p><b>Mathematics</b></p>	<ul style="list-style-type: none"> <li>• Give examples of rational and irrational numbers</li> <li>• Apply properties of exponents</li> <li>• Use scientific notation</li> <li>• Use Pythagorean Theorem</li> <li>• Sketch graphs based on a verbal description</li> <li>• Understand and apply transformations</li> <li>• Solve problems involving volume and surface area</li> <li>• Solve linear equations.</li> <li>• Apply properties to create equivalent expressions</li> <li>• Solve two-step equations</li> <li>• Solve multi-step inequalities</li> <li>• Graph a line given its slope and a point</li> <li>• Interpret mean, median, range, and mean absolute deviation</li> <li>• Understand the probability of compound events.</li> <li>• Use tree diagrams, tables, and lists to find the probability of compound events.</li> <li>• Use the multiplication counting principle.</li> </ul>

*Adapted from myIPS pacing guides*

In addition to the Indiana Academic Standards, Westside Community Middle School will utilize the Illinois State Social Emotional Standards. Illinois is the first, and to date only state, to incorporate social-emotional learning standards into their statewide learning standards. Using the junior high/middle school strand as a guide, the social-emotional standards will guide planning of advisory, as well as be incorporated throughout the school day. The standards can be found in Attachment Q.

*Promotion and Exit Standards*

Scholars and staff will utilize a standards based grading system. Given this system, scholars will constantly be working toward mastery of standards at their grade level. Scholars will be expected to show growth academically, as well as social-emotionally, in line with the standards. Intensive support and intervention will be provided to scholars who are not meeting the expected standards. Scholars who are not demonstrating growth in these two areas will be placed on an intensive support plan. Staff will meet with parents and scholars to discuss the support plan, and to set clear goals for when mastery make-up assessments need to be completed for the scholar to

be on track. Lack of progress on this plan will result in increased instructional time before and after school and during the summer or school breaks. The priority will be for scholars to be promoted with age-level peers, but for this promotion to be earned through demonstrated growth.

Specific exit standards will be in place around academic grades, character development, and community engagement. The New School Input Committee, comprised of community members, is working to identify what the exit standards should be for Westside Community Middle School. A sample of how these may look is shown below.

### **Possible Exit Standards**

<i>Focus Area</i>	<i>Evidence of Standard</i>
College & Career Ready	3.0 GPA; pass on ISTEP+ in math and ELA; completion of HS credits; growth on NWEA
Self-empowered	Ability to resolve conflict with peers; assessment of personal demonstration of core values
Community-minded	Completion of capstone project; participation in Family Access Plans

## **C. Curriculum**

### *Curriculum Alignment*

All courses at Westside Community Middle School will be aligned back to the Indiana Academic Standards. Teachers will use these standards to plan comprehensive units of study and rigorous end of unit and end of course assessments. Teachers will have extended time during the summer institute to complete curriculum maps for the year. Throughout the year, teachers will revisit these curriculum maps, along with scholars’ data, and make adjustments to best meet scholars’ needs. Additionally, staff will receive feedback on each submitted unit plan. This feedback will center around three buckets: alignment to standards, alignment to assessments, and alignment to learning activities. Providing feedback in this way will allow staff members to learn with unit plan, and continually refine their planning abilities.

### *Curricular Resources*

Specific resources will be made available to provide teachers with tools to teach the standards outlined in curriculum maps and unit plans. Including resources that scholars can access using technology that is integrated into the classroom is a critical component of the resources that will be made available. This will allow for increased individualization of instruction, as teachers maximize the learning data that is available. A list of these resources is below. Additional resources will be vetted throughout the winter of 2015, with final decisions being made by spring of 2016.

## Curricular Supports

<i>Core Content Area</i>	<i>Curricular Supports</i>
Math	EngageNY, MobyMax, ReflexMath
English Language Arts	MobyMax, NoRedInk
Science	Foss, Discovery Education
Humanities	Discovery Education

### *English Language Arts and Humanities*

Scholars will take the NWEA each fall. In addition to data on skill level, teachers will receive data indicating each scholar's current reading level. This data will be used to tailor instruction and ensure scholar growth. The ELA and Humanities teachers will work together closely to cover ensure all scholars are mastering standards within the Indiana Academic Standards for English Language Arts and Social Studies. There will be an emphasis on reading non-fiction text in the Humanities class, while the ELA class will have a balance of literature and non-fiction text. The staff at Westside Community Middle School will recognize that middle school is often the last time that scholars have an opportunity to receive direct instruction in reading. As a result, any scholars who are not reading on grade level will receive intensive supports through RTI and/or special education services in reading. This will promote all scholars reaching their growth goals for the NWEA, in addition to mastering content skills. Additionally, both classes will work on writing skills. The power standards released by the Indiana Department of Education will be used to guide curriculum decisions and promote mastery standards. A sample lesson plan can be found in Attachment R.

### *Mathematics*

In mathematics, there will also be an emphasis on the power standards released by the Indiana Department of Education. All math teachers at Westside Community Middle School will focus on the process standards in the Indiana Academic Standards. This will guide planning, as well as assessment writing, so that teachers are able to gather data that provides insights to scholars' ability to apply mathematical content. Additionally, units of study will be designed around the five content areas of the Indiana Academic Standards. One component of the math curriculum will include fluency practice. This will provide scholars with a chance to utilize the technology available to practice mathematical fluency. Being fluent on math facts will enhance the scholars' abilities to apply mathematical concepts and reasoning skills as the courses progress. A sample lesson plan can be found in Attachment S.

### *Advisory*

The curriculum for advisory will incorporate academic skills, such as studying for assessments, taking notes, and tackling challenging questions, as aligned with the Illinois Social Emotional Learning Standards. The advisory curriculum will also include explicit outcomes and instruction related to the school's core values and the non-content academic behaviors scholars need for long-term success. Some of these will include organizing class binders, recording homework, and appropriately managing time. All of the skills will be focused on ensuring the scholars'

success in high school, college, and career. Members of the instructional leadership team will write this curriculum, using components of highly regarded and highly successful advisory curricula from the field. Upon completion in the spring of 2016, it will be reviewed by a committee of stakeholders. Adjustments and reflections will be made throughout implementation and revisions will be made for implementation in 2016-2017, and ongoing.

#### **D. Assessment**

A variety of assessments will be administered to ensure progress is carefully monitored and that changes are made as needed. In addition to staff reviewing data, parents will regularly receive data along with explanations of current scholar levels. Scholars will be expected to take ownership of their academic outcomes and be able to share these with parents. Assessments that will be administered at Westside Community Middle School are listed below.

- **State Level Assessments:** All required state level assessments, including the ISTEP+ and WIDA will be administered at Westside Community Middle School. These assessments will provide all stakeholders with an insight as to how Westside Community Middle School scholars are performing, as compared to their peers around the state. Specifically, scores from LAS Links will be used to gauge the current level and progress of ELL scholars.
- **NWEA MAP:** The Northwest Evaluation Association's MAP assessment will be given three times throughout the year. All scholars will take this assessment at the beginning of each school year. This will give stakeholders valuable information on current scholar levels, as well as individual growth targets for each scholar. There will be a winter NWEA MAP assessment window. Data from this window will be used to monitor scholars' growth and inform teacher plans for second semester. The final NWEA MAP assessment window will occur in the spring. During this window, teachers will determine scholars' progress on individual growth measures and use class and grade level wide data to make adjustments to curriculum for the following year.
- **Unit Assessments:** As part of a mastery learning system, teachers will design and administer assessments during and at the end of units. The Director of Academics will provide feedback to teachers on their assessments, prior to implementation. In addition to the assessment, each teacher will submit an alignment sheet. This alignment guide, adapted from *Understanding by Design*, provides the teacher and Director of Academics a clear outline of the alignment of each question back to the standards. Each assessment score will be broken down by standard, and scholars and parents will receive bi-weekly reports of how scholars are performing on individual standards. Using the mastery learning philosophy, scholars will be able to re-test for mastery on standards on which they have not yet demonstrated mastery. This cycle will continue for the duration of the year, with strategic and targeted re-teaching efforts geared toward ensuring scholars' mastery.
- **Daily Assessment:** In addition to mastery checks in the form of quizzes, tests, and unit assessments, teachers will also perform daily assessments. These assessments will include exit slips, checks for understanding, and observation. Assessing scholar learning

will be a continuous and ever-present component of Westside Community Middle School.

Assessment data, as well as other sources of data, will be reviewed regularly to allow all staff to use data in guiding decision making. When reviewed, data will be disaggregated based on student subgroups. Potential areas for disaggregation include by ethnicity, gender, teacher, special education or ELL identification, grade level, parent involvement in family access plans, and participation in mental health services. An overview of data meetings is below.

### Westside Community Middle School Data Meetings

<i>Data Source</i>	<i>Review Structure</i>	<i>Frequency</i>	<i>Participants</i>
NWEA scores	PLCs	Three times/year and as needed	Grade level teams, including co-teachers, director of academics
Unit assessment mastery data	PLCs	End of each unit	Grade level teams, including co-teachers, director of academics
Exit ticket mastery data	Common planning time	Daily	General education teachers and co-teachers, director of academics (as needed)
RTI progress monitoring data	RTI meetings	Weekly	RTI Committee—school director, director of academics, director of school culture, director of family and community, special education teachers, counselor, social worker, general education teachers (monthly and as needed)
WIDA scores	PLCs	Two times/year and as needed	Grade level teams, including co-teachers
Family access plan data	PLCs	Quarterly	Grade level teams, including co-teachers, director of family and community, counselor, social worker
Attendance data	PBIS meetings; PLCs (as necessary)	Bi-weekly	PBIS Committee—school director, director of school culture, counselor, social worker, volunteer teachers

School PBIS data (including discipline)	PBIS meetings; PLCs (as necessary)	Bi-weekly	PBIS Committee—school director, director of school culture, counselor, social worker, volunteer teachers
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Each data meeting will provide staff with an opportunity to reflect on how scholars and families’ needs are being met. Staff will develop action plans to meet areas of need that are not being met, including scholars who are below, above, and on grade level.

### **E. Support for Learning**

#### *Positive Behavioral Interventions and Supports*

Westside Community Middle School will have a culture of high expectations. As discussed in the School Overview section, these expectations will be shared amongst staff, scholars, families, and community members. Westside Community Middle School will utilize a Positive Behavioral Interventions and Supports (PBIS) framework. The use of a PBIS framework will create a school culture where positive scholar behaviors are taught from the beginning of the year and continually reinforced. Another integral component of PBIS is the use of data to drive decision-making. As Westside Community Middle School launches and continues to grow, the analysis of data and use of the PBIS framework will allow for adaptations to be made as needed. Additionally, PBIS is designed to address the needs of all scholars, with more intensive and individualized supports for scholars who need them. A PBIS system is particularly beneficial in a middle school, where consistency helps scholars navigate the complexities of a challenging time.

One component of PBIS at Westside Community Middle School will be a positive rewards system. Through this system, scholars will be able to earn rewards for demonstrating the expected behaviors and showing academic growth. Each quarter, Westside Community Middle School scholars will be given the opportunity to redeem Scholar Dollars for various events. These events will range from college visits, to skating parties, to a lock-in. Providing experiences for the scholars to earn will leverage their eagerness to interact with peers, as well as their community, while also providing small, shorter-term goals for them to reach. Scholars who earn the right to participate will have their positive choices reinforced and be reinvested quarterly in the pursuit of a quality middle school education. A sample poster for scholars can be found in Attachment T.

Additionally, logical consequences for negative choices made by scholars are embedded within the PBIS framework. . All consequences will be clearly laid out in the Family and Scholar Handbook that families will receive at the beginning of the year (excerpt in Attachment U). Consequences for poor choices will be clearly aligned to opportunities for scholars to restore any harm or damage that has been done, while maintaining a safe school environment. All decisions regarding consequences will be based on the shared understanding that scholars’ time is best spent within the classroom.

As with all other aspects of Westside Community Middle School, the importance of communicating with parents will also apply to scholars’ behavior. Staff will make contact for positive and negative choices that are made by scholars. If a scholar makes a poor choice and

receives a consequence, the parent will be notified. Under a staff member's supervision the scholar will frequently be the one to call his parent to discuss the poor choice. This model allows for the scholar to take ownership of his actions, and describe to his parent how he intends to repair any harm that has been done to the school community. Another possible consequence for poor choices includes parent shadows. During parent shadows, the parents will be invited in to attend classes with the scholar. A post observation reflection will be completed with the scholar, parent, and a staff member. During this conference, the scholar will be asked to brainstorm ways they can avoid the wrong choice in the future. All discipline conversations will focus on developing the ability of the scholar to avoid the same situation in the future, and also to see possible implications of his or her behavior outside of the school in the greater community.

### *Parental Involvement*

Parent and family involvement is paramount to the success of Westside Community Middle School. As demonstrated in the School Overview section, relationships with families is a critical component of the model of Westside Community Middle School. To build trust, parents will routinely be consulted regarding their scholars' progress and supports that are in place. As relationships with parents grow, parents will be asked to serve as ambassadors with other parents. These parents will help the school bridge the gap with any parents with whom the relationships are not as strong. A parent satisfaction will be sent out yearly to assess parent satisfaction at Westside Community Middle School. This data will be analyzed by the leadership team, and strategically shared with all stakeholders to determine next steps to address further areas of need. As with all areas of Westside Community School, parent satisfaction data will be used to drive continual improvement.

## **F. Special Student Populations**

Westside Community Middle School will educate all scholars, including scholars with disabilities, in the least restrictive environment and in accordance with all Individualized Education Plans (IEPs). At Westside Community Middle School the following steps will be taken to ensure a free and appropriate education is available to all scholars with disabilities.

### *Special Education Team*

A special education team, facilitated by a lead special education teacher, will meet bi-weekly to discuss the individualized needs of all identified scholars and scholars who require initial testing. With support from the GEI special education team, the special education teachers will ensure that all compliance deadlines are met and adjustments are made to IEPs in order to best meet the needs of each scholar. This team will also oversee all communication with families about the special education process and ensure their active participation in case conferences and annual reviews. Scholars will be invited to participate in all conferences and will be encouraged to practice self-advocacy. This skill will be crucial as they transition to high school and beyond. Additional special education services, including speech and language therapists, occupational therapists, and psychologists will be contracted out.

### *Response to Intervention*

Response to Intervention (RTI) will be implemented with fidelity in all grade levels. Using results from the NWEA, classroom assessments, and staff observations, scholars who need RTI supports will be identified on an on-going basis. The RTI system will include monthly meetings for each grade level team during which time interventions will be discussed and updated as needed. In addition to these monthly meetings, the implementation of interventions will be monitored on a weekly basis. This will include ensuring all interventions are being administered and that progress monitoring data is being collected. Parents and families will also be invited in to discuss their scholars' RTI plans, and all progress will be shared with all stakeholders. This intensive RTI process will allow Westside Community Middle School to swiftly identify and take measures to remediate gaps in scholars' learning, while providing a system for determining scholars who require testing for possible special education identification.

### *English Language Learner Scholars*

Scholars who are English Language Learners will be identified when parents complete a home language survey during enrollment, or based on prior identification. Each scholar who is an English Language Learner (ELL) will have an assigned teacher to serve as his or her teacher of record. This teacher will own the ELL scholars' Individual Learning Plan (ILP) and serve as the point person in communicating the ILP to all staff who work with the scholar, as well as regular contact with the families. Additionally, all staff who work with the scholar will receive ongoing updates of the scholar's current academic levels, current LAS Links levels, and supports that best facilitate the scholar's learning. Staff will also receive training in how to best support ELL scholars during Friday professional development sessions.

### *Academically Advanced Scholars*

The mastery based learning system will allow for all scholars' needs to be met, including scholars who are above grade levels. Teachers will utilize all available data to adjust instruction as needed, in alignment with the core goal for all scholars to meet their personal growth goals. The emphasis on individual scholar growth will provide teachers with the ability to think individually about each scholar's needs. The availability of online curriculum supports will be another valuable tool, allowing teachers to provide leveled work for scholars.

### *Ongoing Professional Development*

All staff will regularly meet to discuss all scholars' academic levels during PLCs. These weekly meetings will provide an opportunity for teachers to regularly make instructional adjustments throughout the year. In addition to PLCs, staff members will also participate in regular professional development sessions on Fridays. Staff members will receive training on aspects of compliance, as it pertains to special education and ELL scholars. Professional development will extend far beyond compliance as staff will participate in training in best practices around co-teaching, providing accommodations, and differentiating instruction for all learners.

### III. Organizational Viability and Effectiveness

#### A. Enrollment/Demand

##### *Enrollment*

Westside Community Middle School will open in the fall of 2016-2017 with 240 seventh and eighth grade scholars. Given our commitment to partnership with Indianapolis Public Schools, these grades were selected to allow the strategic planning committee of IPS to determine the grade configurations for 2016-2017. This will ensure that feeder elementary schools receive consistent messaging and that families can make choices for middle school at a time that is consistent with other choices across the district. Sixth graders will join the school community in 2017-2018. This also provides time for the school culture to be built deliberately and strategically. Research from Rockoff and Lockwood (2010) supports that cohort size has a greater impact on scholar outcomes than class size or school grade configuration. Given this research, grade level cohorts will be capped at 120 scholars each. Each grade level cohort will be divided into teams. These subgroups will promote the community feel across the grade level and the school.

To ensure that enrollment numbers are met, and that scholar learning is maximized, purposeful relationships will be built with all feeder elementary schools. The goal will be to provide a continuum of services, both academically and for the families. The staff at Westside Community Middle School will request regular meetings with the feeder elementary schools throughout the school year. The topics at these meetings will include trend data in strengths and areas for growth for academic outcomes, scholars' behaviors, and family needs. This regular communication will support scholars in ongoing success, as well as model Westside Community Middle School's commitment to being community-minded.

#### **Proposed Enrollment Numbers**

	<i>School Year</i>	<i>Grade Levels</i>	<i>Maximum Student Enrollment</i>
<i>First Year</i>	2016-2017	7-8	240
<i>Second Year</i>	2017-2018	6-8	360
<i>Third Year</i>	2018-2019	6-8	360
<i>Fourth year</i>	2019-2020	6-8	360
<i>Fifth year</i>	2020-2021	6-8	360
<i>Sixth year</i>	2021-2022	6-8	360

<b><i>Seventh year</i></b>	2022-2023	6-8	360
<b><i>Maximum</i></b>		6-8	360

In addition to study research and best practices, the enrollment target was determined based on current enrollment numbers in West Indianapolis and the Near Westside

### **Student Populations for 2014-2015 at West Side Schools**

	<b><i>Fifth Grade</i></b>	<b><i>Sixth Grade</i></b>	<b><i>Seventh Grade</i></b>	<b><i>Eighth Grade</i></b>
<b><i>George Washington Junior High School</i></b>	na	na	250	328
<b><i>Daniel Webster</i></b>	53	46	29	37
<b><i>William Penn</i></b>	98	76	na	na
<b><i>Wendell Phillips</i></b>	43	41	na	na
<b><i>Stephen Foster</i></b>	69	63	na	na

*IDOE Compass, July 2015*

#### ***Demand***

There is a clear need for Westside Community Middle School. In addition to the community partners and neighbors who have participated in the planning process, families were surveyed at the West Indy Back to School Bash in August of 2015. According to the survey data, nine of the sixteen respondents cited a need for a greater focus on preparing middle school scholars for the transition to high school. Additionally, only two respondents stated that their children currently attend a great school. Furthermore, the Indianapolis Public Schools Board of Commissioners has publicly stated that they would like to transition the current schools that are serving scholars in grades 7-12 into stand alone high schools. This creates a significant need for schools that are able to serve scholars in the middle school grades. As a facility is agreed upon with Indianapolis Public Schools, we will continue to engage the community and solicit feedback as to the needs of the community.

#### ***Recruitment***

Recruitment will occur with an emphasis on the community in which the school is located. Information will be disseminated through community partners, call out meetings, and visits to homes of scholars. In addition to these methods, Westside Community Middle School will work to develop close relationships with the IPS elementary schools in the area. These schools will

serve as feeder schools to the middle school. In addition to supporting enrollment targets, this will allow for regular collaboration and conversation to make sure scholars are prepared for the transition to middle school. Scholars from the feeder elementary schools will be invited for shadow days during the fall. These shadow days will give scholars an opportunity to see Westside Community Middle School and determine if it is a best fit. Regular and ongoing communication will occur with all families on the west side through mailings, all-calls from the elementary schools, and door-to-door visits. Westside Community Middle School will also have a clear and consistent presence at community events. The principle of strategic partnering will also be applied to neighboring high schools, ensuring scholars are making a transition to a positive high school environment.

### *Enrollment Process*

Westside Community Middle School enrollment practices will comply with all applicable federal and state laws. Enrollment will be open to all scholars residing in the State of Indiana and admission will not be limited based on prior academic performance, race, socio-economic status, disability, religion, nationality, or any other factor that would be considered unlawful.

All scholars will be invited to participate in an open enrollment window. All scholars who submit an application during this window will be enrolled in the school. If the number of applicants exceeds the number of available seats for a grade level, a lottery will be held. Priority will be given to scholars who were enrolled in the school during previous years and siblings of current scholars. Once all available spaces are filled, numbers will continue to be drawn to determine each scholar's place on the wait list. Scholars who complete an application after the lottery process will be placed on a waitlist in the order in which their applications are received.

## **B. Human Capital**

### *Ideal Staff Members*

Each staff member will undergo a behavior interview that seeks to identify candidates who exemplify the core values of Westside Community Middle School. In addition to demonstrating the core values of the school, each staff member will be expected to express an interest in making an impact on the local community. Staff members will be told upfront that once hired, they are expected to make efforts that make them a part of the community, including attending community events outside of the school day. Additionally, all staff members will demonstrate a growth mindset. Staff will be expected to seek out opportunities to push their own practice and continually learn. In conjunction with this, staff members will be expected to be reflective. This will ensure their continued development. Finally, all staff members will have to show a willingness and ability to form relationships with staff, families, and students. These relationships will be expected to cross cultural, ethnic, and socioeconomic differences.

Some specific expectations will also be in place for teachers. Teachers will be expected to have the ability to backwards plan and understand how to use data in the classroom. Teachers will also be expected to understand the importance of building a positive culture within his or her classroom, and the skillset to do so. Teachers will be expected to demonstrate ownership over all scholar outcomes in his or her classroom, and understand the role he or she plays in reaching these outcomes. All teachers will be licensed in his or her content area and expected to maintain his or her teaching license.

Each of these attributes and skillsets will ensure that the staff of Westside Community Middle School is positioned to effect change for scholars on the west side. Additionally, each staff member will be a daily reflection of the positive impact of being community-minded, self-empowered, and college and career ready can make within the greater community.

### *Recruitment and Selection*

Hiring the right individuals is critical to the success of Westside Community Middle School. Goodwill's Employee and Organizational Development (EOD) division and the school director will jointly manage staff recruitment. EOD staff members currently recruit all teachers and staff members for the Indianapolis Metropolitan High School and the existing Excel Centers. Goodwill and GEI also provide consulting services regarding recruiting and selecting high quality staff to other Indiana charter schools and licensed Excel Centers outside of Goodwill of Central Indiana's territory. Additionally, Goodwill's Talent Acquisition team also hires leadership in Goodwill retail stores across central Indiana, reaching into communities across Goodwill's territory. EOD's Talent Acquisition Team uses Targeted Selection®, a competency-based behavioral interviewing system used across the Goodwill organization. EOD's talent acquisition strategies approach assesses applicants' behaviors, motivations, and technical knowledge necessary to accomplish the tasks of the target position.

Goodwill EOD staff is responsible for sourcing and screening candidates for available positions. Goodwill staff also verifies the licensing of all of the teaching staff presented as candidates. New staff members are selected after an array of interviews with Goodwill staff, GEI administration, and peer interviews. Candidates attend several panel interviews, and the team of staff assess whether that candidate has the required grasp on instruction, fits the organizational culture, and has the emotional intelligence to build relationships with the student population. The school leader has the ultimate discretion in approving and selecting new hires.

GEI recruitment uses a number of resources to source candidates, including:

- CareerBuilder/Star Diversity Fair sponsor
- Teacher Candidate Recruitment Day
- University of Southern Indiana Job Fair
- Xavier University Recruitment Fair
- National Association of School Principals
- National Association of Black School Educators
- Indiana School Personnel Job Bank (Department of Education)
- LinkedIn
- CareerBuilder database

Job announcements are also posted at the following universities: Anderson University, Ball State University, Butler University, Indiana University (Bloomington), Indiana University – Purdue University Indianapolis (IUPUI), Martin University, Marian College, NISH, Purdue University and University of Indianapolis.

In addition to recruiting and selecting excellent candidates, there will also be an emphasis on retaining highly effective staff members. As demonstrated in the articulated goals, the retention of highly performing staff is integral to the long-term success of the school. Several strategies will be in place to increase employee retention. First, school leadership will routinely seek feedback from staff members and implement change as needed. Additionally, opportunities for leadership and time to pursue additional areas of specific interest will be made available to staff. This will allow staff to exert influence over areas of their choosing. Finally, staff will be routinely recognized for their efforts and progress will be regularly celebrated. As everyone on staff continues to strive to improve, progress will be celebrated.

#### *Professional development*

Professional development will be an integral part of each staff member's role at Westside Community Middle School. Each staff member will be expected to set professional goals each year, and will receive the support from his or her manager to reach his or her goals. In addition to personal goals, school-wide professional development will be provided each Friday. This job-embedded professional development will be designed to promote the key components of the school, while being flexible enough to be adapted throughout the year. An overview of the professional development provided during the first year of Westside Community Middle School can be found in Attachment M.

#### *Staff Evaluation*

Westside Community Middle School will follow the RISE Evaluation Model from the Indiana Department of Education. Utilizing this model will ensure teachers have a clear vision of what highly effective teachers look like, as outlined in the Teacher Effectiveness Rubric. Given that many of the competencies in the RISE Effectiveness Rubrics align with the mission of the school, it is a natural fit. Specifically, Domains 1 and 3 will be leveraged to ensure there is a clear vision set at the beginning of the year for staff performance, and a clear connection back to the overall mission of the school. A sample of how Domains 1 and 3 will be more specifically utilized can be found in Attachment V. The IDOE requires teachers to be observed four times a year. At Westside Community Middle School, teachers can expect a tiered model of observations and supports based on teacher performance. All teachers, even the highest performing, will be observed and discuss feedback in person on a bi-weekly basis. Staff members who need additional support will be observed and receive feedback more frequently.

In addition to utilizing the Teacher Effectiveness Rubric, staff will be evaluated on their Student Learning Objectives and overall school growth, as determined by position. Student Learning Objectives will be set around scholar growth on the NWEA. This will guarantee that all staff have goals that are norm-referenced and aligned to high quality assessments.

#### *Staffing Plan and Compensation*

All staff members at Westside Community Middle School will receive a competitive salary and benefits package. This package will include a comprehensive benefits package, including health insurance, dental insurance, supplemental insurance, and retirement plan options.

An overview of the staffing plan for the first and second years of operation is listed below.

	<i>Year 1</i>	<i>Year 2</i>
<b><i>Administrative</i></b>		
School Director	1	1
Director of School Culture	1	1
Director of Family and Community	1	1
Director of Academics	1	1
Office Manager	1	1
<b><i>Instructional</i></b>		
Teachers (regular education)	8	12
Teacher (special education)	2	3
Teacher (English language learner)	1	1
Teacher (specials)	3	3
<b><i>Support Staff</i></b>		
Social worker	1	1
Counselor	1	1
<b><i>Total Staff</i></b>	<b>21</b>	<b>26</b>

### *Staffing Special Education*

Special education positions will be staffed similarly to other teaching positions. Special education staff members will be expected to demonstrate alignment with the core values of the school, as well as demonstrate key skills for their position. In addition to meeting the expectations for general education teachers, special education teachers will also be selected based on the needed licensure. Special education staff members will be assigned their caseload of scholars based on the match between qualification and scholar need. Ensuring that scholars are assigned highly qualified teachers will allow Westside Community Middle School to best meet the needs of special education scholars. The staffing structure of having one special education teacher for each grade level allows flexibility in maintaining services in the Least Restrictive Environment for each scholar. Additionally, the evaluation model, with an emphasis on scholar growth, will be utilized with special education teachers to measure effectiveness.

### **C. Governance and Management**

Westside Community Middle School will be operated by Goodwill Education Initiatives (GEI). GEI is a 501(c)(3) entity established in 2004 by Goodwill Industries of Central Indiana, Inc. GEI, which holds the charter for and operates eleven existing Excel Centers as well as the Indianapolis Metropolitan High School, will also hold the charter for Westside Community Middle School and be its governing authority. GEI has a Board of Directors composed of no more than ten

persons, a majority of whom are appointed by the board of Goodwill Industries of Central Indiana, Inc. The president and CEO of Goodwill is a non-voting ex-officio member of GEI's Board. GEI's Articles of Incorporation, bylaws and proof of not-for-profit status are included in the Leadership Information section of this application.

GEI will serve as a strategic and purposeful governance choice for Westside Community Middle School. As a long-time organization in the Near Westside community, GEI has renewed their commitment to improving the surrounding area. In addition to being a leader in the adult high school movement, GEI is looking to make an impact on their closest neighbors. Partnering with Westside Community Middle School will ensure that GEI is an anchor in the community. The mission of preparing the scholars of Westside Community Middle School is in direct alignment with the GEI mission of providing increases in high school graduates. The current low rate of achievement of many of the high schools on the west side can be traced back to the poor performance and preparation of middle school scholars. GEI is proud to support Westside Community Middle School as we work together to proactively address these issues in the middle school grades.

#### *GEI Qualifications*

GEI has considerable leadership experience to support operations and new school planning. Key individuals who will support Westside Community Middle School are listed below.

- Kent A. Kramer joined Goodwill Industries of Central Indiana in 2002 as Vice President of Retail Operations, later serving as Chief Operating Officer. In 2015, he was named President and Chief Executive Officer – just the fourth leader in the organization's nearly 90 years. Kent leads a thriving Goodwill of more than 3,200 employees (two-thirds of whom have a significant employment barrier) that also educates more than 3,000 students and serves nearly 1,000 low-income families. With nearly \$135 million in annual revenue, Goodwill Industries of Central Indiana is one of the largest of the 165 Goodwills in North America.

Kramer, through his role with Goodwill, appreciates the opportunity to help improve lives and communities. Goodwill utilizes its resources to help provide solutions to serious social problems, including poverty, by creating opportunities for people to become productive, economically self-sufficient citizens. Each individual's success story drives Kramer and his team to work even harder to provide employment and education opportunities that will ultimately lead to prosperous outcomes.

Away from work, Kramer enjoys spending time with his wife and their four children. He has coached youth baseball, basketball and soccer, has served on various committees for the South Madison Community School Corporation and chairs the Community Advisory Board for the Nurse-Family Partnership initiative in Indiana. In 2014, Kramer was appointed by Indiana Governor Mike Pence to serve on the State Workforce Innovation Council (SWIC). He also serves on the Indiana State University Alumni Association Board. He and his family are active members of Madison Park Church of God, where Kramer serves as an Elder. Kramer earned a Bachelor of Science degree in management from Indiana State University and an MBA from the Falls School of Business at

Anderson University. He is a 2010 graduate of the Goodwill Industries International Executive Development Program and a 2006 graduate of the Ardath Burkhardt Board Leadership Series.

- Scott Bess is the President of GEI and has served as its Chief Operating Officer for GEI since 2005. He has led the growth of the Indianapolis Metropolitan High School and the establishment and replication of The Excel Center. Scott has been a teacher and has worked in the information technology field for a Fortune 500 company and as an independent business owner.

A member of the Danville school board for over 16 years, Scott took over operations of the Indianapolis Metropolitan High School in 2005. Although the Indianapolis Met did well with most of the students it has enrolled, Bess observed that many students – typically those older and under-credited – had little success in their school. Seeing this opportunity, Bess designed The Excel Center as an alternative high school for older students who could benefit from a more mature academic environment. Bess currently oversees all of GEI, including the Indianapolis Metropolitan High School, The Excel Centers, and INIschools.

- Janet Rummel is the Chief Academic Officer for GEI. In this role, Janet supports the curriculum development of all 14 Excel Centers (11 in Central Indiana operated directly by GEI and one each in South Bend, Austin, TX, and Memphis, TN) and the Indianapolis Metropolitan High School. Janet has a Master's of Science in Education and is a doctoral candidate (PhD Curriculum and Instruction, Purdue University). Her professional experience includes years of service as a master teacher as well as administrative leadership roles, both in schools and in the Indiana State Department of Education and the Center for College and Career Readiness. Janet is a national expert in curriculum and provides consulting services to clients across the country.
- Jeff Curiel is GEI's Director of Financial Operations and supervises all accounting and financial activities for GEI's 12 schools. In his previous position, Jeff was a Manager with Greenwalt CPAs, dedicating his time serving not-for-profit organizations. Jeff's responsibilities include developing a budget for each school and assisting each director with budget oversight and maintaining the school's long-term fiscal sustainability.
- Dan Scott is the Director of Data Services for GEI and INIschools, where he directs all performance for GEI's schools. Dan and his team use data analysis to identify areas for school improvement and strategies for attaining such improvement. Dan came to GEI in May of 2013, following three years at the Indiana Department of Education where he worked in the office of accountability. Dan has been actively involved in drafting the state's A-F accountability model and drafting many materials to implement and support several Indiana education initiatives. Through his role on the accountability team, Dan supported all major DOE programs and initiatives. Dan is also a subject matter expert on the majority of state programs, assessments and reporting.

- Tonya Taylor is the Director of Special Education for GEI. In this role, Tonya supports the implementation of special education services for GEI’s 11 Excel Centers, the Indianapolis Metropolitan High School and INIschools clients. This role also includes monitoring compliance under IDEA and Article 7 to ensure all students are receiving a high quality education. Tonya has a Masters Degree in Special Education, and School Administrator’s License, and a Director of Special Education License. She has over twelve years of experience working in various roles of special education, including classroom teacher, teacher of record, department chair, and school leadership positions.

### *Board Qualifications*

The GEI Board of Directors includes the following individuals:

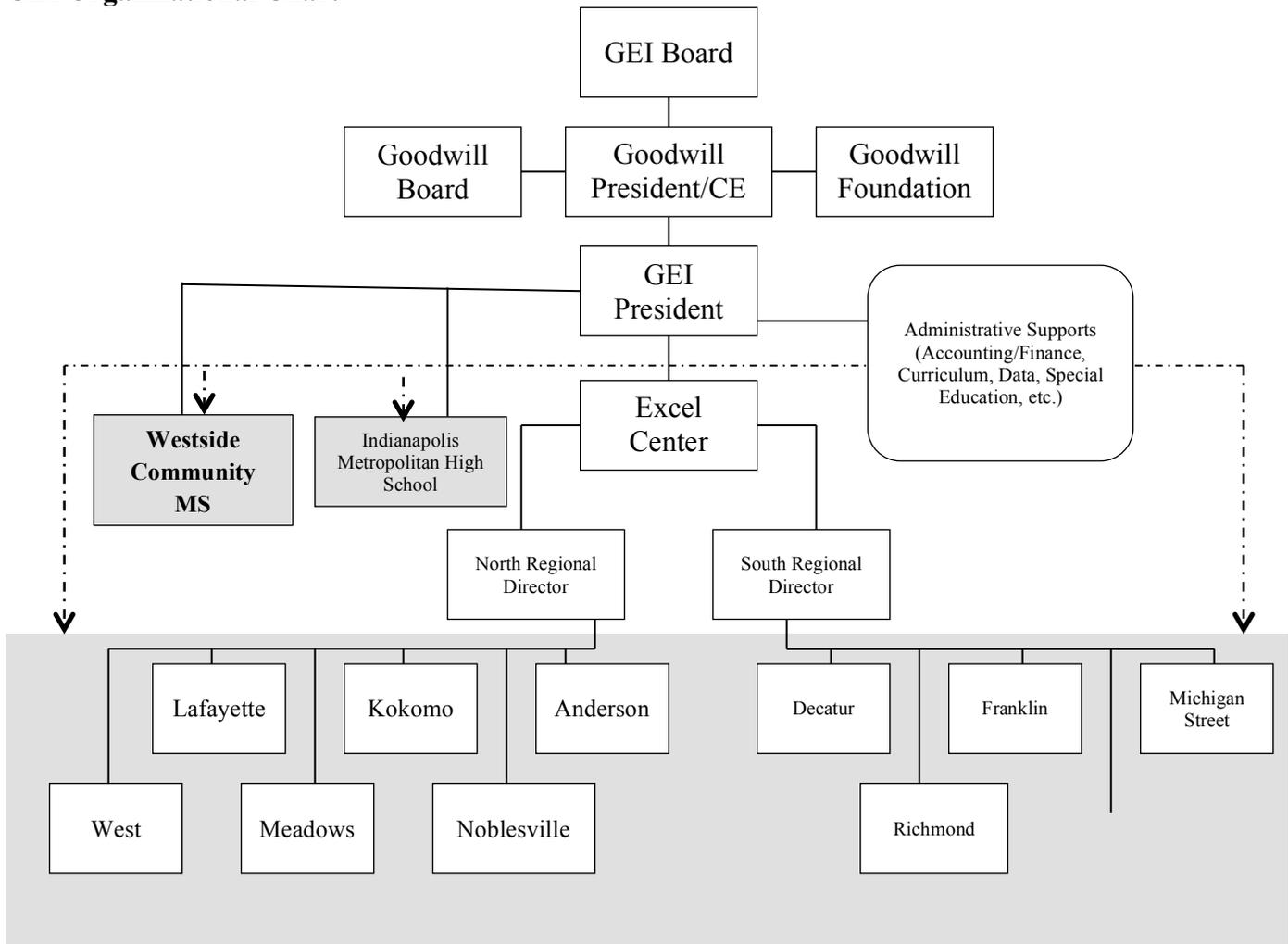
- C. Perry Griffith, Chair
- Gina DelSanto, Vice Chair
- Scott Bess, President
- Claudia Cummings
- Jeffrey A. Harrison
- Richard Horn
- Don Palmer
- Doris Pryor

The GEI Board has operated for over ten years. The group brings together an array of business experience in industries, public policy, education, finance, and workforce development. Board members choose to serve on the GEI Board for a number of reasons, including: a desire to improve the educational systems available to children and adults, a belief in the performance and mission of GEI, helping individuals reach their maximum potential, and hoping to see more individuals earn the basic credential most needed for a successful, productive life – a high school diploma. Collectively, this group has over 45 years experience working as a school board for GEI. This leadership team has governed GEI since the Indianapolis Metropolitan High School was founded in 2004 and has considerable knowledge of the local community and local educational landscape. The leadership team has extensive organizational leadership experience managing for-profit and not-for-profit businesses, working in public policy, serving on the boards of local community organizations, and managing schools in the local community. Additionally, as GEI expands its impact on the west side of Indianapolis, we remain committed to recruiting and retaining board members who have strong ties to the immediate community.

### *Organizational Structure*

The President of GEI reports directly to Goodwill’s CEO. All school staff are employees of GEI, with the staff reporting to their respective School Director. Several non-academic functions of the school (human resources, information technology, building maintenance, marketing/public relations, fundraising, accounting and food services) will be provided by Goodwill under contract with GEI. The organizational chart (on the following page) further depicts GEI’s organizational structure.

## GEI Organizational Chart



### *Roles and Responsibilities*

#### **Board of Directors**

The GEI Board will be the ultimate governing body for Westside Community Middle School. The Board concerns itself more with long-term rather than short-term matters, matters of policy rather than operational concerns, and matters of paramount rather than ordinary importance. The Board's specific responsibilities include:

- Monitoring the school's key performance indicators;
- Establishing policy;
- Approving long-range plans;
- Approving annual plans and budgets;
- Approving any actions that would create or have the potential to create significant obligations for the schools;
- Ensuring financial solvency;
- Interpreting the schools to the community;
- Assessing its own performance; and

- Taking other actions as necessary and ensuring that structures and mechanisms are in place to ensure that GEI is in compliance with all applicable laws, regulations, and contracts, including requirements of the school’s charter

In addition, the GEI Board is responsible for periodically (no less than annually) reviewing and evaluating the relationship between GEI and Goodwill to ensure that services provided the schools by Goodwill are meeting quality expectations, providing good value for the school, and are enhancing GEI’s objective of being a good steward of its resources.

### **President/CEO**

The president provides overall executive leadership for Goodwill and GEI. Specific responsibilities include the following:

- Providing staff support for the Board of Directors;
- Articulating a vision for GEI;
- Leading strategic planning activities, including planning for physical plant and capital equipment for the schools;
- Monitoring the external environment to detect changes that might pose a threat or create an opportunity;
- Hiring, developing, and assessing the performance of GEI’s president;
- Setting high standards; measuring and monitoring key performance indicators;
- Exemplifying the values of the school and ensuring that they are being upheld throughout Goodwill, GEI, and schools operated by GEI;
- Developing and maintaining relationships that are essential or that could be helpful to the school and/or its students;
- Assisting in interpreting the school to the community; and
- Assisting in raising financial support for the schools.

### **GEI President**

The President of GEI provides executive leadership for GEI. Specific responsibilities include the following:

- Providing overall leadership for the operation of the schools;
- Arranging for the non-academic supports needed for effective operation of the schools;
- Coordinating wraparound services needed by students and their families;
- Serving as GEI’s primary relationship manager with education-focused stakeholders, including the Mayor’s Office of Charter Schools, Indiana Department of Education, Indiana General Assembly, and others; and
- Reporting to Goodwill’s President/CEO any concerns regarding performance of Goodwill that might adversely affect the school’s effectiveness.

### *Leadership Information*

Please see Attachment W for the resumes and signed Board memoranda are provided for those Board members who are new to the Board. GEI’s Articles of Incorporation, Bylaws, and evidence of not-for-profit status are also included in this section.

## *Board of Directors*

### **School Oversight**

Collectively, GEI's Board of Directors has over 45 years experience working as a school board for GEI. The amount of time each Board member has served on the Board is provided, below. This leadership team has governed GEI since the Indianapolis Metropolitan High School was founded in 2004 and has considerable knowledge of the local community and local educational landscape. The leadership team has extensive organizational leadership experience managing for-profit and not-for-profit businesses, working in public policy, serving on the boards of local community organizations, and managing schools in the local community. The Excel Centers have consistently received high governance ratings from its authorizers due to the quality and caliber of its Board.

- C. Perry Griffith, Jr., Chair – 11 years
- Gina DelSanto, Vice Chair – 10 years
- Scott Bess, President – 11 years
- Claudia Cummings – 1 year
- Jeffrey A. Harrison – 7 years
- Richard Horn – 1 year
- Don Palmer – 2 years
- Doris Pryor – 3 years

### **Policy- and Decision-Making Authority**

GEI's Board of Directors will be the governing authority of Westside Community Middle School, with the power and authority to establish policies for and make decisions on behalf of the school. The Board may establish new or change existing policies by taking action with a majority vote during an official Board meeting.

### **Recruitment, Selection, Development, and Succession**

Members of GEI's Board of Directors are selected through a process that involves the Governance Committee of the Board. This Committee is comprised of three GEI Board members and the President of GEI and the CEO of Goodwill Industries of Central Indiana. As the need for new members arises, the Governance Committee solicits members of the Board for suggestions for prospective members. Care is taken to always have Board members with expertise in finance, education, legal, and business along with strong community ties. Prospective members are vetted against those categories, with candidates selected to meet with the Committee to explore their willingness to serve along with more fully understanding their approach to governance. Candidates are then presented to the full Board for approval.

In terms of development, the Board Chair is an active participant in all board education opportunities offered through the Mayor's Office of Education Innovation. The Chair then presents those learnings to the Board as a whole. Every Board meeting also includes full briefings on school operations, education policy issues, and financial issues.

GEI has been fortunate to have a low level of turnover on its Board. As members indicate their desire to leave the Board, the Governance Committee begins conversations about how to replace

that member, particularly with an eye towards the specific knowledge or skills that the retiring member possesses.

### *School Leader and Personnel*

#### **School Leader**

Sheila Dollaske will serve as the school director of Westside Community Middle School. Dollaske comes to GEI after serving for three years as the principal of Key Learning Community. Under Dollaske's leadership, Key Learning Community significantly improved student outcomes on several key metrics, including IREAD-3 pass rate, ECA pass rate, and waiver free graduation rate. In addition to her time as a principal, Dollaske spent time working for Chicago Public Schools at both the school and network level and completed the Columbia University Summer Principal Academy. Attachment W includes Dollaske's resume, with quantifiable results throughout her career. For the 2015-2016 school year, Dollaske was selected for The Mind Trust's Innovation School Fellowship, during which time she is traveling to excellent schools around the country and developing the model for Westside Community Middle School. The school director's primary responsibilities will include:

- Developing strategies, goals and objectives for the school and managing the implementation of these objectives;
- Participating in the development of overall educational strategies;
- Assisting instructors in setting priorities, facilitating meetings and developing their leadership skills;
- Providing leadership in the development of new partnerships and/or methodologies in response to the changing needs concerning scholars, test results and/or state expectations and
- Representing the school, as appropriate, in community.
- Serve as chief liaison between Westside Community Middle School and Goodwill Education Initiatives

#### **Selection of Staff**

Recruiting, selecting, and retaining excellent staff is of the utmost importance at Westside Community Middle School. The principal will work at the school level to make all personnel decisions. All persons interested in working at West Side Community Middle School will go through a rigorous interview process that includes both traditional questions, as well as the completion of performance tasks. Throughout the interview process, the principal and hiring committee will be looking for:

- A demonstrated track record of success;
- An interest in establishing relationships within the local community;
- Demonstrated ability to be reflective and accept feedback;
- Ability to analyze data for informed decision-making;
- Strong communication and teamwork skills; and
- Solid planning and organizational skills.

#### **D. Community Partnerships**

The West Indianapolis Development Corporation hosts a retreat for all neighborhood partners each summer. During the 2014 retreat, community members and partners discussed the survey data from the LISC Sustainable Communities Initiatives Neighborhood Quality Monitoring

Report. Some of the data pieces that stood out were the below state averages on standardized assessments, and the low rate of high school attainment for adults. The proposal for the Westside Community Middle School originated from ongoing conversations that occurred during and following the review of this data.

The West Indianapolis neighborhood has many community organizations that are providing services to the greater community. These organizations are currently looking for ways to increase efficiencies within this system. One partner who will serve as an anchor is the Mary Rigg Neighborhood Center. The school will work with Mary Rigg to ensure we are providing wrap-around services to families, with a focus on building capacity within each family.

Another community partner will be the West Indy Community Advisory Panel. The principal has attended these monthly meetings for the past three years. She will continue to attend these meetings, along with a community engagement staff member. In addition to the monthly CAP meetings, the school will have representation at the Westside Education Task Force (WETF) meetings.

Staff members will be expected to participate in a minimum of three community events each year. These events can range from the yearly spring clean up, to supporting the dodge ball tournament at Mary Rigg, or developing additional community-minded events. All staff members will be expected to demonstrate their commitment to the community through attendance at such events.

In addition to these expectations, a committee of varied stakeholders has been involved throughout the design process. The New School Input Committee (NSIC) is meeting monthly, beginning in August 2015, to provide input and provide guidance throughout the development of this school. Stakeholders include members from IPS schools, community partners, university partners, and local neighbors. An overview of community partners and letters of support can be found in Attachment X.

## **E. Financial Management**

Goodwill Education Initiatives follows Generally Accepted Accounting Practices and State Board of Account requirements in all of its bookkeeping for its schools. Day-to-day financial management is provided by the controller of GEI, who also acts as the assistant treasurer for GEI's Board of Directors. GEI's controller will be assisted and supported by the Chief Financial Officer of Goodwill, who is also the Board treasurer of GEI. Payroll is managed by GEI staff for all of its employees. The President of GEI also helps oversee the financial matters of the school. The State Board of Accounts has previously conducted bi-annual audits as part of normal state oversight, and GEI financial operations are included with Goodwill's annual audit process. GEI does not contract for any additional business services other than what is provided by Goodwill Industries of Central Indiana, Inc. GEI contracts with Greenwalt CPAs as its independent auditor to conduct annual audits of all of its schools.

The annual budget will be developed each year by GEI's Controller and the School Director with assistance from GEI's President and Goodwill's Chief Financial Officer. The budget will be presented to the GEI Board for review, modified as it deems necessary, and adopted. In addition,

the Goodwill Foundation may solicit other private grants and donations to support the operation and development of the school. All of GEI's schools are in a strong financial position and are in good fiscal health. Goodwill continues to monitor the fiscal health of each of its schools on an ongoing basis.

## **F. Budget**

Budget projections for the first five years and anticipated cash flow for the first year are included in the accompanying document, "WCMS Budget".

GEI will pursue grant dollars as they become available for the startup and continued support of Westside Community Middle School.

### *Contingency Plans*

In the event of a budget shortfall, various strategies will be implemented to maintain the success of the school.

- If the budget shortfall is tied to low student enrollment, the school would invest additional resources into increasing community involvement; partnering with additional organizations that can provide referrals.
- GEI would seek out additional funding sources to support the school's operations. Grants, and private donations would be considered.
- Reductions in staff size may be considered as a last resort.

### *Open and Accessible*

Westside Community Middle School's budget shows the school operating at a minimal profit. The school anticipates having sufficient funds available to cover any special education costs and transportation costs necessary to ensure the school will be both open and accessible. In the event of any budget shortfalls, Westside Community Middle School will not consider any cuts to special education or transportation. Please see the school's contingency plans, above.

## **G. Facility**

Westside Community Middle School is working with Indianapolis Public Schools as an Innovation Network School to identify an underutilized facility in a high needs area on the west side of Indianapolis. Additional information about a specific facility should be available in early 2016.

## **H. Transportation**

Westside Community Middle School is committed to serving scholars in a community setting on the west side of Indianapolis. It is anticipated that many of the scholars will be able to walk to school. For scholars who live too far away to walk, transportation will be provided via satellite stops, in partnership with Indianapolis Public Schools,. This relationship will be detailed in the school's Innovation Network School agreement with Indianapolis Public Schools.

## **I. Risk Management**

Goodwill Industries of Central Indiana, Inc. (Goodwill) performs ongoing risk assessment throughout its operations, including the work of Goodwill Education Initiatives, Inc. Much of

this assessment is informal and dependent on circumstances in each location where we operate. However, our overall risk assessment process can be summarized as follows.

Goodwill has adequate coverage through AM Best A-rated insurance carriers to minimize the risk of loss or damage to owned or leased property and equipment. Goodwill’s chief financial officer and safety director work actively with the insurance agents and carriers for risk assessments, audits, training, policy reviews, additions and deletions to listed coverage, and for business development practices. Only the chief financial officer or the chief executive officer can make changes to insurance coverage, identify a third party as an additional insured, or provide proof of insurance to a third party.

Goodwill has developed a comprehensive disaster recovery and business continuity plan, including a fully redundant data hot site at our Airport Place retail outlet facility. Goodwill conducts regular drills and audits to assess its preparedness in the unlikely event of a total or partial loss of the Michigan Street headquarters facility.

Goodwill has developed its Safety, Loss Prevention and Security department to manage security and safety in its facilities. Each Goodwill and GEI location is regularly audited for compliance with applicable safety, including inventory management, labor reporting/payroll, and back-office processing policies and procedures. Security audit scores lower than 90% result in immediate follow-up and remediation until the known exposures are corrected. GEI also has a high resolution digital security camera system in operation in all of its locations. The camera system is both a deterrent to theft / misappropriation / misbehavior, and a tremendous tool for training, investigation, and prosecution of those who would steal from or otherwise harm GEI and/or those it serves. Proof of Insurance Coverage is included as Attachment Y.

If chartered by the Mayor, Westside Community Middle School will agree to the standard language found in the Contract for Charter. It will indemnify the City of Indianapolis, the Mayor’s Charter Schools Advisory Board, related entities and their respective officers, employees, and agents.

**J. Timeline**

<i>Action</i>	<i>Person Responsible</i>	<i>Timeline</i>
<b>Community Engagement &amp; Recruitment</b>		
Meet with New School Input Committee	School director	December 2015; ongoing
Create recruitment and marketing tools for new students	School director	December 2015
Design information materials	School director	December 2015
Distribute marketing materials	School director	January 2015
Deliver community presentations	School director	January 2015; ongoing
Meet with parents and find volunteer liaisons for recruitment for Family Access Plan	School director; leadership team	April 2016
Attend community events	School director; leadership team	April 2016; ongoing

Conduct assessment mapping of neighborhood	School director; leadership team	April 2016
Finalize community partners who will offer on-site services	School director; leadership team	June 2016
<b>Instruction &amp; Assessment</b>		
Finalize curriculum maps	School director	February 2016
Review and revise long-term professional development plan	School director	March 2016
Create instructional calendar	School director	March 2016
Finalize advisory curriculum	School director	April 2016
Identify scholars with IEPs	School director; GEI Director of Special Education	May 2016; ongoing
Create plans for best meeting the needs of scholars with IEPs	School director; GEI Director of Special Education	May 2016; ongoing
Identify scholars who are English Language Learners	School director; GEI Director of Special Education	May 2016; ongoing
Create plans for best meeting the needs of scholars who are English Language Learners	School director; GEI Director of Special Education; Director of Academics	May 2016; ongoing
<b>Staffing</b>		
Finalize job descriptions	School director	January 2015
Implement recruitment strategy	School director; GEI	January 2015; ongoing
Implement orientation and summer institute for staff members	School director; leadership team	June 2015

#### IV. Summary of Strengths

Families, community partners, and educators have been working tirelessly on the west side of Indianapolis to improve the quality of life for all residents. Recent analysis of data has highlighted a need for improved options in the middle school grades. The proposal for Westside Community Middle School will provide a high-quality middle school education, while also addressing the needs of the entire family. This proposal will be a model of how collaboration between school, families, and community members, with measurable goals and outcomes, can lead to transformational outcomes for the entire family.



**Attachment B**

**Family Access Plan**

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Progress Monitoring Tool(s): \_\_\_\_\_

Parent Name: \_\_\_\_\_

Area for growth: \_\_\_\_\_

Goal: \_\_\_\_\_

Date(s) of Progress Review Meeting(s): \_\_\_\_\_

Staff Point of Contact: \_\_\_\_\_

Area for growth	Resources	Plan for Implementation	Baseline Data	Actual Implementation Dates	Implementation Fidelity Summary Data	Progress Monitoring Data 1 Date of Review: _____ Data: _____	Progress Monitoring Data 2 Date of Review: _____ Data: _____	Progress Monitoring Data 3 Date of Review: _____ Data: _____

**Attachment C**

*Academic Performance Goal 1*

**School-Specific Goal for:** Westside Community Middle School

**Mission Statement:** Scholars, staff, families, and community partners will work collaboratively to ensure an academically rigorous and community-based middle school experience, while providing increased access to transformational opportunities and services for the whole family. Scholars will be inspired and empowered to be leaders and change agents in high school, college, and career.

**Goal:** Scholars at Westside Community Middle School will achieve their personal growth goal based on the NWEA Map reading assessment, as measured each spring.

<b>Goal: Scholars at Westside Community Middle School will achieve their personal growth goal based on the NWEA Map reading assessment, as measured each spring.</b>					
<b>Charter Year</b>	<b>Calendar Year</b>	<b>Exceeds Standard</b>	<b>Meets Standard</b>	<b>Approaching Standard</b>	<b>Does Not Meet Standard</b>
1	2016-2017	80% or above of scholars meet their NWEA reading goal.	75-79.9% of scholars meet their NWEA reading goal.	65-74.9% of scholars meet their NWEA reading goal.	Below 65% of scholars meet their NWEA reading growth goal.
2	2017-2018	80% or above of scholars meet their NWEA reading goal.	75-79.9% of scholars meet their NWEA reading goal.	65-74.9% of scholars meet their NWEA reading goal.	Below 65% of scholars meet their NWEA reading growth goal.
3	2018-2019	80% or above of scholars meet their NWEA reading goal.	75-79.9% of scholars meet their NWEA reading goal.	65-74.9% of scholars meet their NWEA reading goal.	Below 65% of scholars meet their NWEA reading growth goal.
4	2019-2020	80% or above of scholars meet their NWEA reading goal.	75-79.9% of scholars meet their NWEA reading goal.	65-74.9% of scholars meet their NWEA reading goal.	Below 65% of scholars meet their NWEA reading growth goal.

5	2020-2021	85% or above of scholars meet their NWEA reading goal.	80-84.9% of scholars meet their NWEA reading goal.	75-79.9% of scholars meet their NWEA reading goal.	Below 70% of scholars meet their NWEA reading growth goal.
6	2021-2022	85% or above of scholars meet their NWEA reading goal.	80-84.9% of scholars meet their NWEA reading goal.	75-79.9% of scholars meet their NWEA reading goal.	Below 70% of scholars meet their NWEA reading growth goal.
7	2022-2023	85% or above of scholars meet their NWEA reading goal.	80-84.9% of scholars meet their NWEA reading goal.	75-79.9% of scholars meet their NWEA reading goal.	Below 70% of scholars meet their NWEA reading growth goal.

**Assessment Tool:** The NWEA is a computer adaptive interim assessment that provides a personalized assessment experience by adapting to each student’s learning level. By adjusting the difficulty of items up or down, MAP precisely measures every student’s achievement as well as growth over time (Measure of Academic Progress, 2014). The NWEA will be given three times throughout the year in the fall, winter, and spring.

**Attachments:** Attachment D includes an overview of how NWEA reports achievement status and attainment of growth projection.

**Rationale for Goal and Measures:** This goal is critical to ensuring scholars are prepared for success in high school, college, and career. Many high schools do not offer reading classes, and for those offered, many are taught by ELA teachers with no explicit training in teaching reading. Scholars and teachers focusing on reading growth each year of middle school will set scholars up to enter high school reading on and above grade level.

**Assessment Reliability and Consistency:** To ensure reliability and consistency, NWEA is guided by the Standards for Education and Psychology Testing. NWEA regularly conducts studies, including pool depth analysis, test validation, comparability studies, and differential item functioning analysis. (“How Research Informs,” n.d.).

**Baseline Data:** The NWEA will be given at the beginning of each school year, at which time personal growth goals will be determined for each scholar. This data will serve as the baseline.

*Academic Performance Goal 2*

**School-Specific Goal for:** Westside Community Middle School

**Mission Statement:** Scholars, staff, families, and community partners will work collaboratively to ensure an academically rigorous and community-based middle school experience, while providing increased access to transformational opportunities and services for the whole family. Scholars will be inspired and empowered to be leaders and change agents in high school, college, and career.

**Goal:** Scholars at Westside Community Middle School will be prepared to achieve “on-track” status freshmen year of high school.

<b>Goal: Scholars at Westside Community Middle School will be prepared to achieve “on-track” status freshmen year of high school.</b>					
<b>Charter Year</b>	<b>Calendar Year</b>	<b>Exceeds Standard</b>	<b>Meets Standard</b>	<b>Approaching Standard</b>	<b>Does Not Meet Standard</b>
1	2016-2017	NA	NA	NA	NA
2	2017-2018	70% or above of scholars are “on-track” at the end of ninth grade.	65-69.9% of scholars are “on-track” at the end of ninth grade.	60-64.9% of scholars are “on-track” at the end of ninth grade.	Below 60% of scholars are “on-track” at the end of ninth grade.
3	2018-2019	70% or above of scholars are “on-track” at the end of ninth grade.	65-69.9% of scholars are “on-track” at the end of ninth grade.	60-64.9% of scholars are “on-track” at the end of ninth grade.	Below 60% of scholars are “on-track” at the end of ninth grade.
4	2019-2020	70% or above of scholars are “on-track” at the end of ninth grade.	65-69.9% of scholars are “on-track” at the end of ninth grade.	60-64.9% of scholars are “on-track” at the end of ninth grade.	Below 60% of scholars are “on-track” at the end of ninth grade.

5	2020-2021	75% or above of scholars are “on-track” at the end of ninth grade.	70-74.9% of scholars are “on-track” at the end of ninth grade.	65-69.9% of scholars are “on-track” at the end of ninth grade.	Below 65% of scholars are “on-track” at the end of ninth grade.
6	2021-2022	75% or above of scholars are “on-track” at the end of ninth grade.	70-74.9% of scholars are “on-track” at the end of ninth grade.	65-69.9% of scholars are “on-track” at the end of ninth grade.	Below 65% of scholars are “on-track” at the end of ninth grade.
7	2022-2023	75% or above of scholars are “on-track” at the end of ninth grade.	70-74.9% of scholars are “on-track” at the end of ninth grade.	65-69.9% of scholars are “on-track” at the end of ninth grade.	Below 65% of scholars are “on-track” at the end of ninth grade.

**Assessment Tool:** The metric for “freshman on-track” is defined by the Consortium on Chicago School Research (CCSR) at the University of Chicago as freshmen achieving 5 credit hours and not receiving an F in a core content class (Allensworth & Easton, 2007).

**Attachments:** Attachment E includes an overview of which metrics related to freshman on-track data will be monitored throughout the year.

**Rationale for Goal and Measures:** According to research conducted by CCSR, students who are on-track at the end of freshmen year are 3.5 times more likely graduate from high school within four years (Allensworth & Easton, 2007). The academic success of scholars at Westside Community Middle School will only be as strong as their ability to successfully transition to and persist in high school. In order to achieve our goal of preparing scholars for college and career, we must measure their ability to succeed beyond their time with us.

**Assessment Reliability and Consistency:** To ensure reliability and consistency, we will work with partnering high schools to collect accurate data at the end of each semester. We will measure freshmen on-track for scholars who are attending schools within the state of Indiana.

**Baseline Data:** The first year of freshmen on-track data collection will be with eighth grade graduates from the class of 2017 during the 2017-2018 school year.

*Organizational Viability/Non-Academic Performance Goal 1*  
**School-Specific Goal for:** Westside Community Middle School

**Mission Statement:** Scholars, staff, families, and community partners will work collaboratively to ensure an academically rigorous and community-based middle school experience, while providing increased access to transformational opportunities and services for the whole family. Scholars will be inspired and empowered to be leaders and change agents in high school, college, and career.

**Goal:** Families at Westside Community Middle School will leverage available supports and set personal goals that lead to increased access to transformational opportunities through Family Access Plans.

<b>Goal: Families at Westside Community Middle School will leverage available supports and achieve personal goals that lead to increased access to transformational opportunities.</b>					
<b>Charter Year</b>	<b>Calendar Year</b>	<b>Exceeds Standard</b>	<b>Meets Standard</b>	<b>Approaching Standard</b>	<b>Does Not Meet Standard</b>
1	2016-2017	40% or above of families develop and participate in a Family Access Plan.	35-39.9% of families develop and participate in a Family Access Plan.	30-34.9% of families develop and participate in a Family Access Plan.	Below 30% of families develop and participate in a Family Access Plan.
2	2017-2018	50% or above of families develop and participate in a Family Access Plan.	45-49.9% of families develop and participate in a Family Access Plan.	50-54.9% of families develop and participate in a Family Access Plan.	Below 50% of families develop and participate in a Family Access Plan.
3	2018-2019	60% or above of families develop and participate in a Family Access Plan.	55-59.9% of families develop and participate in a Family Access Plan.	50-54.9% of families develop and participate in a Family Access Plan.	Below 50% of families develop and participate in a Family Access Plan.

4	2019-2020	70% or above of families develop and participate in a Family Access Plan.	65-69.9% of families develop and participate in a Family Access Plan.	60-64.9% of families develop and participate in a Family Access Plan.	Below 60% of families develop and participate in a Family Access Plan.
5	2020-2021	75% or above of families develop and participate in a Family Access Plan.	70-74.9% of families develop and participate in a Family Access Plan.	65-69.9% of families develop and participate in a Family Access Plan.	Below 65% of families develop and participate in a Family Access Plan.
6	2021-2022	75% or above of families develop and participate in a Family Access Plan.	70-74.9% of families develop and participate in a Family Access Plan.	65-69.9% of families develop and participate in a Family Access Plan.	Below 65% of families develop and participate in a Family Access Plan.
7	2022-2023	75% or above of families develop and participate in a Family Access Plan.	70-74.9% of families develop and participate in a Family Access Plan.	65-69.9% of families develop and participate in a Family Access Plan.	Below 65% of families develop and participate in a Family Access Plan.

**Assessment Tool:** Staff will track participation during quarterly Family Access Planning meetings.

**Attachment:** Attachment B includes a sample Family Access Plan.

**Rationale for Goal and Measures:** In order for Westside Community Middle School to be transformational, supports must be offered for both scholars and their families. Utilizing a model that proactively puts supports in place, and has progress monitoring points built in, will ensure that there is an increase in internal capacity of families. This will empower families to make transformational changes that can be sustained well beyond their time at Westside Community Middle School

**Assessment Reliability and Consistency:** To ensure reliability and consistency, sample data will be collected from our first quarter Family Access Planning meetings. Participation will be defined as at least one family member attending the Family Access Planning meeting each quarter and participating in the goal setting and progress monitoring components. All families that have attended all four quarterly meetings will be considered to have met this goal.

**Baseline Data:** The first year of data will be collected during the 2016-2017 school year.

*Organizational Viability/Non-Academic Performance Goal 2*

**School-Specific Goal for:** Westside Community Middle School

**Mission Statement:** Scholars, staff, families, and community partners will work collaboratively to ensure an academically rigorous and community-based middle school experience, while providing increased access to transformational opportunities and services for the whole family. Scholars will be inspired and empowered to be leaders and change agents in high school, college, and career.

**Goal:** Westside Community Middle School will retain effective and highly effective certified staff members, as measured by RISE.

<b>Goal: Westside Community Middle School will retain effective and highly effective certified staff members.</b>					
<b>Charter Year</b>	<b>Calendar Year</b>	<b>Exceeds Standard</b>	<b>Meets Standard</b>	<b>Approaching Standard</b>	<b>Does Not Meet Standard</b>
1	2016-2017	80% or above of certified staff members rated effective or highly effective will return for the following school year.	75-79.9% of certified staff members rated effective or highly effective will return for the following school year.	65-74.9% of certified staff members rated effective or highly effective will return for the following school year.	Below 65% of certified staff members rated effective or highly effective will return for the following school year.
		80% or above of certified staff members rated effective	75-79.9% of certified staff members rated effective	65-74.9% of certified staff members rated effective	Below 65% of certified staff members rated

2	2017-2018	or highly effective will return for the following school year.	or highly effective will return for the following school year.	or highly effective will return for the following school year.	effective or highly effective will return for the following school year.
3	2018-2019	80% or above of certified staff members rated effective or highly effective will return for the following school year.	75-79.9% of certified staff members rated effective or highly effective will return for the following school year.	65-74.9% of certified staff members rated effective or highly effective will return for the following school year.	Below 65% of certified staff members rated effective or highly effective will return for the following school year.
4	2019-2020	80% or above of certified staff members rated effective or highly effective will return for the following school year.	75-79.9% of certified staff members rated effective or highly effective will return for the following school year.	65-74.9% of certified staff members rated effective or highly effective will return for the following school year.	Below 65% of certified staff members rated effective or highly effective will return for the following school year.
5	2020-2021	85% or above of certified staff members rated effective or highly effective will return for the following school year.	80-84.9% of certified staff members rated effective or highly effective will return for the following school year.	75-79.9% of certified staff members rated effective or highly effective will return for the following school year.	Below 70% of certified staff members rated effective or highly effective will return for the following school year.
6	2021-2022	85% or above of certified staff members	80-84.9% of certified staff members	75-79.9% of certified staff members	Below 70% of certified staff

		rated effective or highly effective will return for the following school year.	rated effective or highly effective will return for the following school year.	rated effective or highly effective will return for the following school year.	members rated effective or highly effective will return for the following school year.
7	2022-2023	85% or above of certified staff members rated effective or highly effective will return for the following school year.	80-84.9% of certified staff members rated effective or highly effective will return for the following school year.	75-79.9% of certified staff members rated effective or highly effective will return for the following school year.	Below 70% of certified staff members rated effective or highly effective will return for the following school year.

**Assessment Tool:** Certified staff will be evaluated using the RISE framework. The number of highly effective and effective staff members who leave will be divided by the total number of highly effective and effective staff members.

The RISE Framework is included in Attachment F.

**Rationale for Goal and Measures:** Numerous studies have been completed that demonstrate the positive impact a high quality teacher has on student achievement. Many of these studies also include data on the negative impact that an ineffective teacher has on student outcomes (Mendro, 1998; Jordan, Mendro, & Weerasinghe, 1997; Wright, Horn, & Sanders, 1997). Retaining effective and highly effective teachers ensures scholars have excellent teachers every day. Additionally, as a community school it is crucial that Westside Community Middle School builds a stable staff that becomes an embedded part of the west side community.

**Assessment Reliability and Consistency:** To ensure reliability and consistency, administrators will be responsible for evaluating certified staff. All evaluators will participate in norming activities and all certified staff will be observed by multiple evaluators during the course of a school year.

**Baseline Data:** The first year of data will be collected during the 2016-2017 school year. Finalized evaluation scores will be available at the end of the school year.

# Attachment D



## MAP® Reports Achievement Status and Growth Projection Report (ASG)

Displays a summary of initial term test scores and a suggested amount of reasonable anticipated growth based on the student's initial term test scores. The anticipated growth projections are calculated using the latest NWEA norming study.

- 1 **Column Headings in gray:** These are to be used when target term testing is complete. These columns allow teachers to observe how students have performed in relation to their projected growth.
- 2 **Test RIT:** The student's overall scale score on the current test.
- 3 **Standard Error of Measurement:** An estimate of the precision of the achievement (RIT) scores. The smaller the standard error, the more precise the achievement estimate is.
- 4 **Growth Projection:** Mean growth that was observed in the latest NWEA norming study for students who had the same starting RIT score.
- 5 **Projected RIT:** The minimum RIT score the student would attain if their Growth Projection was met (starting RIT plus Growth Projection).
- 6 **Summary statistics appearing in gray:** These are to be used when target term testing is complete. These statistics will allow teachers to quickly observe class performance in an aggregate form.
- 7 **Count of Current Valid Tests:** Count of students in the class who have a valid score for the term.
- 8 **Mean RIT:** Average RIT score of students in this class.
- 9 **Median RIT:** Middle RIT score of this class.
- 10 **Standard Deviation:** Indicates the variability of RIT scores within this group. A larger standard deviation generally reflects a wider range of scores and achievement within a class.

Achievement Status and Growth Projection Report Spring 2011 to Spring 2012 - Mathematics NWEA Sample District 2												
School:		El Paso Middle School										
Teacher:		Aguirre Salazar, Kristian N.										
Class Name:		S110034 Aguirre Salazar Access78										
Optional Group:		None Selected										
Mathematics												
Student ID	Name	SP11 Std	Date	Test Type	SP11 Test RIT	SP11 Std Err	SP12 Test RIT	SP12 Std Err	Growth Std Err	SP12 Growth Projection	SP12 Projected RIT	Growth Projection Std Index
S11001349	ALVAREZ ALVARENGA T	40011	9/0	5/0	334	29				5	239	
S11000547	ARTHUR, ALICIA A.	40911	9/0	3/0	339	31				5	238	
S11000128	BATSON, CAROLINA A.	40011	9/0	3/0	226	30				5	221	
S100000097	BENSENEK, DAVIL	59111	5/0	5/0	166	29				5	205	
S11000544	BURGARY, FENNATH R	56111	9/0	3/0	227	30				5	222	
S11000599	ESHOLA, MONETT T.	56111	9/0	3/0	229	29				5	224	
S11000563	GAERTE, NICHOL L.	40011	9/0	3/0	330	34				5	238	
S11002018	HEBRUNER, RAURIE E	40011	9/0	3/0	225	30				5	220	
S11000671	LOY, MEGAL L.	56111	9/0	3/0	213	30				5	218	
S11000595	LOZOS, SHREEYA A.	56111	9/0	3/0	300	30				5	265	
S11000724	PAULNITZ, BRIANISH R	40011	9/0	3/0	227	31				5	232	
S11000114	SOTO-ARVINA, GUTHRIE	40011	9/0	3/0	229	29				5	224	
S11000597	STROMQUIST, GALA A.	59111	9/0	3/0	210	32				5	215	

Subject Summary:	Count of Students with Valid Scores and Spring Term Score
Mathematics	Count of Students who Met or Exceeded their Projected RIT
	Percentage of Students who Met or Exceeded their Projected RIT
	Overall Percentage of Projected RIT Met or Exceeded
	Count of Students with Invalid Spring 2011 Test Scores
	Count of Students with Valid Spring 2011 Test Scores
	Spring 2011 Mean RIT
	Spring 2011 Median RIT
	Spring 2011 Standard Deviation

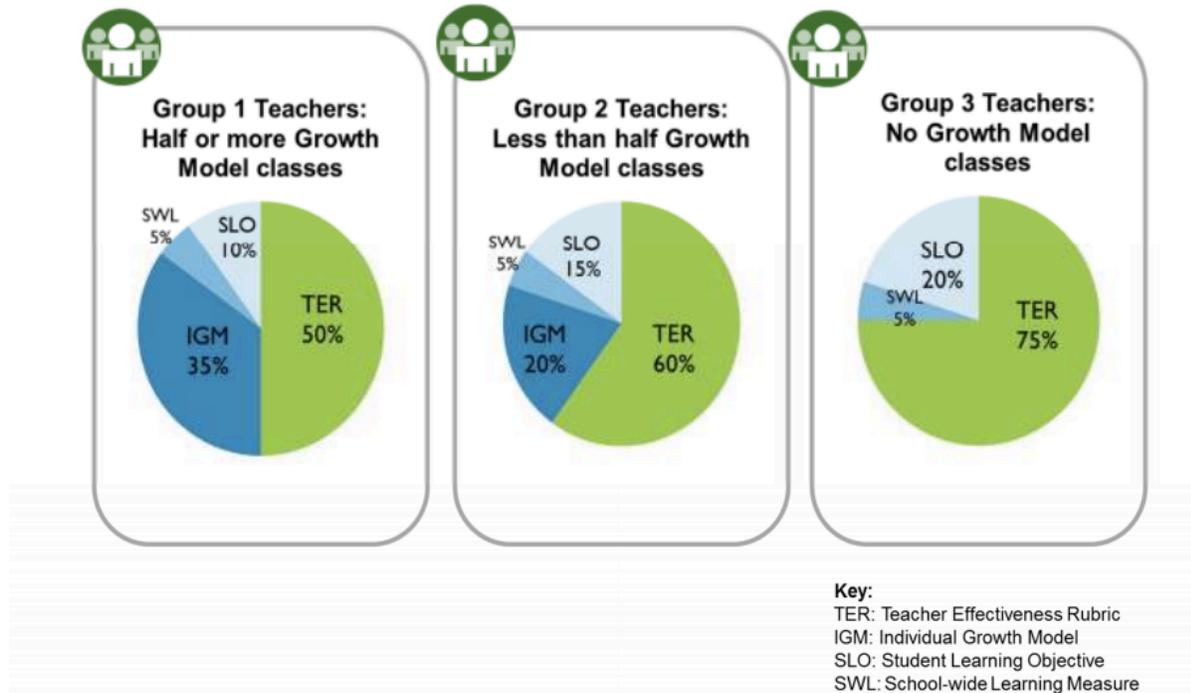
Retrieved from [https://legacysupport.nwea.org/sites/www.nwea.org/files/resources/AnnotatedReports-MAP\\_0.pdf](https://legacysupport.nwea.org/sites/www.nwea.org/files/resources/AnnotatedReports-MAP_0.pdf)

**Attachment E**

2008-2009 SCHOOL YEAR: SEMESTER 1									
Total First-Time Freshmen						25208			
If your Freshmen On Track rate were calculated today, it would be <sup>1</sup> :						78.37%			
First-Time Freshmen Grades by Core Subject <sup>2</sup>									
	English		Math		Science		Social Studies		
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
A	2999	11.89%	3145	12.47%	3166	12.55%	3202	12.70%	
B	5458	21.65%	5035	19.97%	5029	19.95%	4771	18.92%	
C	6110	24.23%	5930	23.52%	5902	23.41%	5196	20.61%	
D	4977	19.74%	5461	21.66%	4856	19.26%	4024	15.96%	
F	4891	19.40%	4751	18.84%	4379	17.37%	3599	14.27%	
% with only 1 Core F:			12.28%		% with 2 or more Core Fs:			21.62%	
First Time Freshmen Flagged On Success Report									
						Number	Percent		
Academic Intervention Only						4911	19.48%		
Attendance Intervention Only						2687	10.65%		
Academic and Attendance Interventions						10303	40.87%		
Progress of Students Flagged									
						Number	Percent		
Flagged on Current Success Report						17901	71.01%		
Flagged on Prior Success Report						18173	72.09%		
Flagged on Prior Success but not on Current Success Report						1961	7.77%		
Flagged on Current Success Report but not on Prior Success Report						1689	6.70%		

*From Chicago Public Schools Freshman On-Track Handbook,  
<https://chooseyourfuture.cps.edu/sites/default/files/fot-freshmen-on-track-handbook.pdf>*

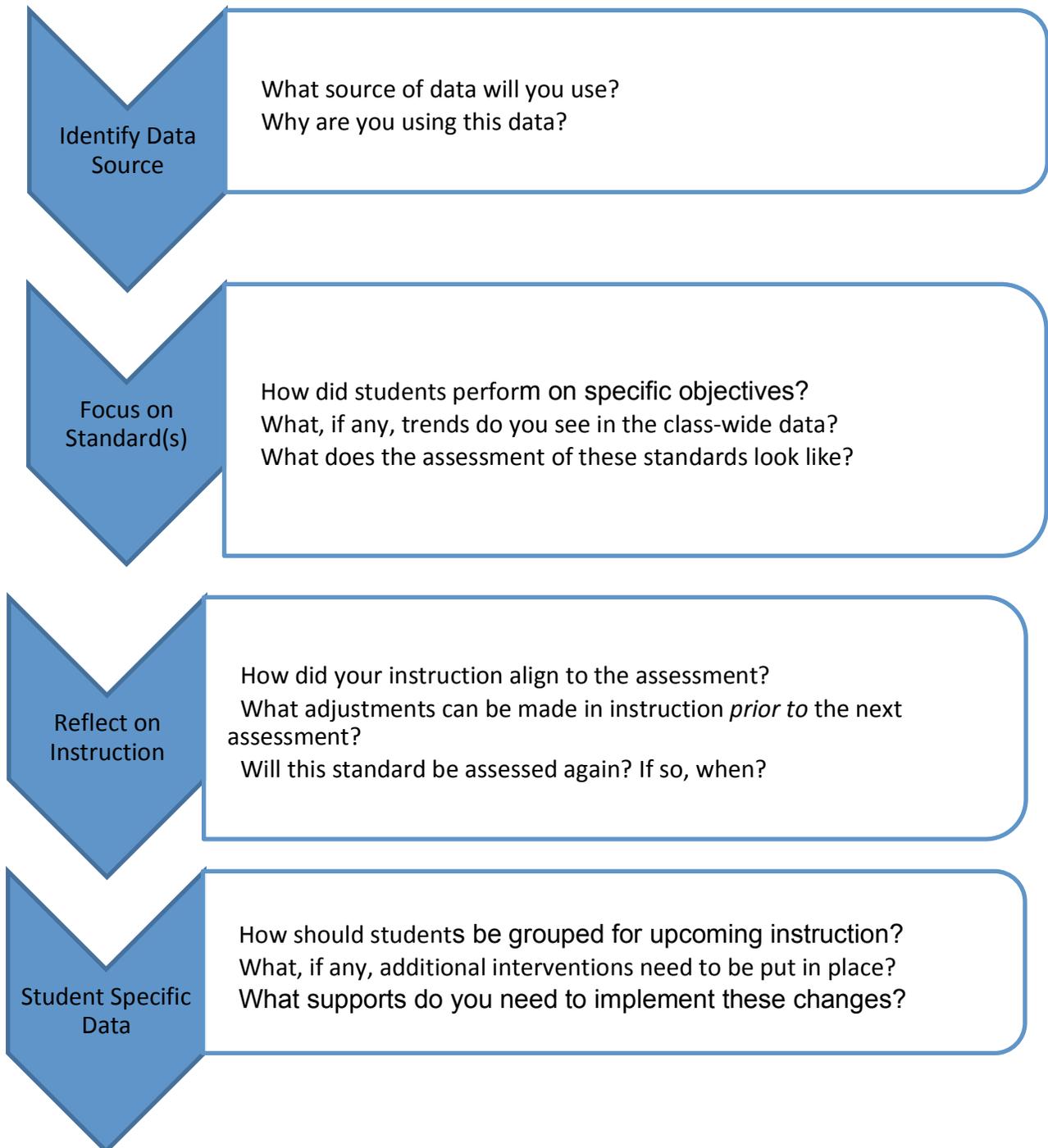
Attachment F



From <http://www.riseindiana.org>

## Attachment G

### Data Reflection Questions



## Attachment H

### *Sample PLC Schedule*

	<i>Focus Area</i>	<i>Attendees</i>	<i>Why</i>
<b><i>Monday</i></b>	PBIS/Scholar Services	Social worker, counselor, grade level teams	Discuss attendance, discipline, and any scholar specific concerns
<b><i>Tuesday</i></b>	PLC—Scholar work and data	Grade level teams, with co-teachers	Identify high quality scholar work; analyze scholar level academic data; develop high quality unit plans
<b><i>Wednesday</i></b>	Self- Directed Common Planning		Address individual teacher needs
<b><i>Thursday</i></b>	RTI	Special education teacher, general education teachers rotate every four weeks	Identify and measure progress of scholars who need additional academic and behavioral interventions
<b><i>Friday</i></b>	Family Access Plans	Social worker, counselor, general education teachers rotate every four weeks	Discuss progress of families and additional supports

## Attachment I

### **Lesson Four: Steps for Solving Your Interpersonal Conflicts**

#### **Benefits**

- Integrating these skills into our repertoire helps us resolve conflicts more effectively.

#### **Opening Energizer**

**Ask for two student volunteers.**

Propose the following scenario to the class.

- **Person A:** You've recently bought a pair of expensive shoes. Your friend broke into your gym locker and wrote all over them with a permanent marker. They're ruined. You feel hurt and somewhat violated.
- **Person B:** Your friend's been bragging about his or her expensive shoes to everyone. Yesterday he or she made fun of the way you were dressed in front of your entire class. You felt humiliated and angry, and you wanted to teach him or her a lesson, so you broke into his or her gym locker and wrote all over the shoes.

**Note to teacher:** Make sure that you introduce this skit as the *wrong way* to solve conflict between people and that you will be asking the class afterwards to analyze what went wrong.

**Person A:** "Hey, why did you touch my stuff?"

**Person B:** "Whoa, I didn't think this would be such a big deal..."

**Person A:** "You're lying. You totally blew this whole thing out of proportion. Now my shoes are ruined, and they were really expensive. I'm so angry about this!"

**Person B:** "But you --"

**Person A:** (Interrupting) "I don't want to hear it. You're always putting words in my mouth."

**Person B:** "Who cares about the shoes? Your parents can just buy you another pair. They buy you everything else you want."

**Person A:** "You don't know me. You don't know my parents."

**Person B:** "Yeah, I do. You're all stuck-up. How does it feel to have the nasty shoes now?"

#### **Processing**

After the students are finished, ask the class for specific reasons why they thought the conflict escalated. Write these on the board. Once they've come up with a few reasons, ask the class for other options the students could have used to de-escalate the conflict. Suggest looking at the opposites of what they did wrong. As they mention suggestions close to or exactly matching the following list, write them in a separate place on the board.

*from Conflict Resolution Education at <http://www.creducation.org/resources/>*

Attachment J

**Westside Community Middle School  
Conflict Resolution Plan**

*Respect      Excellence      Courage      Scholarship*

<p>Describe <i>your role</i> in the situation that is happening.</p>	
<p>Describe which core value you were not showing and what that core value looks like when you are showing it.</p>	
<p>Describe what you will do differently if the same situation happens in the future.</p>	
<p>What are the next steps we need to take to make sure you can get back to class and focus on your learning?</p>	
<p>Scholar Signature</p>	
<p>Other Scholar Signatures</p>	
<p>Facilitator Signature</p>	

## Attachment K

### Service-Learning Planning Tool

#### I. Preparation

How will my class identify the problem/project?

- Teacher will develop project
- Teacher will develop project together in consultation with community partner
- Students will brainstorm community problem/project with/without input from community partner
- Students will canvas neighborhood to identify problem/project

What are the specific links to my curriculum?

What are the specific links to city and state standards?

What are the service goals? What are the learning goals?

How will I teach content and context?

- Teacher will utilize guest speakers
- Students will work to understand problem through group research and inquiry
- Teacher will provide background information

#### II. Service/Action

What organizational/logistical issues need to be addressed?

- Class coverage
- Transportation and additional chaperones
- Funds
- Parental support

What roles will teachers/students/community partners play in collaboration?

How will students learn through their service?

- Interviews
- Field notes
- Reports
- Readings

#### III. Reflection

What formal reflection process will students use?

- Review of field notes
- Facilitated classroom discussion
- Presentation
- Journal

How will the teacher assess the service experience?

- Exam
- Essay
- Performance/Presentation
- Demonstration of having met established goals
- Report from community partner
- Use of rubric

How will the teacher evaluate the service experience?

- Review of established project service goals
- Classroom discussion of student learning based on established learning goals
- Student survey

*From Chicago Public Schools, Civic Engagement and Service Learning Office,  
<http://cps.edu/ServiceLearning/>*



## Lesson Plan, Day 3

AVID – 7<sup>th</sup> Grade

### Standard and Essential Question:

- **7-ORG.A1** Develop and maintain an organized binder, divided by subjects, which includes a supply pouch and other useful materials
- **EQ:** “How do AVID students keep all of their materials organized?”

### Lesson

#### 1. Warm-Up

- ✗ Lead a class discussion about how it went implementing SLANT in all their classes.

#### 2. Binder Introduction

- ✗ Introduce students to the binder as a means of keeping all of their materials organized and in one place.
- ✗ Have them set up their binder and place all of their materials from the first two days of school in the proper place.

#### 3. Binder Check

- ✗ Once all of the students have set up their binder, have their first self-binder check.
  - Everyone should score a 100 on this.
  - Use this binder check to set the tone for binder checks being a positive experience.
- ✗ Emphasize that this is one of the most important aspects of AVID and being an AVID student.

#### 4. Homework

- ✗ Students need to bring their binder to every class throughout the rest of the day.

### Materials/Notes

#### Class Set

*Organizing the AVID Student Binder*

1.1 AVID Binder Check – Weeks 1 and 2 (Pg. 4)



#### Materials

Have a few extra binder: on hand for students that don't bring their own or bring a binder that is too small.

Documentation  
for Essential

5.1

From Avid Lesson Plans from [www.lee.k12.nc.us/](http://www.lee.k12.nc.us/)

# WCMS Pledge

## I am a (mascot), I pledge to...

show **respect** and treat others  
the way I want to be treated,

have **courage** to show  
compassion and leadership at all  
times,

show **excellence** by presenting  
my best self, and

demonstrate **scholarship** by  
achieving academic success

## We are (mascot).

Respect

Courage

Excellence

Scholarship

**Attachment M**

<p style="text-align: center;"><b>Westside Community Middle School Professional Development Plan, Year 1</b></p>				
<b>Calendar Month</b>	<b>Topic(s)</b>	<b>Objectives</b>	<b>Friday PD Topics</b>	<b>PLC Meetings</b>
July	<ul style="list-style-type: none"> <li>Teambuilding</li> <li>PBIS</li> <li>Core values</li> <li>Technology</li> <li>School-wide overview</li> <li>Community engagement</li> <li>Service Learning</li> </ul>	<ul style="list-style-type: none"> <li>• Establish norms and protocols for interacting with each other and scholars</li> <li>• Create lessons to teach core values</li> <li>• Integrate technology in academic lessons</li> <li>• Discuss school-wide priorities and expectations</li> <li>• Establish relationships with community partners and families</li> <li>• Discuss service learning expectations</li> </ul>	<p style="text-align: center;"><i>Pre-opening PD Topics</i></p> <ul style="list-style-type: none"> <li>• Teambuilding using becoming One Team protocol</li> <li>• Overview of UBD, PBIS, and mastery learning</li> <li>• Community exploration and home visits</li> <li>• Service learning facilitation</li> </ul>	<ul style="list-style-type: none"> <li>• Establish team norms</li> <li>• Complete team building</li> <li>• Brainstorm technology integration ideas</li> <li>• Determine planning responsibilities and norms</li> </ul>
August	<ul style="list-style-type: none"> <li>UBD unit planning</li> <li>Family Access Plans</li> </ul>	<ul style="list-style-type: none"> <li>• Prioritize IAS skills to be taught in a unit</li> <li>• Develop unit plans following UBD framework</li> <li>• Identify areas for integration of technology into unit</li> <li>• Describe Family Access Plans</li> </ul>	<ul style="list-style-type: none"> <li>• UBD overview and expectations</li> <li>• Overview of performance and assessment tasks</li> <li>• Implement and build Family Access Plans</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis of unit plans</li> <li>• Identification of IAS power standards</li> <li>• Brainstorm ways to integrate technology</li> </ul>
September	<ul style="list-style-type: none"> <li>Mastery Learning</li> <li>Data analysis</li> <li>Community Engagement</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze data from BOY assessments</li> <li>• Identify trends within data</li> <li>• Develop ways to re-teach and re-cover standards</li> <li>• Establish relationships with community partners and families</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate uses of data</li> <li>• Model data analysis</li> <li>• Sharing data with parents and teachers</li> <li>• Community exploration and home visits</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze BOY assessments</li> <li>• Data sharing protocols</li> <li>• Use of data across teachers</li> </ul>
October	<ul style="list-style-type: none"> <li>Writing Unit Assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Describe components assessments</li> <li>• Develop a assessments aligned back to standards</li> <li>• Design instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment writing overview</li> <li>• Evaluate assessments and alignment to IAS</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment creation aligned to IAS</li> <li>• Assessment feedback from team</li> </ul>

		that aligns to assessments		
November	Task Analysis	<ul style="list-style-type: none"> <li>Analyze a performance task or assessment aligned to IAS</li> <li>Disaggregate the skills embedded within each task</li> <li>Develop rubrics to measure mastery of skills on tasks and assessments</li> </ul>	<ul style="list-style-type: none"> <li>Task vs. assessment</li> <li>Look at sample performance tasks</li> <li>Look at sample rubrics</li> </ul>	<ul style="list-style-type: none"> <li>Develop performance tasks and assessments aligned to IAS</li> <li>Protocol for peer review of tasks</li> </ul>
December	Mastery Learning	<ul style="list-style-type: none"> <li>Discuss mastery learning and grading protocols</li> <li>Determine interventions for scholars at academic risk</li> </ul>	<ul style="list-style-type: none"> <li>Review mastery grading best practices</li> <li>Align supports to Family Access Plans</li> </ul>	<ul style="list-style-type: none"> <li>Analyze scholar level data</li> <li>Establish next steps for mastery grading</li> </ul>
January	Reaching All Learners Data Analysis	<ul style="list-style-type: none"> <li>Identify scholars who need further support through the use of data</li> <li>Develop strategies to reach the needs of different learners</li> <li>Discuss ways to incorporate differentiation</li> <li>Review MOY data</li> </ul>	<ul style="list-style-type: none"> <li>Model data analysis and reflection</li> <li>Learn strategies for addressing varying learners</li> </ul>	<ul style="list-style-type: none"> <li>Share information regarding scholar strengths and areas support are needed</li> <li>Develop strategies and plan for implementation</li> <li>Review MOY data for scholars</li> </ul>
February	Service Learning	<ul style="list-style-type: none"> <li>Establish procedures for scholars' service learning projects during Q4</li> </ul>	<ul style="list-style-type: none"> <li>Overview of service learning</li> </ul>	<ul style="list-style-type: none"> <li>Collaborate with team on service learning supports</li> <li>Put in place structures to support scholars in EOY projects</li> </ul>

March	Scholar Questioning	<ul style="list-style-type: none"> <li>• Discuss best practices in questioning</li> <li>• Apply varying questioning techniques in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Model questioning techniques</li> <li>• Discuss ideas for questioning techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Develop plan for implementing questioning techniques in the classroom</li> <li>• Discuss how to hold other teachers on team accountable for implementation</li> </ul>
April	UBD	<ul style="list-style-type: none"> <li>• Describe process for reviewing and editing UBD plans</li> <li>• Describe rationale for adjustments to UBD plans</li> </ul>	<ul style="list-style-type: none"> <li>• Examine exemplars of UBD plans</li> <li>• Compare data across teachers to determine strengths and areas of growth</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze scholar data and use to inform adjustments</li> </ul>
May	Vertical Alignment	<ul style="list-style-type: none"> <li>• Identify articulation of skills through grade levels as aligned to IAS</li> <li>• Identify gaps within content coverage through grade levels</li> </ul>	<ul style="list-style-type: none"> <li>• Establish system for auditing curriculum</li> <li>• Discuss solutions for changes that need to be addressed</li> </ul>	<ul style="list-style-type: none"> <li>• Audit curriculum</li> <li>• Identify gaps</li> <li>• Adjust curriculum to fill gaps aligned to IAS</li> </ul>
June	Goal Setting	<ul style="list-style-type: none"> <li>• Describe qualitative and quantitative scholar goals for the upcoming school year</li> <li>• Identify personal and professional goals for the professional community</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss process for establishing goals</li> <li>• Identify areas of priority for setting goals</li> </ul>	<ul style="list-style-type: none"> <li>• Collectively set goals for each grade level, using data both from outgoing class, as well as incoming class</li> <li>• Set goals for professional teams</li> </ul>

## Attachment N

### *Sample Sixth Grade Schedule*

<b>Time</b>	<b>Block</b>	<b>Class</b>
7:45-8:10am		Breakfast/Advisory Check-in
8:15-9:30am	Block 1	Humanities
9:35-10:50am	Block 2	ELA
10:55-11:30am	Block 3a	Band
11:35-12:10pm	Block 3b	Lunch
12:15-1:30pm	Block 4	Math
1:35-2:50pm	Block 5	Science
2:55-3:15pm		Advisory

## Attachment O

### *Sample Sixth Grade Teacher Schedule*

Time	Block	Class
7:45-8:10am		Breakfast/Advisory Check-in
8:15-9:30am	Block 1	ELA 6a
9:35-10:50am	Block 2	ELA 6b
		PLCs (when applicable)
10:55-11:30am		Extended Common Planning (when applicable)
11:30-11:45am		Common Planning
11:45-12:15pm	Block 3	Lunch
12:15-1:30pm	Block 4	ELA 6c
1:35-2:50pm	Block 5	ELA 6d
2:55-3:15pm		Advisory



# INDIANA ACADEMIC STANDARDS

Mathematics: **Grade 8**

**May 1, 2014**

## **I. Introduction**

The Indiana Academic Standards for Mathematics are the result of a process designed to identify, evaluate, synthesize, and create the most high-quality, rigorous standards for Indiana students. The standards are designed to ensure that Indiana students are prepared to enter and successfully complete postsecondary education, and that they are prepared for long-term, economically-viable career opportunities.

### **Standards Process**

The Indiana Academic Standards were created through a collaborative process with input from teams of K-12 educators, representing school districts located throughout the state of Indiana; professors of higher education, representing a wide range of Indiana's public and private colleges and universities; and representatives from Indiana businesses and industries. The purpose of the standards process was to design college and career ready standards that would ensure that students who complete high school in Indiana are ready for college and careers.

### **History**

In 2013, the Indiana General Assembly passed Public Law 286, which creates Indiana Code 20-19-2-14.5. The law requires the Indiana State Board of Education to perform a comprehensive review of Indiana's current standards (which were the Common Core State Standards) and to adopt college and career readiness educational standards no later than July 1, 2014.

In the fall of 2013, the Indiana Department of Education established Technical Teams, which were comprised of K-12 educators in English/Language Arts and Mathematics. The Technical Teams were responsible for reviewing the existing Indiana Academic Standards (Common Core State Standards) and providing suggestions for edits and word changes to improve the clarity and progression of the standards. The Department also created Advisory Teams, which were made up of educators from higher education institutions across Indiana. The Advisory Teams were responsible for reviewing the work of the Technical Teams and providing additional input.

### **Evaluation Process**

In January of 2014, the Indiana Department of Education, in collaboration with the Indiana State Board of Education, established Evaluation Teams. The Evaluation Teams were responsible for going several steps further than the Technical and Advisory Teams. The Evaluation Teams were tasked with conducting a comprehensive analysis of several sets of standards, with the goal of identifying the standards that most clearly aligned with the skills that Hoosier students would need to know and be able to do in order to be college and career ready.

Membership for the Evaluation Teams was gleaned from individuals who had previously participated on either a Technical Team or an Advisory Team. The Evaluation Team members were selected for their subject matter expertise (in English/Language Arts or Mathematics) and their classroom teaching experience. The Evaluation Teams were made up of K-12 educators who represented a wide variety of Indiana school districts and over 445 years of combined classroom teaching experience, and higher education subject matter experts in English/Language Arts and Mathematics, representing Indiana's public and private institutions of higher education.

The Evaluation Teams met for the first time in February of 2014. The English/Language Arts evaluation teams were given the E/LA Common Core State Standards, as well as Indiana’s 2006 E/LA Academic Standards and the standards created by the National Council of Teachers of English. The Mathematics evaluation teams were given the Mathematics Common Core State Standards, as well as Indiana’s 2000 Math Academic Standards, Indiana’s 2009 Math Academic Standards, and the standards created by the National Council of Teachers of Mathematics.

The panel was instructed to independently evaluate each set of standards, identifying whether the standard was wholly aligned with what a Hoosier student would need to know and be able to do in order to be college and career ready; partially aligned with what a Hoosier student would need to know and be able to do in order to be college and career ready; or not aligned with what a Hoosier student would need to know and be able to do in order to be college and career ready. The results of the evaluation were processed according to a forced consensus requirement—a majority requirement was calculated for each group of standards that was reviewed. Any standard that received a fully aligned rating by the majority of reviewers was marked as fully aligned; any standard that received a not aligned rating by the majority of reviewers was marked as not aligned; and any standard that received a partially aligned rating by the majority, or did not have a majority result, was marked as partially aligned.

Once the evaluations were complete, the results were compiled, and the Evaluation Teams were brought together to conduct a consensus process. The consensus process was blind (meaning that the Evaluation Team members did not know the origin of the standards that they were discussing). Through the consensus process, the Evaluation Teams were asked to select the standards that best and most thoroughly represented what students should know and be able to do in various areas of English/Language Arts and Mathematics in order to be college and career ready. The Evaluation Teams selected the standards that they found to be most appropriate; combined standards to create a more appropriate, rigorous, or clear standard; or, if they determined that gaps existed, wrote their own standards, or reviewed standards from other states (for example, the English/Language Arts Evaluation Teams reviewed the 2010 draft standards from Massachusetts).

Once the Evaluation Teams had selected the standards (from Common Core State Standards, Indiana Academic, or other states) or had written their own where they found gaps, the list of skills identified as necessary for students to be college and career ready was posted for public comment.

#### **Public Comment, Public Hearings, and National Expert Review**

The draft college and career ready standards were posted for the public to review on February 19, 2014. The public was invited to provide comment through March 12. Thousands of public comments were received. There were also three public hearings held in southern, central, and northern Indiana to receive public comment on the draft standards.

The comments from both the online public comment and the public hearings were compiled and reviewed and used to contribute to further iterations of the standards.

In addition, a variety of national experts were contacted to review the draft standards posted on February 19<sup>th</sup>. The results of the reviews were discussed, and portions of the reviews were incorporated into further iterations of the standards.

### Reconvening of Evaluation Teams

The Evaluation Teams were reconvened in March of 2014. The teams were tasked with incorporating public comment, as well as national expert review, and with further reviewing the draft standards to ensure that they were aligned across grade levels and showed appropriate progression from grade to grade. The Evaluation Teams were also tasked with editing and revising standards for clarity, and addressing any other public comments around grade appropriateness, bias, embedded pedagogy, or other factors.

Once the Evaluation Teams completed their reviews, the results were sent to the College and Career Ready Panels for final review and approval. The results were also shared with additional national experts, who provided reviews. The results of those reviews were analyzed and synthesized and shared with the CCR Panels.

### College and Career Ready Panels

The College and Career Ready (CCR) Panels were created in order to ensure that the standards that Indiana developed were aligned with what colleges, universities, industries, and businesses deem necessary for students to be college and career ready. The CCR Panels were made up of subject matter experts from a variety of Indiana public and private colleges and universities, as well as individuals representing Indiana's businesses and industries.

The CCR Panels were brought together in late March of 2014 to review the draft Indiana Academic Standards that had been reviewed and vetted by the Evaluation Teams in mid-March of 2014. The CCR Panels were tasked with reviewing the standards from 12<sup>th</sup> grade through kindergarten to ensure that the standards were clear and understandable; aligned across grade levels, showing appropriate progression from grade to grade; and designed to prepare students for college and career readiness. The CCR panels met several times throughout the end of March 2014 and early April 2014 to accomplish this task. At their last meeting, the CCR panel members were asked to sign off on the draft standards, indicating whether, in their professional opinion, the standards were poised to prepare Hoosier students to be college and career ready.

### Indiana Academic Standards (College and Career Ready)

The culmination of the efforts of the Technical Teams, Advisory Teams, Evaluation Teams, and CCR Panels is the Indiana Academic Standards that are college and career ready. While many of the standards originated from various sources, including the Common Core State Standards; 2000, 2006, and 2009 Indiana Academic Standards; Massachusetts 2010 Draft English/Language Arts Standards; Virginia Standards of Learning; Nebraska English/Language Arts Standards; the National Council of Teachers of Mathematics; and the National Council of Teachers of English, a number of original standards were also written by members of the Evaluation Teams or CCR Panels.

**The process was designed to identify the clearest, most rigorous, and best aligned standards in Mathematics and English/Language Arts to ensure that Hoosier students will graduate from high school with the knowledge, skills, and abilities to be lifelong learners who can succeed in post-secondary education and economically-viable career opportunities.**

### What are the Indiana Academic Standards?

The Academic Standards are designed to help educators, parents, students, and community members understand what students need to know and be able to do at each grade level, and within each content strand, in order to exit high school college and career ready. The Indiana Academic Standards for English/Language Arts demonstrate what students should know and be able to do in the areas of Reading, Writing, Speaking and Listening, and Media Literacy. The Indiana Academic Standards for Mathematics demonstrate what students should know and be able to do in the areas of K-8 Mathematics; Algebra I, II, and Geometry; and higher-level high school Mathematics courses. The Indiana Academic Standards for Content Area Literacy (History/Social Studies and Science/Technical Subjects) indicate ways in which students should be able to incorporate literacy skills into various content areas at the 6-12 grade levels.

### **What are the Indiana Academic Standards NOT?**

1). *The standards are not curriculum.*

While the standards may be used as the basis for curriculum, **the Indiana Academic Standards are not a curriculum.** Therefore, identifying the sequence of instruction at each grade—what will be taught and for how long—requires concerted effort and attention at the district and school levels. While the standards may have examples embedded, and resource materials may include guidelines and suggestions, the standards do not prescribe any particular curriculum. Curricular tools, including textbooks, are selected by the district/school and adopted through the local school board.

2). *The standards are not instructional practices.*

While the standards demonstrate what Hoosier students should know and be able to do in order to be prepared for college and careers, the standards are not instructional practices. The educators and subject matter experts that worked on the standards have taken care to ensure that the standards are free from embedded pedagogy and instructional practices. **The standards do not define how teachers should teach.** The standards must be complemented by well-developed, aligned, and appropriate curricular materials, as well as robust and effective instructional practices.

3). *The standards do not necessarily address students who are far below or far above grade-level.*

The standards are designed to show what the average Hoosier student should know and be able to do in order to be prepared for college and career. However, some students may be far below grade level or in need of special education, and other students may be far above grade level. The standards do not provide differentiation or intervention methods necessary to support and meet the needs of these students. It is up to the teacher, school, and district to determine the best and most effective mechanisms of standards delivery for these students.

4). *The standards do not cover all aspects of what is necessary for college and career readiness.*

While the standards cover what have been identified as essential skills for Hoosier students to be ready for college and careers, the standards are not—and cannot be—an exhaustive list of what students need in order to be ready for life after high school. Students, especially younger students, require a wide range of physical, social, and emotional supports in order to be prepared for the rigors of each educational progression (elementary grades to middle grades; middle grades to high school; and high school to college or career).

## **II. Acknowledgements**

The Indiana Academic Standards could not have been developed without the time, dedication, and expertise of Indiana's K-12 teachers, higher education professors, and representatives of Indiana business and industry. Additionally, the members of the public, including parents, community members, and policymakers who took time to provide public comments, whether through the online comment tool or in person at the various public hearings, have played a key role in contributing to the Indiana Academic Standards.

The Indiana Department of Education and Indiana State Board of Education would like to thank Ms. Sujie Shin of the Center on Standards and Assessment Implementation for providing expert facilitation throughout the process and acting in an advisory capacity. The Department and Board would also like to thank the individuals and organizations who provided national expert reviews of the draft standards.

We wish to specially acknowledge the members of the Technical Teams, Advisory Teams, Evaluation Teams, and College and Career Ready Panels who dedicated hundreds of hours to the review, evaluation, synthesis, rewriting, and creation of standards designed to produce Hoosier students who are ready for college and careers.

## PROCESS STANDARDS FOR MATHEMATICS

The Process Standards demonstrate the ways in which students should develop conceptual understanding of mathematical content, and the ways in which students should synthesize and apply mathematical skills.

<b>PROCESS STANDARDS FOR MATHEMATICS</b>	
<b>PS.1: Make sense of problems and persevere in solving them.</b>	Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway, rather than simply jumping into a solution attempt. They consider analogous problems and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” and “Is my answer reasonable?” They understand the approaches of others to solving complex problems and identify correspondences between different approaches. Mathematically proficient students understand how mathematical ideas interconnect and build on one another to produce a coherent whole.
<b>PS.2: Reason abstractly and quantitatively.</b>	Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.
<b>PS.3: Construct viable arguments and critique the reasoning of others.</b>	Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They analyze situations by breaking them into cases and recognize and use counterexamples. They organize their mathematical thinking, justify their conclusions and communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. They justify whether a given statement is true always, sometimes, or never. Mathematically proficient students participate and collaborate in a mathematics community. They listen to or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

<p><b>PS.4: Model with mathematics.</b></p>	<p>Mathematically proficient students apply the mathematics they know to solve problems arising in everyday life, society, and the workplace using a variety of appropriate strategies. They create and use a variety of representations to solve problems and to organize and communicate mathematical ideas. Mathematically proficient students apply what they know and are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.</p>
<p><b>PS.5: Use appropriate tools strategically.</b></p>	<p>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Mathematically proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. Mathematically proficient students identify relevant external mathematical resources, such as digital content, and use them to pose or solve problems. They use technological tools to explore and deepen their understanding of concepts and to support the development of learning mathematics. They use technology to contribute to concept development, simulation, representation, reasoning, communication and problem solving.</p>
<p><b>PS.6: Attend to precision.</b></p>	<p>Mathematically proficient students communicate precisely to others. They use clear definitions, including correct mathematical language, in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They express solutions clearly and logically by using the appropriate mathematical terms and notation. They specify units of measure and label axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently and check the validity of their results in the context of the problem. They express numerical answers with a degree of precision appropriate for the problem context.</p>
<p><b>PS.7: Look for and make use of structure.</b></p>	<p>Mathematically proficient students look closely to discern a pattern or structure. They step back for an overview and shift perspective. They recognize and use properties of operations and equality. They organize and classify geometric shapes based on their attributes. They see expressions, equations, and geometric figures as single objects or as being composed of several objects.</p>
<p><b>PS.8: Look for and express regularity in repeated reasoning.</b></p>	<p>Mathematically proficient students notice if calculations are repeated and look for general methods and shortcuts. They notice regularity in mathematical problems and their work to create a rule or formula. Mathematically proficient students maintain oversight of the process, while attending to the details as they solve a problem. They continually evaluate the reasonableness of their intermediate results.</p>

## **MATHEMATICS: GRADE 8**

*The Mathematics standards for grade 8 are supplemented by the Process Standards for Mathematics.*

The Mathematics standards for grade 8 are made up of 5 strands: Number Sense; Computation; Algebra and Functions; Geometry and Measurement; and Data Analysis, Statistics, and Probability. The skills listed in each strand indicate what students in grade 8 should know and be able to do in Mathematics.

### **NUMBER SENSE**

#### **GRADE 8**

**8.NS.1:** Give examples of rational and irrational numbers and explain the difference between them. Understand that every number has a decimal expansion; for rational numbers, show that the decimal expansion terminates or repeats, and convert a decimal expansion that repeats into a rational number.

**8.NS.2:** Use rational approximations of irrational numbers to compare the size of irrational numbers, plot them approximately on a number line, and estimate the value of expressions involving irrational numbers.

**8.NS.3:** Given a numeric expression with common rational number bases and integer exponents, apply the properties of exponents to generate equivalent expressions.

**8.NS.4:** Use square root symbols to represent solutions to equations of the form  $x^2 = p$ , where  $p$  is a positive rational number.

### **COMPUTATION**

#### **GRADE 8**

**8.C.1:** Solve real-world problems with rational numbers by using multiple operations.

**8.C.2:** Solve real-world and other mathematical problems involving numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Interpret scientific notation that has been generated by technology, such as a scientific calculator, graphing calculator, or excel spreadsheet.

## ALGEBRA AND FUNCTIONS

### GRADE 8

**8.AF.1:** Solve linear equations with rational number coefficients fluently, including equations whose solutions require expanding expressions using the distributive property and collecting like terms. Represent real-world problems using linear equations and inequalities in one variable and solve such problems.

**8.AF.2:** Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by transforming a given equation into simpler forms, until an equivalent equation of the form  $x = a$ ,  $a = a$ , or  $a = b$  results (where  $a$  and  $b$  are different numbers).

**8.AF.3:** Understand that a function assigns to each  $x$ -value (independent variable) exactly one  $y$ -value (dependent variable), and that the graph of a function is the set of ordered pairs  $(x,y)$ .

**8.AF.4:** Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear, has a maximum or minimum value). Sketch a graph that exhibits the qualitative features of a function that has been verbally described.

**8.AF.5:** Interpret the equation  $y = mx + b$  as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. Describe similarities and differences between linear and nonlinear functions from tables, graphs, verbal descriptions, and equations.

**8.AF.6:** Construct a function to model a linear relationship between two quantities given a verbal description, table of values, or graph. Recognize in  $y = mx + b$  that  $m$  is the slope (rate of change) and  $b$  is the  $y$ -intercept of the graph, and describe the meaning of each in the context of a problem.

**8.AF.7:** Compare properties of two linear functions given in different forms, such as a table of values, equation, verbal description, and graph (e.g., compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed).

**8.AF.8:** Understand that solutions to a system of two linear equations correspond to points of intersection of their graphs because points of intersection satisfy both equations simultaneously. Approximate the solution of a system of equations by graphing and interpreting the reasonableness of the approximation.

## GEOMETRY AND MEASUREMENT

### GRADE 8

**8.GM.1:** Identify, define and describe attributes of three-dimensional geometric objects (right rectangular prisms, cylinders, cones, spheres, and pyramids). Explore the effects of slicing these objects using appropriate technology and describe the two-dimensional figure that results.

**8.GM.2:** Solve real-world and other mathematical problems involving volume of cones, spheres, and pyramids and surface area of spheres.

**8.GM.3:** Verify experimentally the properties of rotations, reflections, and translations, including: lines are mapped to lines, and line segments to line segments of the same length; angles are mapped to angles of the same measure; and parallel lines are mapped to parallel lines.

**8.GM.4:** Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations. Describe a sequence that exhibits the congruence between two given congruent figures.

**8.GM.5:** Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations. Describe a sequence that exhibits the similarity between two given similar figures.

**8.GM.6:** Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.

**8.GM.7:** Use inductive reasoning to explain the Pythagorean relationship.

**8.GM.8:** Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and other mathematical problems in two dimensions.

**8.GM.9:** Apply the Pythagorean Theorem to find the distance between two points in a coordinate plane.

## DATA ANALYSIS, STATISTICS, AND PROBABILITY

GRADE 8	
<b>8.DSP.1:</b>	Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantitative variables. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.
<b>8.DSP.2:</b>	Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and describe the model fit by judging the closeness of the data points to the line.
<b>8.DSP.3:</b>	Write and use equations that model linear relationships to make predictions, including interpolation and extrapolation, in real-world situations involving bivariate measurement data; interpret the slope and $y$ -intercept.
<b>8.DSP.4:</b>	Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs. Understand and use appropriate terminology to describe independent, dependent, complementary, and mutually exclusive events.
<b>8.DSP.5:</b>	Represent sample spaces and find probabilities of compound events (independent and dependent) using methods, such as organized lists, tables, and tree diagrams.
<b>8.DSP.6:</b>	For events with a large number of outcomes, understand the use of the multiplication counting principle. Develop the multiplication counting principle and apply it to situations with a large number of outcomes.



## GRADE 8

### **READING**

**Guiding Principle:** *Students read a wide range of fiction, nonfiction, classic, and contemporary works, to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They read a wide range of literature in many genres from a variety of time periods and cultures from around the world to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience. They draw on their prior experience, their interactions with other readers and writers, and reading skills that they have developed and refined.<sup>1</sup>*

#### **READING: Literature**

There are three key areas found in the Reading: Literature section for grades 6-12: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Literature.

#### **Learning Outcome**

**8.RL.1** Read a variety of literature within a range of complexity appropriate for grades 6-8. By the end of grade 8, students interact with texts proficiently and independently.

#### **Key Ideas and Textual Support**

**8.RL.2.1** Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.

**8.RL.2.2** Analyze the development of a theme or central idea over the course of a work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that supports the analysis.

**8.RL.2.3** Analyze how particular lines of dialogue or incidents in a work of literature propel the action, reveal aspects of a character, or provoke a decision.

**8.RL.2.4** *Students are expected to build upon and continue applying concepts learned previously.*

#### **Structural Elements and Organization**

**8.RL.3.1** Compare and contrast the structure of two or more related works of literature (e.g., *similar topic or theme*), and analyze and evaluate how the differing structure of each text contributes to its meaning and style.

**8.RL.3.2** Analyze a particular point of view or cultural experience in a work of world literature considering how it reflects heritage, traditions, attitudes, and beliefs.

#### **Synthesis and Connection of Ideas**

**8.RL.4.1** Analyze the extent to which a filmed or live production of a story or play stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

**8.RL.4.2** Analyze how works of literature draw on and transform earlier texts.



## READING: *Nonfiction*

There are three key areas found in the Reading: Nonfiction section for grades 6-12: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Nonfiction.

### Learning Outcome

- 8.RN.1** Read a variety of nonfiction within a range of complexity appropriate for grades 6-8. By the end of grade 8, students interact with texts proficiently and independently.

### Key Ideas and Textual Support

- 8.RN.2.1** Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.
- 8.RN.2.2** Analyze the development of a central idea over the course of a text, including its relationship to supporting ideas; provide a detailed, objective summary of the text.
- 8.RN.2.3** Analyze how a text makes connections and distinctions among individuals, events, and ideas.

### Structural Elements and Organization

- 8.RN.3.1** *Students are expected to build upon and continue applying concepts learned previously.*
- 8.RN.3.2** Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
- 8.RN.3.3** Determine an author’s perspective or purpose in a text, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

### Synthesis and Connection of Ideas

- 8.RN.4.1** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- 8.RN.4.2** Evaluate the advantages and disadvantages of using different mediums (e.g., *print or digital text, video, multimedia*) to present a particular topic or idea.
- 8.RN.4.3** Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.



## READING: Vocabulary

There are two key areas found in the Reading: Vocabulary section for grades 6-12: Vocabulary Building and Vocabulary in Literature and Nonfiction Texts. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Vocabulary.

### Learning Outcome

- 8.RV.1** Acquire and use accurately grade-appropriate general academic and content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### Vocabulary Building

- 8.RV.2.1** Use context to determine or clarify the meaning of words and phrases.
- 8.RV.2.2** *Students are expected to build upon and continue applying concepts learned previously.*
- 8.RV.2.3** Distinguish among the connotations of words with similar denotations.
- 8.RV.2.4** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*).
- 8.RV.2.5** Select appropriate general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or origin. [??]

### Vocabulary in Literature and Nonfiction Texts

- 8.RV.3.1** Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- 8.RV.3.2** Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- 8.RV.3.3** Interpret figures of speech (e.g., *verbal irony, puns*) in context.



## **WRITING**

**Guiding Principle:** *Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes. Students apply knowledge of language structure, language conventions, media techniques, figurative language, and genre to create, critique, and discuss writing. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.<sup>ii</sup>*

## **WRITING**

There are four key areas found in the Writing section for grades 6-12: Writing Genres, the Writing Process, the Research Process, and Conventions of Standard English. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Writing.

### **Learning Outcome**

**8.W.1** Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.

### **Handwriting**

**8.W.2** *Students are expected to build upon and continue applying concepts learned previously.*

### **Writing Genres: Argumentative, Informative, and Narrative**

- 8.W.3.1** Write **arguments** in a variety of forms that –
- Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
  - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
  - Use effective transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
  - Establish and maintain a consistent style and tone appropriate to purpose and audience.
  - Provide a concluding statement or section that follows from and supports the argument presented.



**8.W.3.2**

Write **informative** compositions in a variety of forms that –

- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., *headings*), graphics (e.g., *charts*, *tables*), and multimedia when useful to aiding comprehension.
- Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
- Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- Establish and maintain a style appropriate to the purpose and audience.
- Provide a concluding statement or section that follows from and supports the information or explanation presented.

**8.W.3.3**

Write **narrative** compositions in a variety of forms that –

- Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.
- Organize an event sequence (e.g., *conflict*, *climax*, *resolution*) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- Provide an ending that follows from and reflects on the narrated experiences or events. ☐

**The Writing Process**

**8.W.4**

Apply the **writing process** to –

- Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.
- Use technology to interact and collaborate with others to generate, produce, and publish writing and present information and ideas efficiently.



### **The Research Process: Finding, Assessing, Synthesizing, and Reporting Information**

- 8.W.5** Conduct short research assignments and tasks to build knowledge about the research process and the topic under study.
- Formulate a research question.
  - Gather relevant information from multiple sources, using search terms effectively, and annotate sources.
  - Assess the credibility and accuracy of each source.
  - Quote or paraphrase the information and conclusions of others.
  - Avoid plagiarism and follow a standard format for citation.
  - Present information, choosing from a variety of formats.

### **Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling**

**8.W.6.1** Demonstrate command of English grammar and usage, focusing on:

**8.W.6.1a** **Pronouns –**

*Students are expected to build upon and continue applying conventions learned previously.*

**8.W.6.1b** **Verbs –**

Explaining the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences; forming and using active and passive voice; recognizing and correcting inappropriate shifts in verb voice.

**8.W.6.1c** **Adjectives and Adverbs –**

*Students are expected to build upon and continue applying conventions learned previously.*

**8.W.6.1d** **Phrases and Clauses –**

*Students are expected to build upon and continue applying conventions learned previously.*

**8.W.6.1e** **Usage –**

*Students are expected to build upon and continue applying conventions learned previously.*

**8.W.6.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:

**8.W.6.2a** **Capitalization –**

*Students are expected to build upon and continue applying conventions learned previously.*

**8.W.6.2b** **Punctuation –**

Using punctuation (comma, ellipsis, dash) to indicate a pause, break, or omission.

**8.W.6.2c** **Spelling –**

*Students are expected to build upon and continue applying conventions learned previously.*



## **SPEAKING AND LISTENING**

**Guiding Principle:** *Students listen actively and communicate effectively for a variety of purposes, including for learning, enjoyment, persuasion, and the exchange of information and ideas. Students adjust their use of language to communicate effectively with a variety of audiences and for different purposes. Students develop an understanding of and respect for diversity in language use, patterns, and dialects.*<sup>iii</sup>

### **SPEAKING AND LISTENING**

There are three key areas found in the Speaking and Listening section for grades 6-12: Discussion and Collaboration, Comprehension, and Presentation of Knowledge and Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Speaking and Listening.

#### **Learning Outcome**

**8.SL.1** Listen actively and adjust the use of spoken language (e.g., *conventions, style, vocabulary*) to communicate effectively with a variety of audiences and for different purposes.

#### **Discussion and Collaboration**

**8.SL.2.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly.

**8.SL.2.2** Examine, analyze, and reflect on ideas under discussion by identifying specific evidence from materials under study and other resources.

**8.SL.2.3** Follow rules for considerate discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

**8.SL.2.4** Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

**8.SL.2.5** Acknowledge new information expressed by others, and, when warranted, qualify or justify personal views in reference to the evidence presented.

#### **Comprehension**

**8.SL.3.1** Analyze the purpose of information presented in diverse media and formats (e.g., *visually, quantitatively, orally*) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

**8.SL.3.2** Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

#### **Presentation of Knowledge and Ideas**

**8.SL.4.1** Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

**8.SL.4.2** Create engaging presentations that integrate multimedia components and visual displays to clarify information, strengthen claims and evidence, and add interest.

**8.SL.4.3** *Students are expected to build upon and continue applying concepts learned previously.*



## **MEDIA LITERACY**

**Guiding Principle:** *Students develop critical thinking about the messages received and created by media. Students recognize that media are a part of culture and function as agents of socialization and develop understanding that people use individual skills, beliefs, and experiences to construct their own meanings from media messages. Students develop media literacy skills in order to become more informed, reflective, and engaged participants in society.<sup>iv</sup>*

### **MEDIA LITERACY**

By demonstrating the skills listed in Media Literacy, students should be able to meet the Learning Outcome for Media Literacy.

#### **Learning Outcome**

**8.ML.1** Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.

#### **Media Literacy**

**8.ML.2.1** Identify and analyze persuasive and propaganda techniques used in visual and verbal messages by electronic, print and mass media, and identify false or misleading information.

**8.ML.2.2** Analyze and interpret how people experience media messages differently, depending on point of view, culture, etc.

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<sup>i</sup> Adapted from Standards for the English Language. National Council of Teachers of English and International Reading Association, 1996. Available at <http://www.ncte.org/library/NCTEFiles/Resources/Books/Sample/StandardsDoc.pdf>.

<sup>ii</sup> Ibid.

<sup>iii</sup> Ibid.

<sup>iv</sup> Adapted from Standards for the English Language. National Council of Teachers of English and International Reading Association, 1996. Available at <http://www.ncte.org/library/NCTEFiles/Resources/Books/Sample/StandardsDoc.pdf>.

## Introduction to Indiana's Academic Standards for Science – 2010

Indiana's Academic Standards for Science were last revised in 2000. This new document, Indiana's Academic Standards for Science – 2010, reflects the ever-changing science content and the underlying premise that science education should be an inquiry-based, hands-on experience. These standards were adopted by the Indiana State Board of Education in April, 2010, and will be implemented in the 2011-12 school year.

Indiana's Academic Standards for Science – 2010 reflect a few significant changes that are worth noting. Primarily, there are fewer standards and each grade level focuses on the big ideas for each of these sub-disciplines: physical science; earth science; life science; and science, technology and engineering. The overarching organization of the standards has also changed; they are divided into two sections: Process Standards and Content Standards, which are described in greater detail below.

### Process Standards

The Process Standards are the processes and skills that students are expected to learn and be able to do within the context of the science content. The separation of the Process Standards from the Content Standards is intentional; in doing so we want to make explicit the idea that what students are doing while they are learning science is extremely important. The Process Standards reflect the way in which students are learning and doing science and are designed to work in tandem with the science content, resulting in robust instructional practice.

The Process Standards are organized in the following grade bands: K-2, 3-5, 6-8. Within each grade band, the Process Standards address a particular topic or topics. Kindergarten introduces The Nature of Science, while grades 1 through 5, reflect two parts: The Nature of Science and The Design Process. In grades 6 through 8, Reading for Literacy in Science and Writing for Literacy in Science have been added to emphasize these processes in science. For high school, the Process Standards include Reading and Writing for Literacy in Science as well as The Nature of Science.

As noted in the previous paragraph, grades 6 through 8 and high school content courses will include Reading and Writing for Literacy in Science. It is important to note that these Process Standards emerged with the adoption of the Common Core State Standards in the area of Reading and Writing for Literacy in Science. The Literacy Standards establish that instruction in reading, writing, speaking, listening, and language is a shared responsibility. The Literacy Standards are predicated on teachers in the content areas using their unique disciplinary expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the literacy standards are meant to complement rather than supplant content standards in the disciplines.

Part of the motivation behind the disciplinary approach to literacy promulgated by the Literacy Standards is extensive research establishing the need for college- and career-ready students

to be proficient in reading complex informational text independently in a variety of content areas. Most of the required reading in college and workforce training programs is informational in structure and challenging in content. Postsecondary education programs typically provide students with both a higher volume of such reading than is generally required in K-12 schools and comparatively little scaffolding.

The Literacy Standards make clear that significant reading of informational texts should also take place outside ELA classrooms in order for students to be ready for college and careers. Future assessments will apply the sum of all the reading students do in a grade, not just their reading in the ELA context. The Literacy Standards demand that a great deal of reading should occur in all disciplines.

The Literacy Standards also cultivate the development of three mutually reinforcing writing capacities: writing to persuade, to explain, and to convey real or imagined experience. College and career readiness requires that writing focus significantly on writing to argue and to inform or explain.

The Literacy Standards use grade level bands to present the standards. Teachers teaching at the beginning of the grade band may need to provide scaffolding for students to be successful, where teachers teaching at the end of the grade band should expect students to demonstrate the standards independently.

## Content Standards

In grades 1 through 8, the Content Standards are organized in four distinct areas: 1) physical science; 2) earth science; 3) life science; and 4) science, technology and engineering. Kindergarten has only the first three areas: physical, earth and life science. In each of these areas there is at least one core standard, which serves as the big idea at that grade level for that content area. For the high school science courses, the content standards are organized around the core ideas in each particular course, which are represented by the core standard. The core standard is not meant to stand alone or be used as an individual standard, but instead is meant to help teachers organize their instruction around the “big ideas” in that content area and for grades K-8, at that particular grade level. Beneath each core standard are indicators which serve as the more detailed expectations within each of the content areas.

Finally, in the development of these revised science standards, careful attention was paid to how ideas are articulated across the grade levels so that content and skills that students will need to succeed in a particular sub-discipline are introduced in an appropriate manner in the early elementary grades and then progressed as students move towards high school.

## Grade 8

*Students in eighth grade study atoms, elements, compounds and molecules; and the relationship between atomic structure and chemical properties. They study the water cycle and the role of the sun's energy in driving this process. Students investigate how genetic information is transmitted from parents to offspring. Students study the physical properties of natural and engineered materials. Within this study students employ the key principles of the nature of science and the design process.*

## Process Standards

### The Nature of Science

Students gain scientific knowledge by observing the natural and constructed world, performing and evaluating investigations, and communicating their findings. These principles should guide student work and be integrated into the curriculum along with the content standards on a daily basis.

- Make predictions and develop testable questions based on research and prior knowledge.
- Plan and carry out investigation—often over a period of several class lessons—as a class, in small groups or independently.
- Collect quantitative data with appropriate tools or technologies and use appropriate units to label numerical data.
- Incorporate variables that can be changed, measured or controlled.
- Use the principles of accuracy and precision when making measurements.
- Test predictions with multiple trials
- Keep accurate records in a notebook during investigations.
- Analyze data, using appropriate mathematical manipulation as required, and use it to identify patterns. Make inferences based on these patterns.
- Evaluate possible causes for differing results (i.e., valid data).
- Compare the results of an experiment with the prediction.
- Communicate findings through oral and written reports by using graphs, charts maps and models.

### The Design Process

As citizens of the constructed world, students will participate in the design process. Students will learn to use materials and tools safely and employ the basic principles of the engineering design process in order to find solutions to problems.

- Identify a need or problem to be solved.
- Brainstorm potential solutions.
- Throughout the entire design process, document the design with drawings (including labels) in a portfolio or notebook so that the process can be replicated.
- Select a solution to the need or problem.

- Select the most appropriate materials to develop a solution that will meet the need.
- Create the solution through a prototype.
- Test and evaluate how well the solution meets the goal.
- Evaluate and test the design.
- Present evidence using mathematical representations like graphs and data tables.
- Communicate the solution (including evidence) using mathematical representations (e.g., graphs, data tables), drawings or prototypes.
- Redesign to improve the solution based on how well the solution meets the need.

## Reading and Writing Standards for Literacy in Science

The Reading and Writing Standards for Literacy in Science are presented in grade-level bands. Students at the beginning of a grade-band continuum will require a blend of scaffolding and direct, explicit instruction. By the end of the grade-band continuum, students should demonstrate proficiency of the literacy standards independently.

The grades 6-8 standards below define what students should understand and be able to do by end of 8<sup>th</sup> grade. These are to serve as a complement to the specific content demands of the science standards and be taught as skills that allow students to communicate and comprehend the science content.

### Reading for Literacy in Science

Students need to develop the skills that allow them to read complex informational science texts with independence and confidence. Students need to build an appreciation of the norms and conventions of reading in science, an understanding of domain-specific words and phrases, an attention to precise details, the capacity to evaluate detailed arguments, synthesize complex information and follow detailed descriptions and procedures. Students need to be able to gain knowledge from challenging texts that make use of elaborate diagrams and data to convey information and illustrate concepts.

#### Key Ideas and Details

- 6-8.RS.1** Cite specific textual evidence to support analysis of science texts.
- 6-8.RS.2** Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
- 6-8.RS.3** Follow precisely a multistep procedure when carrying out experiments or taking measurements.

#### Craft and Structure

- 6-8.RS.4** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific context relevant to *grades 6-8 texts and topics*.

**6-8.RS.5** Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

**6-8.RS.6** Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.

### **Integration of Knowledge and Ideas**

**6-8.RS.7** Integrate quantitative information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

**6-8.RS.8** Distinguish among facts, reasoned judgment based on research findings and speculation in a text.

### **Writing for Literacy in Science**

Students need to be able use writing as a key means to defend and assert claims, showing what they know about a subject and conveying what they have experienced, imagined, thought, and felt. They must be adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in clear manner.

#### **Text Types and Purposes**

**6-8.WS.1** Write arguments to focus on discipline-specific content.

- a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

**6-8.WS.2** Write informative/explanatory texts, including scientific procedures/experiments.

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style and objective tone.
- f. Provide a concluding statement or section that follows from and supports the explanation or information presented.

**6-8.WS.3** Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In science, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations that others can replicate them and (possibly) reach the same results.

### **Production and Distribution of Writing**

- 6-8.WS.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 6-8.WS.5** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- 6-8.WS.6** Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

### **Research to Build and Present Knowledge**

- 6-8.WS.7** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- 6-8.WS.8** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- 6-8.WS.9** Draw evidence from informational texts to support analysis, reflection, and research.

### **Range of Writing**

- 6-8.WS.10** Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- 6-8.RS.9** Compare and contrast the information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic.

## Range of Reading and Level of Text Complexity

**6-8.RS.10** By the end of grade 8 read and comprehend science texts in the grades 6-8 text complexity band independently and proficiently.

## Content Standards

### Standard 1: Physical Science

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#### ***Core Standard***

Describe how atomic structures determine chemical properties and how atoms and molecules interact.

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- 8.1.1 Explain that all matter is composed of particular arrangements of atoms and that there are approximately one hundred types of atoms (i.e., elements).
- 8.1.2 Understand that elements are organized on the periodic table based on atomic number.
- 8.1.3 Explain how the arrangement of atoms and molecules determines chemical properties of substances.
- 8.1.4 Describe the structure of atoms and relate the arrangement of electrons to how atoms interact with other atoms.
- 8.1.5 Explain that atoms join together to form molecules and compounds and illustrate with diagrams the relationship between atoms and compounds and between atoms and molecules.
- 8.1.6 Explain that elements and compounds have characteristic properties such as density, boiling points and melting points that remain unchanged regardless of sample size.
- 8.1.7 Explain that chemical changes occur when substances react and form one or more different products, whose physical and chemical properties are different from those of the reactants.
- 8.1.8 Demonstrate that in a chemical change the total numbers of each kind of atom in the product are the same as in the reactants and that the total mass of the reacting system is conserved.

## Standard 2: Earth and Space Systems

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### **Core Standard**

Explain how the sun's energy heats the air, land and water and drives the processes that result in wind, ocean currents and the water cycle. (8.2.1, 8.2.2, 8.2.3, 8.2.4, 8.2.5)

### **Core Standard**

Describe how human activities have changed the land, water, and atmosphere. (8.2.6, 8.2.7)

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- 8.2.1 Recognize and demonstrate how the sun's energy drives convection in the atmosphere and in bodies of water, which results in ocean currents and weather patterns.
- 8.2.2 Describe and model how water moves through the earth's crust, atmosphere and oceans in a cyclic way as a liquid vapor and solid.
- 8.2.3 Describe the characteristics of ocean currents and identify their effects on weather patterns.
- 8.2.4 Describe the physical and chemical composition of the atmosphere at different elevations.
- 8.2.5 Describe the conditions that cause Indiana weather and weather-related events such as tornadoes, lake effect snow, blizzards, thunderstorms and flooding.
- 8.2.6 Identify, explain and discuss some effects human activities (e.g., air, soil, light, noise and water pollution) have on the biosphere.
- 8.2.7 Recognize that some of Earth's resources are finite and describe how recycling, reducing consumption and the development of alternatives can reduce the rate of their depletion.
- 8.2.8 Explain that human activities, beginning with the earliest herding and agricultural activities, have drastically changed the environment and have affected the capacity of the environment to support native species. Explain current efforts to reduce and eliminate these impacts and encourage sustainability.

### Standard 3: Life Science

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#### **Core Standard**

Understand the predictability of characteristics being passed from parents to offspring. (8.3.1, 8.3.2, 8.3.3, 8.3.4, 8.3.5, 8.3.6, 8.3.7)

#### **Core Standard**

Explain how a particular environment selects for traits that increase the likelihood of survival and reproduction by individuals bearing those traits. (8.3.8, 8.3.9, 8.3.10)

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- 8.3.1 Explain that reproduction is essential for the continuation of every species and is the mechanism by which all organisms transmit genetic information.
- 8.3.2 Compare and contrast the transmission of genetic information in sexual and asexual reproduction.
- 8.3.3 Explain that genetic information is transmitted from parents to offspring mostly by chromosomes.
- 8.3.4 Understand the relationship between deoxyribonucleic acid (DNA), genes and chromosomes.
- 8.3.5 Identify and describe the difference between inherited traits and the physical and behavioral traits that are acquired or learned.
- 8.3.6 Observe anatomical structures of a variety of organisms and describe their similarities and differences. Use the data collected to organize the organisms into groups and predict their relatedness.
- 8.3.7 Recognize and explain that small genetic differences between parents and offspring can accumulate in successive generations so that descendants may be different from their ancestors.
- 8.3.8 Examine traits of individuals within a population of organisms that may give them an advantage in survival and reproduction in given environments or when the environments change.
- 8.3.9 Describe the effect of environmental changes on populations of organisms when their adaptive characteristics put them at a disadvantage for survival. Describe how extinction of a species can ultimately result from a disadvantage.
- 8.3.10 Recognize and describe how new varieties of organisms have come about from selective breeding.

**Standard 4**  
**Science, Technology and Engineering**

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***Core Standard***

Identify the appropriate materials to be used to solve a problem based on their specific properties and characteristics.

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- 8.4.1 Understand how the strength of attractive forces among particles in a material helps to explain many physical properties of the material, such as why different materials exist as gases, liquids or solids at a given temperature.
- 8.4.2 Rank the strength of attractions among the particles of room-temperature materials.
- 8.4.3 Investigate the properties (i.e., mechanical, chemical, electrical, thermal, magnetic and optical) of natural and engineered materials.

## Social Emotional Learning Standards

<p><b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p>	<p><b>Why this goal is important:</b> Several key sets of skills and attitudes provide a strong foundation for achieving school and life success. One involves knowing your emotions, how to manage them, and ways to express them constructively. This enables one to handle stress, control impulses, and motivate oneself to persevere in overcoming obstacles to goal achievement. A related set of skills involves accurately assessing your abilities and interests, building strengths, and making effective use of family, school, and community resources. Finally, it is critical for students to be able to establish and monitor their progress toward achieving academic and personal goals.</p>
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Learning Standard	Early Elementary	Late Elementary	Middle/Jr. High	Early H.S.	Late H.S.
<p><b>A. Identify and manage one's emotions and behavior.</b></p>	<p><b>1A.1a.</b> Recognize and accurately label emotions and how they are linked to behavior.</p>	<p><b>1A.2a.</b> Describe a range of emotions and the situations that cause them.</p>	<p><b>1A.3a.</b> Analyze factors that create stress or motivate successful performance.</p>	<p><b>1A.4a.</b> Analyze how thoughts and emotions affect decision making and responsible behavior.</p>	<p><b>1A.5a.</b> Evaluate how expressing one's emotions in different situations affects others.</p>
	<p><b>1A.1b.</b> Demonstrate control of impulsive behavior.</p>	<p><b>1A.2b.</b> Describe and demonstrate ways to express emotions in a socially acceptable manner.</p>	<p><b>1A.3b.</b> Apply strategies to manage stress and to motivate successful performance.</p>	<p><b>1A.4b.</b> Generate ways to develop more positive attitudes.</p>	<p><b>1A.5b.</b> Evaluate how expressing more positive attitudes influences others.</p>

<b>Learning Standard</b>	<b>Early Elementary</b>	<b>Late Elementary</b>	<b>Middle/Jr. High</b>	<b>Early H.S.</b>	<b>Late H.S.</b>
<b>B. Recognize personal qualities and external supports.</b>	<b>1B.1a.</b> Identify one's likes and dislikes, needs and wants, strengths and challenges.	<b>1B.2a.</b> Describe personal skills and interests that one wants to develop.	<b>1B.3a.</b> Analyze how personal qualities influence choices and successes.	<b>1B.4a.</b> Set priorities in building on strengths and identifying areas for improvement.	<b>1B.5a.</b> Implement a plan to build on a strength, meet a need, or address a challenge.
	<b>1B.1b.</b> Identify family, peer, school, and community strengths.	<b>1B.2b.</b> Explain how family members, peers, school personnel, and community members can support school success and responsible behavior.	<b>1B.3b.</b> Analyze how making use of school and community supports and opportunities can contribute to school and life success.	<b>1B.4b.</b> Analyze how positive adult role models and support systems contribute to school and life success.	<b>1B.5b.</b> Evaluate how developing interests and filling useful roles support school and life success.

<b>Learning Standard</b>	<b>Early Elementary</b>	<b>Late Elementary</b>	<b>Middle/Jr. High</b>	<b>Early H.S.</b>	<b>Late H.S.</b>
<b>C. Demonstrate skills related to achieving personal and academic goals.</b>	<b>1C.1a.</b> Describe why school is important in helping students achieve personal goals.	<b>1C.2a.</b> Describe the steps in setting and working toward goal achievement.	<b>1C.3a.</b> Set a short-term goal and make a plan for achieving it.	<b>1C.4a.</b> Identify strategies to make use of resources and overcome obstacles to achieve goals.	<b>1C.5a.</b> Set a post-secondary goal with action steps, timeframes, and criteria for evaluating achievement.
	<b>1C.1b.</b> Identify goals for academic success and classroom behavior.	<b>1C.2b.</b> Monitor progress on achieving a short-term personal goal.	<b>1C.3b.</b> Analyze why one achieved or did not achieve a goal.	<b>1C.4b.</b> Apply strategies to overcome obstacles to goal achievement.	<b>1C.5b.</b> Monitor progress toward achieving a goal, and evaluate one's performance against criteria.

## Social Emotional Learning Standards

<p><b>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</b></p>	<p><b>Why this goal is important:</b> Building and maintaining positive relationships with others are central to success in school and life and require the ability to recognize the thoughts, feelings, and perspectives of others, including those different from one's own. In addition, establishing positive peer, family, and work relationships requires skills in cooperating, communicating respectfully, and constructively resolving conflicts with others.</p>
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Learning Standard	Early Elementary	Late Elementary	Middle/Jr. High	Early H.S.	Late H.S.
<p><b>A: Recognize the feelings and perspectives of others.</b></p>	<p><b>2A.1a.</b> Recognize that others may experience situations differently from oneself.</p>	<p><b>2A.2a.</b> Identify verbal, physical, and situational cues that indicate how others may feel.</p>	<p><b>2A.3a.</b> Predict others' feelings and perspectives in a variety of situations.</p>	<p><b>2A.4a.</b> Analyze similarities and differences between one's own and others' perspectives.</p>	<p><b>2A.5a.</b> Demonstrate how to express understanding of those who hold different opinions.</p>
	<p><b>2A.1b.</b> Use listening skills to identify the feelings and perspectives of others.</p>	<p><b>2A.2b.</b> Describe the expressed feelings and perspectives of others.</p>	<p><b>2A.3b.</b> Analyze how one's behavior may affect others.</p>	<p><b>2A.4b.</b> Use conversation skills to understand others' feelings and perspectives.</p>	<p><b>2A.5b.</b> Demonstrate ways to express empathy for others.</p>

<b>Learning Standard</b>	<b>Early Elementary</b>	<b>Late Elementary</b>	<b>Middle/Jr. High</b>	<b>Early H.S.</b>	<b>Late H.S.</b>
<b>B: Recognize individual and group similarities and differences.</b>	<b>2B.1a.</b> Describe the ways that people are similar and different.	<b>2B.2a.</b> Identify differences among and contributions of various social and cultural groups.	<b>2B.3a.</b> Explain how individual, social, and cultural differences may increase vulnerability to bullying and identify ways to address it.	<b>2B.4a.</b> Analyze the origins and negative effects of stereotyping and prejudice.	<b>2B.5a.</b> Evaluate strategies for being respectful of others and opposing stereotyping and prejudice.
	<b>2B.1b.</b> Describe positive qualities in others.	<b>2B.2b.</b> Demonstrate how to work effectively with those who are different from oneself.	<b>2B.3b.</b> Analyze the effects of taking action to oppose bullying based on individual and group differences.	<b>2B.4b.</b> Demonstrate respect for individuals from different social and cultural groups.	<b>2B.5b.</b> Evaluate how advocacy for the rights of others contributes to the common good.

<b>Learning Standard</b>	<b>Early Elementary</b>	<b>Late Elementary</b>	<b>Middle/Jr. High</b>	<b>Early H.S.</b>	<b>Late H.S.</b>
<b>C: Use communication and social skills to interact effectively with others.</b>	<b>2C.1a.</b> Identify ways to work and play well with others.	<b>2C.2a.</b> Describe approaches for making and keeping friends.	<b>2C.3a.</b> Analyze ways to establish positive relationships with others.	<b>2C.4a.</b> Evaluate the effects of requesting support from and providing support to others.	<b>2C.5a.</b> Evaluate the application of communication and social skills in daily interactions with peers, teachers, and families.
	<b>2C.1b.</b> Demonstrate appropriate social and classroom behavior.	<b>2C.2b.</b> Analyze ways to work effectively in groups.	<b>2C.3b.</b> Demonstrate cooperation and teamwork to promote group effectiveness.	<b>2C.4b.</b> Evaluate one's contribution in groups as a member and leader.	<b>2C.5b.</b> Plan, implement, and evaluate participation in a group project.

<b>Learning Standard</b>	<b>Early Elementary</b>	<b>Late Elementary</b>	<b>Middle/Jr. High</b>	<b>Early H.S.</b>	<b>Late H.S.</b>
<b>D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.</b>	<b>2D.1a.</b> Identify problems and conflicts commonly experienced by peers.	<b>2D.2a.</b> Describe causes and consequences of conflicts.	<b>2D.3a.</b> Evaluate strategies for preventing and resolving interpersonal problems.	<b>2D.4a.</b> Analyze how listening and talking accurately help in resolving conflicts.	<b>2D.5a.</b> Evaluate the effects of using negotiation skills to reach win-win solutions.
	<b>2D.1b.</b> Identify approaches to resolving conflicts constructively.	<b>2D.2b.</b> Apply constructive approaches in resolving conflicts.	<b>2D.3b.</b> Define unhealthy peer pressure and evaluate strategies for resisting it.	<b>2D.4b.</b> Analyze how conflict-resolution skills contribute to work within a group.	<b>2D.5b.</b> Evaluate current conflict-resolution skills and plan how to improve them.

## Social Emotional Learning Standards

<p><b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b></p>	<p><b>Why this goal is important:</b> Promoting one’s own health, avoiding risky behaviors, dealing honestly and fairly with others, and contributing to the good of one’s classroom, school, family, community, and environment are essential to citizenship in a democratic society. Achieving these outcomes requires an ability to make decisions and solve problems on the basis of accurately defining decisions to be made, generating alternative solutions, anticipating the consequences of each, and evaluating and learning from one’s decision making.</p>
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Learning Standard	Early Elementary	Late Elementary	Middle/Jr. High	Early H.S.	Late H.S.
<p><b>A: Consider ethical, safety, and societal factors in making decisions.</b></p>	<p><b>3A.1a.</b> Explain why unprovoked acts that hurt others are wrong.</p>	<p><b>3A.2a.</b> Demonstrate the ability to respect the rights of self and others.</p>	<p><b>3A.3a.</b> Evaluate how honesty, respect, fairness, and compassion enable one to take the needs of others into account when making decisions.</p>	<p><b>3A.4a.</b> Demonstrate personal responsibility in making ethical decisions.</p>	<p><b>3A.5a.</b> Apply ethical reasoning to evaluate societal practices.</p>
	<p><b>3A.1b.</b> Identify social norms and safety considerations that guide behavior.</p>	<p><b>3A.2b.</b> Demonstrate knowledge of how social norms affect decision making and behavior.</p>	<p><b>3A.3b.</b> Analyze the reasons for school and societal rules.</p>	<p><b>3A.4b.</b> Evaluate how social norms and the expectations of authority influence personal decisions and actions.</p>	<p><b>3A.5b.</b> Examine how the norms of different societies and cultures influence their members’ decisions and behaviors.</p>

<b>Learning Standard</b>	<b>Early Elementary</b>	<b>Late Elementary</b>	<b>Middle Jr. High</b>	<b>Early H.S</b>	<b>Late H.S.</b>
<b>B: Apply decision-making skills to deal responsibly with daily academic and social situations.</b>	<b>3B.1a.</b> Identify a range of decisions that students make at school.	<b>3B.2a.</b> Identify and apply the steps of systematic decision making.	<b>3B.3a.</b> Analyze how decision-making skills improve study habits and academic performance.	<b>3B.4a.</b> Evaluate personal abilities to gather information, generate alternatives, and anticipate the consequences of decisions.	<b>3B.5a.</b> Analyze how present decision making affects college and career choices.
	<b>3B.1b.</b> Make positive choices when interacting with classmates.	<b>3B.2b.</b> Generate alternative solutions and evaluate their consequences for a range of academic and social situations.	<b>3B.3b.</b> Evaluate strategies for resisting pressures to engage in unsafe or unethical activities.	<b>3B.4b.</b> Apply decision-making skills to establish responsible social and work relationships.	<b>3B.5b.</b> Evaluate how responsible decision making affects interpersonal and group relationships.

<b>Learning Standard</b>	<b>Early Elementary</b>	<b>Late Elementary</b>	<b>Middle/Jr. High</b>	<b>Early H.S.</b>	<b>Late H.S.</b>
<b>C. Contribute to the well-being of one's school and community.</b>	<b>3C.1a.</b> Identify and perform roles that contribute to one's classroom.	<b>3C.2a.</b> Identify and perform roles that contribute to the school community.	<b>3C.3a.</b> Evaluate one's participation in efforts to address an identified school need.	<b>3C.4a.</b> Plan, implement, and evaluate one's participation in activities and organizations that improve school climate.	<b>3C.5a.</b> Work cooperatively with others to plan, implement, and evaluate a project to meet an identified school need.
	<b>3C.1b.</b> Identify and perform roles that contribute to one's family.	<b>3C.2b.</b> Identify and perform roles that contribute to one's local community.	<b>3C.3b.</b> Evaluate one's participation in efforts to address an identified need in one's local community.	<b>3C.4b.</b> Plan, implement, and evaluate one's participation in a group effort to contribute to one's local community.	<b>3C.5b.</b> Work cooperatively with others to plan, implement, and evaluate a project that addresses an identified need in the broader community.

**Attachment R**

<b>Title of Unit</b>	Non Fiction – Should children be on reality TV?	<b>Grade Level</b>	7 <sup>th</sup>
<b>Curriculum Area</b>	ELA	<b>Time Frame</b>	2 week – Units w
<b>Identify Desired Results (Stage 1)</b>			
<b>Focus Content Standards</b>			
<p>7RN2.2-- Analyze the development of two or more central ideas over the course of a text; provide a detailed, objective s</p> <p>7RN2.3-- Analyze the interactions between individuals, events, and ideas in a text (e.g., <i>how ideas influence individuals influence ideas or events</i>).</p> <p>7RN3.2-- Analyze the structure an author uses to organize a text, including how the major sections contribute to the who ideas.</p> <p>7W3.1-- Write <b>arguments</b> in a variety of forms that –</p> <ul style="list-style-type: none"> <li>● Introduce claim(s), acknowledge alternate or opposing claims, and use appropriate organizational structures.</li> <li>● Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an u</li> </ul>			
<b>Goal/Objectives</b>			
<b>Unit Focus</b>		<b>Data Used i</b>	
<p>Nonfiction reading skills Nonfiction analysis skills</p> <p>One skill will be a special weekly focus, though several other standards will be examined as well (in a subordinated capacity).</p> <p>SWBAT analyze central idea of a text SWBAT identify most important details in a text SWBAT write detailed summary of a text SWBAT identify interactions between individuals, events, and ideas SWBAT analyze interactions between individuals, events, and ideas SWBAT support claims with reasoning SWBAT cite evidence to support claims SWBAT identify text features and structure SWBAT describe how the structure of a text impacts the overall text</p>		<ol style="list-style-type: none"> <li>1. NWEA results – Analysis from Dece</li> <li>2. Mastery objectives and scores</li> <li>3. Classroom observations</li> <li>4. Exit tickets</li> </ol>	
<b>Differentiation Strategies</b>			
<ul style="list-style-type: none"> <li>- provide leveled text (both high, grade level, and below) for all articles (adjust in Word or NewsELA)</li> <li>- strategic placement of co-teacher during activities</li> <li>- co-teacher pull re-teach group during bell ringer based on previous day exit ticket</li> <li>- ELL teacher pre-teach vocabulary to all low-level readers (below 600 Lexile)</li> <li>- Provide pre-filled graphic organizer to lowest scholars</li> <li>- Allow GT scholars to work together on EOU presentation</li> </ul>			

Assessment Evidence (Stage 2)	
<b>Performance Task Description</b>	
<b>Goal</b>	75% Mastery of focus standard
<b>Product/Performance</b>	Weekly Skills check – standard aligned Writing Assignments

Learning Plan (Stage 3)			
Monday	Tuesday	Wednesday	Thursday
Weekly Routine			
1. Bell - Theme Prompt – set for week 2. Data check-in 3. Week’s Vocab List 4. Week’s Grammar focus 5. Focus standards & Acuity practice -connection 6. Week’s Focus skill 7. Introduce Week’s theme -video/activity/writing prompt  <b>SWBAT identify most important details in a text</b>  <b>SWBAT write detailed summary of a text</b>	1. Bell - DOL 2. Vocab – 5 min activity Matching Activity 3. Grammar – 10 min Concept & practice 4. Review Focus concept – direct instruction 5. Read NF Article #1 as class Annotate and practice 6. Class discussion of issue  <b>SWBAT identify most important details in a text</b>  <b>SWBAT write detailed summary of a text</b>	1. Bell – 2. Vocab – 5 min activity Fill in the Blank 3. Grammar – 10 min Concept & practice 4. Weekly Focus concept Repeat and Acuity Qs 5. Read NF Article #2 Independently or in groups Annotate and practice 6. Class discussion of issue  <b>SWBAT identify interactions between individuals, events, and ideas</b>	1. Bell – 2. Vocab – 5 min activity Fill in the Blank 3. Grammar – 10 min Concept & practice 4. Weekly Focus concept Repeat and Acuity Qs 5. Finish Article if needed 6. Continue class discussion as needed Annotate and practice 7. Class discussion of issue 8. RAGE+C writing prom  <b>SWBAT analyze interactions between individuals, events, and ideas</b>  <b>SWBAT support claims with reasoning</b>

Quarter 3 Week 5-6 Theme: Should children be on reality TV? 1. Vocab: Context Clues, synonyms, antonyms, sentence completion, puzzles, quiz 2. Grammar: Parts of Sentence (Subj, pred, object, natural order, charting, fragments, subordinate and independent clauses) 3. Focus Skills: NF Reading Activities – annotating, connecting to the text, assessing development, etc. 4. Focus Standards: Vary by day 5. Reading: Article #1 (high lexile) as a class & Article #2 (moderate or differentiated lexile) read independently			
Quarter 3 Week 5 – Kids on reality TV			
2/2 1. Bell – Foundation Views 2. Vocab-intro 3. Data update 4. Grammar – Charting Issues 5. Focus skill: Evidence 6. Theme Intro discussion and video  <b>SWBAT identify most important details in a text</b>  <b>SWBAT write detailed summary of a text</b>	2/3 1. Bell – Writing personal connection 2. Vocab – graphic organizer 3. Acuity Practice 7RN2.3 4. Grammar – Charting Issues 5. Video Clips with analysis 6. Read – Article #1  <b>SWBAT identify most important details in a text</b>  <b>SWBAT write detailed summary of a text</b>	2/4 1. Bell – DOL 2. Vocab – synonyms 3. Grammar – Charting Questions 4. Finish article #1 with analysis qs  <b>SWBAT identify interactions between individuals, events, and ideas</b>	2/5 1. Bell – ISTEP Skill 2. Vocab – text connections 3. Acuity Practice 7RN2.3 5. Evidence generation (activity, presentation, or game?) & class presentation  <b>SWBAT analyze interactions between individuals, events, and ideas</b>  <b>SWBAT support claims with reasoning</b>
Quarter 3 Week 6 - Kids on reality TV			
2/9 1. Bell – writing 2. Data Update 3. Vocab-intro 4. Grammar –compound sentences 5. Focus skill: Evidence & Text features 6. Revisit theme and intro Article 2  <b>SWBAT identify text features and structure</b>  <b>SWBAT describe how the structure of a text impacts the overall text</b>	2/10 1. Bell – ISTEP Skill 2. Vocab – text connections 3. Acuity Practice 7RN3.2 4. Grammar – Charting compound sentences 5. Read Article #2 independent/groups – article 2 w/ qs  <b>SWBAT identify text features and structure</b>  <b>SWBAT describe how the structure of a text impacts the overall text</b>	2/11 1. Bell – DOL 2. Vocab – antonyms 3. Grammar – Charting adj/adv 4. Discuss/share Article 2 Make comparisons to Article #1 – evidence  <b>SWBAT analyze central idea of a text</b> <b>SWBAT cite evidence to support claims</b> <b>SWBAT describe how the structure of a text impacts the overall text</b>	2/12 1. Bell – ISTEP Skill 2. Vocab – Text connections 3. Acuity Practice 76RN3 4. Grammar – sent/frag 5. Quick Write – Outline skills  <b>SWBAT support claims with reasoning</b> <b>SWBAT cite evidence to support claims</b>

## Attachment S

### Sixth Grade Math: Unit 3: Week 14 – 17 (11.17 – 12.18) Graphing on coordinate planes, Ratio tables, and drawing polygons

#### Desired Results

##### Established Goals

- a. Understand the relationship between graphing on coordinate planes, graphing polygons, and solving ratio tables
- b. Understand the significance of negative integers and how they relate to positive integers on a number line for graphing on coordinate planes

##### Content Standards

- 6.AF.7 Understand that signs of numbers in ordered pairs indicate the quadrant containing the point, recognize that when two ordered pairs differ by only signs, the locations of the points are related by reflections across one or both axes. Graph points with rational number coordinates on a coordinate plane.
- 6.GM.3 Draw polygons in the coordinate plane given the coordinates for the vertices, use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate; apply these techniques to solve real-world and other mathematical problems.
- 6.AF.8 Solve real-world and other mathematical problems by graphing points with rational number coordinates on a coordinate plane. Include the use of coordinates and absolute value to find distances between points with the same first coordinate or the second coordinate.

##### Data Used

- NWEA
- Unit pre-test
- Exit tickets

##### Essential Questions

- a. What is a negative number?
- b. How do we graph on coordinate planes?
- c. What are quadrants?
- d. What are polygons?

##### Understandings

- a. Students will understand that negative numbers extend to the left of zero on a number line
- b. Students will understand absolute value measures a number's distance from zero
- c. Students will understand what polygons are
- d. Students will understand how to graph negatives on coordinate planes

##### Students be able to...

- a. identify positive and negative integers
- b. plot negative integers on a coordinate plane
- c. determine if a number is positive or negative based on point on coordinate plane
- d. place numbers on a number line
- e. graph polygons on coordinate planes
- f. determine the length of a side using coordinates
- g. solve ratio tables
- h. solve real-world problems by graphing coordinates
- i. find distances between points with same first coordinates

## Assessment Evidence

### Performance Tasks

- Unit Exam
- Unit Quizzes
- Exit Tickets

### Other Evidence

- Student-Teacher Conversation
- Do Now

### Self Assessments

- Exit Ticket Student Self-Evaluation
- Re-mastery Quizzes

### Standardized Assessment

- NWEA

## Learning Plan

### Resources

- Pacing guides
- Teaching Math Conceptually - Van De Walle

### Differentiation

- Station Activities (with strategic placement of co-teachers)
- Guided notes for assigned students
- Re-mastery quizzes/tests in small groups
- Table captains and peer work checks
- Provide Number line and multiplication table

### Reflection (for post instruction)

- 
- 
- 
- 

## Unit Timeline

### 12.01

- SWBAT Understand that signs of numbers in ordered pairs indicate the quadrant containing the point, recognize that when two ordered pairs differ by only signs, the locations of the points are related by reflections across one or both axes. Graph points with rational number coordinates on a coordinate plane.

- (6.AF.7)

### 12.02

- SWBAT Understand that signs of numbers in ordered pairs indicate the quadrant containing the point, recognize that when two ordered pairs differ by only signs, the locations of the points are related by reflections across one or both axes. Graph points with rational number coordinates on a coordinate plane.

- (6.AF.7)

### 12.03

- SWBAT Draw polygons in the coordinate plane given the coordinates for the vertices, use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate; apply these techniques to solve real-world and other mathematical problems. (6.GM.3) (ACUITY READINESS ORDER OF OPERATIONS)

### 12.04

- SWBAT Draw polygons in the coordinate plane given the coordinates for the vertices, use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate; apply these techniques to solve real-world and other mathematical problems. (6.GM.3)
- 12.05**
- Mastery Quiz (6.AF.7, 6.GM.3)
- 12.08**
- SWBAT Understand that signs of numbers in ordered pairs indicate the quadrant containing the point, recognize that when two ordered pairs differ by only signs, the locations of the points are related by reflections across one or both axes. Graph points with rational number coordinates on a coordinate plane.
  - (6.AF.7)
- 12.09**
- SWBAT Understand that signs of numbers in ordered pairs indicate the quadrant containing the point, recognize that when two ordered pairs differ by only signs, the locations of the points are related by reflections across one or both axes. Graph points with rational number coordinates on a coordinate plane.
  - (6.AF.7)
- 12.10**
- SWBAT Draw polygons in the coordinate plane given the coordinates for the vertices, use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate; apply these techniques to solve real-world and other mathematical problems. (6.GM.3)
- 12.11**
- SWBAT Solve real-world and other mathematical problems by graphing points with rational number coordinates on a coordinate plane. Include the use of coordinates and absolute value to find distances between points with the same first coordinate or the second coordinate.
  - (6.AF.8)
- 12.12**
- SWBAT Solve real-world and other mathematical problems by graphing points with rational number coordinates on a coordinate plane. Include the use of coordinates and absolute value to find distances between points with the same first coordinate or the second coordinate.
  - (6.AF.8)  
*(will adjust below based on in-unit data)*
- 12.15**
- CORRECTIVE INSTRUCTION (6.AF.7)
- 12.16**
- CORRECTIVE INSTRUCTION (6.AF.8)
- 12.17**
- CORRECTIVE INSTRUCTION (6.GM.3)
- 12.18**
- CORRECTIVE INSTRUCTION (6.GM.3)

# Celebrate Good Choices!

**Do you want to celebrate your hard work with your classmates and friends?**

*Keep an eye out for more information on the following experiences!!*

End of Quarter 1	Visit to Butler, University of Indianapolis, and IUPUI	\$500 Scholar Dollars
End of Quarter 2	Visit to movie viewing and Skateland	\$600 Scholar Dollars
End of Quarter 3	Overnight lock-in	\$700 Scholar Dollars
End of Quarter 4	Day-long picnic and swimming	\$600 Scholar Dollars

*\*Any scholar with more than 3 behavior referrals for the quarter will have a conference with an administrator to determine eligibility*

*\*Scholars must be passing all of their classes to be eligible to attend*

Respect

Courage

Excellence

Scholarship

## Attachment U

### School-wide Discipline Plan

All scholars are expected to follow the Code of Conduct at all times, as we work together to build a positive school community. A responsible classroom is one in which a teacher exhibits an attitude of respect for scholars; has a positive influence in helping scholars develop good citizenship traits; plans a challenging curriculum to meet the needs of all scholars; and provides instruction using various methods, deliveries, and strategies. Parents and families are also expected to help us build our community by regularly communicating with staff and scholars, demonstrating the core values when at school, and serving as an ongoing partner in their children’s education.

<p><b>Excellence: We present our best selves.</b></p> <ul style="list-style-type: none"> <li>· Make good choices</li> <li>· Choose a positive attitude</li> <li>· Keep small problems small</li> </ul>	<p><b>Respect: We treat others as they want to be treated.</b></p> <ul style="list-style-type: none"> <li>· Respect our community, adults, other scholars, and ourselves</li> <li>· Use kind language and actions</li> <li>· Be safe</li> </ul>
<p><b>Scholarship: We achieve academic success.</b></p> <ul style="list-style-type: none"> <li>· Be on-time and prepared for class</li> <li>· Put forth our best effort on all assignments</li> <li>· Set academic goals and work towards them</li> </ul>	<p><b>Courage: We show compassion and leadership at all times.</b></p> <ul style="list-style-type: none"> <li>· Do the right thing even when it is not popular</li> <li>· Help and support others</li> <li>· Be honest</li> </ul>

The teacher is responsible for creating a positive classroom climate conducive to learning. This is done through the establishment of clear expectations and consistent classroom practices. Each teacher will submit a Classroom Expectations Plan at the beginning of each school year. This document will align with the school-wide discipline plan, and include the steps the teacher will take when expectations are not met. At times, scholars might behave in a way that requires them to be removed from the learning environment.

Classroom environment and teacher strategies

- Classroom management strategies
- Acknowledge positive behaviors
- Problem solve with scholar(s)
- Continue building relationships

Elicit parent/guardian's help

Follow behavior plans and/or IEPs

Observation of Problem Behavior

Implement school-wide procedures and classroom management plans

Follow consequences in classroom management plan



Complete a referral

Administrator determines consequence

Classroom Managed*	Office Managed
<ul style="list-style-type: none"> <li>• Unprepared for class</li> <li>• Disruption to learning</li> <li>• Refusal to follow adult request/direction</li> <li>• Refusal to do work</li> <li>• Inappropriate attitude</li> <li>• Inappropriate language</li> <li>• Food or drink in classroom</li> <li>• Disrespect</li> <li>• Public display of affection</li> <li>• Throwing objects</li> <li>• Not keeping hands, feet, etc. to self</li> <li>• ???</li> </ul>	<ul style="list-style-type: none"> <li>• Weapons</li> <li>• Fighting</li> <li>• Chronic minor infractions</li> <li>• Dress code violations</li> <li>• Aggressive language/Threats</li> <li>• Profanity towards adult</li> <li>• Smoking</li> <li>• Vandalism</li> <li>• Alcohol/drugs</li> <li>• Leaving school grounds</li> <li>• Major theft</li> <li>• Bullying</li> <li>• Criminal law violation</li> <li>• Insubordination</li> <li>• Electronic devices</li> </ul>
<p>*Teachers should utilize professional judgment.</p>	

### Scholars with Disabilities

It is imperative that the appropriate state and federal statutes and rules be followed when disciplining a student with a disability. If there are questions about the appropriate procedures to follow, please contact the school administration.

\*Please note the following offenses and their corresponding consequences. All consequences are up to administrator discretion:

Offense	Consequence	Offense	Consequence
Cursing, profane language or actions to a teacher/staff member	<p><b>First Offense:</b> Parent shadow and post conference</p> <p><b>Second Offense:</b> Implement behavior plan; have conference with the parent to discuss</p> <p><b>Third Offense (Step 6):</b> Review behavior contract and consider scholar suspension</p>	Fighting (verbal and/or physical)	<p><b>First Offense:</b> Scholar suspension and parent conference and behavior contract</p> <p><b>Second Offense:</b> Review behavior contract</p>
Assaulting a Faculty/ Staff Member	<p><b>First Offense:</b> Suspended pending expulsion and/or arrest</p>	Weapon/Drugs	<p><b>First Offense:</b> Suspended pending expulsion and/or arrest</p>
Possession of Electronic Devices	<p><b>First Offense:</b> Confiscation by administrator. Must be picked up by parent/guardian; refusal to give up equipment results in automatic 1 day suspension</p> <p><b>Second Offense:</b> Confiscation by administrator; must be picked up by a parent/guardian. 1 day in-school suspension</p> <p><b>Third Offense:</b> Confiscation by administrator; must be picked up by a parent/guardian. 1 day out-of-school suspension; parent conference and behavior contract</p>	Other issues	<p><b>First Offense:</b> Scholar will complete a reflection sheet and discuss it with a staff member. Scholar will brainstorm logical consequences for choices.</p> <p><b>Second Offense:</b> Scholar will reflect on how to change behavior moving forward. A parent conference and/or shadow will be held.</p> <p><b>Third Offense:</b> Scholar will complete a behavior contract and discuss it in a parent/administrator conference.</p>

\*all steps will include making contact with parent(s) and discussing the incident with them

Attachment V

	Why	Item	RISE Competency	RISE Score	Beginning Date/ Frequency
SELF-EMPOWERED	Scholars who are behind grade level need ongoing support and monitoring of progress to prepare for high school and beyond	RTI	1.1, 1.5, 3.4	4: 90-100% 3: 80-89% 2: 70-79% 1: <69%	August 21/ Weekly (Thursdays at 7:30am)
	Advisory provides ongoing support, as well as relationship and skill-building for scholars	Advisory plan implementation	3.1, 3.4	4: 90-100% 3: 80-89% 2: 70-79% 1: <69%	Ongoing
COLLEGE AND CAREER READY	Strong instruction begins with strong planning	Unit plans with assessment and reflection tool	1.1, 1.2, 1.3	4: 90-100% 3: 80-89% 2: 70-79% 1: <69%	August 5/ As units end
	Scholars need to know where they are in their progress toward mastery, empowering them to take responsibility for their learning	Scholar data trackers ( <i>Google docs</i> )	1.5	4: 90-100% 3: 80-89% 2: 70-79% 1: <69%	End of Unit 1/ As units end
		Scholar data folders	1.2, 1.5	4: 90-100% 3: 80-89% 2: 70-79% 1: <69%	September 5/ Monthly (1 <sup>st</sup> Friday of month)
		Public display of data	1.2, 1.5	4: 90-100% 3: 80-89% 2: 70-79% 1: <69%	September 5/ Monthly (1 <sup>st</sup> Friday of month)
COMMUNITY MINDED	Partnering with families to set goals and measure progress toward goals will ensure transformational opportunities for families and scholars	Family Access Plan Meetings	3.1, 3.5	4: 90-100% 3: 80-89% 2: 70-79% 1: <69%	Ongoing
	Demonstrating authentic interest in families and our community will allow us to build strong and resilient relationships	Parent after school events, home visits, and community events	3.1, 3.5	4: >30 3: 20-29 2: 10-19 1: <10	Ongoing
		Parent Contacts ( <i>individual phone calls, meetings, emails, and positive post cards</i> )	3.5	4: >300 3: 200-300 2: 100-199 1: <100	Ongoing

**CODE OF BY-LAWS**  
**OF**  
**GOODWILL EDUCATION INITIATIVES, INC.**

*Adopted March 1, 2004*

**ARTICLE 1**

**Identification**

**Section 1.01. Name.** The name of the Corporation is **Goodwill Education Initiatives, Inc.** (the “Corporation”).

**Section 1.02. Mission Statement.** The Corporation shall develop and operate one or more charter schools to prepare young people for productive lives. Each school shall be a “charter school,” as that term is defined in I.C. Section 20-5.5, and shall be run in accordance with a “charter school agreement” entered into by the Corporation and the Mayor of the City of Indianapolis or other sponsor as that term is defined in I.C. Section 20-5.5-1-15 (hereinafter, the “Charter”). The schools will strengthen communities by helping urban students achieve their fullest potential by educating “one student at a time” and providing schools that (i) foster students’ individual interests; (ii) engage them with teachers, parents and mentors to create learning plans that focus on those interests; and (iii) combine school based study with outside experience.

**Section 1.03. Non-Discrimination.** The Corporation shall admit students of any race, color, gender, national and ethnic origin, religion or ancestry and without regard to disability to all the rights, privileges, programs and activities generally accorded or made available at its charter schools. The Corporation shall not discriminate on the basis of disability, race, color, gender, national and ethnic origin, religion or ancestry in the administration of its

educational policies, admissions, policies, scholarships and loan programs, and athletic or other school administered programs.

**Section 1.04. Non-Sectarian.** The Corporation shall be non-sectarian and non-religious in its curriculum, programs, admission policies, employment practices, governance and all other operations.

## **ARTICLE 2**

### **Membership**

**Section 2.01. Qualification of Member.** The Corporation's sole member shall be Goodwill Industries of Central Indiana, Inc. ("Goodwill"). If Goodwill ceases to exist for any reason, then the sole member shall be Goodwill's successor-in-interest, if any, or if none or if for any reason there is no member then acting, the member shall be an organization described in Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, that is selected by the Board of Directors.

**Section 2.02. Rights of the Member.** The right of the member to vote and all the member's right, title and interest in or to the Corporation shall cease on the termination of membership. No member (other than a member that is then exempt from federal income tax under Code Section 501(c)(3)) shall be entitled to share in the distribution of the corporate assets upon the dissolution of the Corporation.

**Section 2.03. Dues and Assessments.** The member shall not pay dues.

**Section 2.04. Resignation from Membership.** The member may resign at any time by giving written notice of such resignation to the Chairman or the Secretary of the Corporation. Such resignation shall be made in writing and shall take effect at the time specified therein, or if no time is specified, at the time of its receipt by the Chairman or the Secretary. The acceptance of a resignation shall not be necessary to make it effective.

**Section 2.05. Termination of Membership.** The Board of Directors may not terminate or suspend the membership of the member.

**Section 2.06. Period of Membership.** The term of membership of the member shall be perpetual.

**Section 2.07. Place of Members' Meetings.** All meetings of the member shall be held either at the registered office of the Corporation in the State of Indiana, or at such other place within or without the State of Indiana as may be designated by the Board of Directors and specified in the respective notices or waivers of notice thereof.

**Section 2.08. Annual Meeting.** An annual meeting of the member shall be held within six (6) months after the close of the fiscal year of the Corporation as designated by the Board of Directors and specified in the respective notices or waivers of notice thereof.

**Section 2.09. Special Meetings.** Special meetings of the member may be called by the Chairman of the Corporation or by the Board of Directors.

**Section 2.10. Notice of Meetings.** A written or printed notice stating the place, day and hour of the meeting and, in case of a special meeting, the purpose or purposes for which the meeting is called, shall be delivered or mailed by the Secretary or by the officer or persons calling the meeting to the member at such address as appears on the records of the Corporation at least ten (10) days before the date of the meeting, or if notice is mailed by other than first class or registered mail, thirty (30) to sixty (60) days before the meeting date. Notice of any meeting of the member may be waived in a writing signed by the member and delivered to the Corporation. Attendance at any meeting shall constitute a waiver of notice of that meeting.

**Section 2.11. Action Without Meeting.** Any action required or permitted to be taken at a meeting of the member of the Corporation may be taken without a meeting if a consent in writing, setting forth the action so taken, shall be signed by a duly authorized representative of the member, and such written consent is filed with the minutes of the proceedings of the member. Such consent shall have the same effect as the vote of the member at a duly held meeting.

## ARTICLE 3

### Board of Directors

**Section 3.01. Functions.** The business, property and affairs of the Corporation shall be managed and controlled by a Board of Directors as from time to time constituted.

**Section 3.02. Number and Qualification.** There shall be nine (9) voting Directors of the Corporation, which number may from time to time be increased or decreased by resolution adopted by not less than a majority of the Board of Directors, subject to the limitation that the Board shall never be reduced to less than three (3) nor increased to more than eleven (11) 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; provided, however, the President of the Corporation shall be an ex-officio member of the Board of Directors but shall not vote, and shall not be counted as a Director for purposes of quorums, majority voting, and similar issues. All Directors shall consent to appropriate background searches as required by Charter Section 3.2. No Director shall take office until the Corporation fully complies with the provisions of Charter Section 3.2.

**Section 3.03. Election.** One-half (rounded down to the nearest whole number) plus one of the members of the Board of Directors (the “Appointed Directors”) shall be appointed by Goodwill. The remaining members of the Board of Directors shall be elected by the Board of Directors at the annual meeting provided in this Article 2 of this Code of By-Laws (the “Elected Directors”).

**Section 3.04. Term.** The Elected Directors shall be divided into three classes as nearly equal in number as possible. The terms of Elected Directors in the first group expire at the first annual meeting of the Directors after their election, the terms of the second group expire at the second annual meeting of the Directors after their election, and the terms of the third group expire at the third annual meeting of the Directors after their election. At each annual meeting of the Directors held thereafter, Directors shall be chosen for a term of three (3) years to succeed those whose term expires. Incumbent Directors shall be eligible for re-election or re-

appointment; provided, however, no person may serve as a Director for more than three (3) consecutive three (3) year terms.

**Section 3.05. Vacancies.** Any vacancy among the Elected Directors caused by death, resignation, removal or otherwise may be filled by the remaining 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. Any vacancy among the Appointed Directors shall be filled by Goodwill. A Director elected to fill a vacancy shall hold office until the expiration of the term of the Director causing the vacancy and until a successor shall be elected and qualified.

**Section 3.06. Resignation.** Any Director may resign at any time by giving written notice of such resignation to the Board of Directors, the Chairman, President or Secretary of the Corporation, and if an Appointed Director, to Goodwill. A resignation is effective upon delivery unless the notice specifies a later effective date. The acceptance of a resignation shall not be necessary to make it effective.

**Section 3.07. Removal.** Any Director may be removed, with or without cause, in accordance with the provisions of the Indiana Nonprofit Corporation Act of 1991, as amended (the “Act”).

**Section 3.08. Meetings.** The Board of Directors shall meet at least quarterly. All meetings shall occur either at the registered office of the Corporation in the State of Indiana, or at such other place within the State of Indiana as may be designated by the Board of Directors and specified in the respective notices or waivers of notice thereof. The annual meeting shall be for the purpose of organization, election of directors and officers and consideration of any other business that may properly be brought before the meeting and shall be held within six (6) months after the close of the fiscal year of the Corporation as designated by the Board of Directors and specified in the respective notices or waivers of notice thereof. If the annual meeting is not held as above provided, the election of 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 within the State of Indiana, for the holding of additional regular meetings of the Board without other notice than such resolution. Special meetings of the

Board of Directors may be called by the Chairman, 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 (whether by post or by electronic mail), by telephoning, or delivering personally the same at least two (2) days before the meeting to the usual business or residence address of the Director as shown upon the records of the Corporation. Notice of any meeting of the Board of Directors may be waived in a document filed with the Secretary by any Director if the waiver sets forth in reasonable detail the purpose or purposes for which the meeting is called and the time and place of the meeting. Attendance at any meeting of the Board of Directors shall constitute a waiver of notice of that meeting, except where a Director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened. In addition, notice of any Board meeting shall be posted in a conspicuous place at the principal office of the Corporation or at the Board's meeting place at least 48 hours (excluding Saturday, Sunday, and legal holidays) prior to the meeting. Notice of any meeting shall at all times conform with the requirements of Indiana's "Open Door Law," I.C. Section 5-14-1.5.

**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 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 by law. All committee meetings shall be run in accordance with the requirements of Indiana’s “Open Door Law,” I.C. Section 5-14-1.5.

**Section 3.12. No Actions Without Meeting.** All actions required or permitted to be taken at any meeting of the Board of Directors or of any committee thereof must be taken at a meeting of the Board of Directors held in accordance with the requirements of Indiana’s “Open Door Law,” I.C. Section 5-14-1.5.

**Section 3.13. 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 during the meeting. Participation in a meeting using these means constitutes presence in person at the meeting. 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.

## **ARTICLE 4**

### **Officers**

**Section 4.01. Officers and Agents.** The officers of the Corporation shall consist of a Chairperson, a Vice-Chairperson, a President, a Secretary, 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 at the annual meeting of the Board of Directors. Each

officer shall hold office (unless the officer resigns, is removed, or dies) until the next annual meeting of the Board of Directors or until a successor is chosen and qualified.

**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 a successor is elected and qualified, or until the officer's death, resignation or removal.

**Section 4.04. Chairperson.** The Chairperson, if present, shall preside at all meetings of the Board of Directors, shall appoint the chairperson and members of all standing and temporary committees, subject to the review of the Board of Directors, and shall do and perform such other duties as this Code of By-Laws provides or as may be assigned by the Board of Directors.

**Section 4.05. Vice-Chairperson.** The Vice-Chairperson shall preside at all meetings of the Board of Directors if the Chairperson is not present and shall do and perform such other duties as this Code of By-Laws provides or as may be assigned by the Board of Directors.

**Section 4.06. President.** The President shall be the chief executive officer of the Corporation; shall have and exercise general charge and supervision of the affairs of the Corporation; and shall do and perform such other duties as this Code of By-Laws provides or as may be assigned by the Board of Directors. The president shall be an ex-officio member of the Board of Directors, but shall not have a vote.

**Section 4.07. 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 the 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. The Secretary shall prepared and maintain all the materials necessary to comply with the provisions of Indiana’s “Open Door Law,” I.C. Section 5-14-1.5.

**Section 4.08. Assistant Officers.** The Board of Directors may from time to time designate assistant officers who shall exercise and perform such powers and duties as the officers whom they are elected to assist shall specify and delegate to them, and such other powers and duties as may be prescribed by the Code of By-Laws, the Board of Directors.

**Section 4.09. Removal.** Any officer may be removed from office, with or without cause, by the Board of Directors.

**Section 4.10. 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 delivery unless the notice specifies a later effective date.

## **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**

### **Financial Affairs**

**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 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 pecuniarily for any purpose or to any amount. The Board is specifically authorized to enter into (and from time to time amend) one or more “Charter School

Agreements” with the Mayor of the Consolidated City of Indianapolis, Marion County, Indiana or any other qualified sponsor.

**Section 6.02. Checks, etc.** The Board shall by resolution designate officers, agents or employees of the Corporation who may, in the name of the Corporation, execute drafts, checks and orders for the payment of money in its behalf; provided, however, that any expenditure in excess of Twenty-Five Thousand Dollars (\$25,000.00) that is outside the ordinary course of operation shall comply with Section 10.6 of the Charter.

**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.

**Section 6.04. Audited Financial Statements.** The Corporation shall maintain financial statements prepared in accordance with the unified accounting system prescribed by the State Board of Education and State Board of Accountants and shall engage an independent certified public accountant to audit such financial statements.

## **ARTICLE 7**

### **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.

## **ARTICLE 8**

### **Prohibited Activities**

Notwithstanding any other provision of this Code of By-Laws, no member, Director, officer, employee or agent of this Corporation shall take any action or carry on any activity by or on behalf of the Corporation not permitted to be taken or carried on by an organization described in Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or any successor provision or provisions thereto.

## ARTICLE 9

### 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; provided, however, that no amendment to Article 2 may be made without the prior approval of Goodwill. Any proposed amendment shall be included in the notice of such meeting and each member shall be provided with a copy of the notice of such meeting. If notice of a proposed amendment to the Code of 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 the Code of By-Laws dealing with the subject matter with which the proposed amendment is concerned.

**ARTICLES OF INCORPORATION**  
**OF**  
**GOODWILL EDUCATION INITIATIVES, INC.**

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

**ARTICLE 1**

**Name**

**Section 1.01. Name.** The name of the Corporation is:

**Goodwill Education Initiatives, Inc.**

**ARTICLE 2**

**Purposes and Powers**

**Section 2.01. Type of Corporation.** The Corporation is a public benefit corporation.

**Section 2.02. Primary Purposes.** The purposes for which the Corporation is organized are limited as follows:

**Clause 2.02(a). Educational and Charitable Purposes.**

(i) To provide educational opportunities designed to enable young people to prepare for productive adult lives; and

(ii) To develop, own and operate one or more charter schools, as that term is defined in Indiana Code Sections 20-5.5-1-1, et. seq.

**Clause 2.02(b). Additional Purposes.** In addition, the Corporation is formed for the purpose of assisting and engaging in all activities which serve educational or charitable purposes, which are permitted by the Act, and which are permitted to be carried on by an organization exempt from Federal taxation under the provisions of Section 501(c)(3) of the Code.

**Clause 2.02(c). Limitations.** Nothing contained in these Articles of Incorporation shall be construed to authorize the Corporation to engage in any activities or perform any

functions which are not within the tax-exempt purposes enumerated in Section 501(c)(3) of the Code.

**Section 2.03. Limitations Upon Powers.** No part of the net earnings of the Corporation shall inure to the benefit of any member, Director or Officer of the Corporation or to any private individual, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered by a member, Director, Officer or employee and to pay principal and interest at a reasonable rate not exceeding current market rates on funds loaned or advanced by a member, Director or Officer to the Corporation. No substantial part of the activities of the Corporation shall consist of attempting to propose, support, oppose, advocate the adoption or rejection of, or otherwise influence legislation by propaganda or otherwise, and the Corporation shall not participate in or intervene in (including the publication or distribution of statements) any political campaign on behalf of any candidate for public office. Notwithstanding any other provision of these Articles, the Corporation shall not conduct or carry on any activities not permitted to be conducted or carried on by an organization exempt from Federal taxation under Section 501(c)(3) of the Code

### **ARTICLE 3**

#### **Registered Office and Registered Agent**

**Section 3.01. Registered Office.** The street address of the registered office of the Corporation is:

1635 West Michigan Street  
Indianapolis, Indiana 46222

**Section 3.02. Registered Agent.** The name of the registered agent of the Corporation at the registered office is:

James M. McClelland

## ARTICLE 4

### Members

**Section 4.01. Membership.** The Corporation shall have members.

## ARTICLE 5

### Incorporator

**Section 5.01. Name and Address of Incorporators.** The name and address of the incorporators are as follows:

James M. McClelland, President of Goodwill Industries of Central Indiana, Inc.  
C. Perry Griffith, Jr., Chairman of Goodwill Industries of Central Indiana, Inc.  
1635 West Michigan Street  
Indianapolis, Indiana 46222

## ARTICLE 6

### Provisions for Regulation of Business and Conduct of Affairs of the Corporation

**Section 6.01. Management of Corporation.** The affairs of the Corporation shall be managed by the Board of Directors of the Corporation.

**Section 6.02. Code of By-Laws.** The Board of Directors of the Corporation shall have the power to make, alter, amend or repeal the Code of By-Laws of the Corporation as provided therein.

**Section 6.03. Limitation on Powers of the Board of Directors.** Notwithstanding any contrary provisions in these Articles, neither the members nor the Board of Directors shall have the power or authority to take or authorize any action which shall deprive the Corporation of its status as an exempt organization under the provisions of Section 501(c)(3) of the Code.

**Section 6.04. Amendment of Articles of Incorporation.** The Corporation reserves the right to amend, alter, change or repeal any provisions contained in the Articles of Incorporation or in any amendment hereto, in any manner now or hereafter prescribed or permitted by the Act

or any amendment thereto; provided, however, that such power of amendment shall not authorize any amendment which would have the effect of disqualifying the Corporation as an exempt organization under the provisions of Section 501(c)(3) of the Code.

## ARTICLE 7

### Dissolution

**Section 7.01. Dissolution.** In the event of dissolution of the Corporation, assets remaining after payment of all debts of the Corporation shall be transferred by the Board of Directors as follows:

- (1) any remaining funds originally received from the Indiana Department of Education or any Indiana public school corporation shall be returned to the Indiana Department of Education or to the Indiana public school corporation from which the funds originated, to be used for exclusively public purposes; and
- (2) all other assets shall be distributed to the United States, the State of Indiana, the municipality in which the registered office of the Corporation is located, or any instrumentality or subdivision thereof, or to any nonprofit corporation, trust, foundation or other organization that is organized for nonprofit educational purposes and which, at the time of transfer, is exempt from Federal income taxation under Section 501(c)(3) of the Code, as may be selected by the Board of Directors; provided, however, that any transfer to a governmental entity shall be used for exclusively public purposes.

Any such assets not so transferred by the Board of Directors shall be disposed of by the Circuit Court of the County in which the registered office of the Corporation is located, exclusively for such tax-exempt purposes or to such tax-exempt organizations as the Court shall determine. No member (other than a member that is exempt from Federal income taxation under Section 501(c)(3)), Director or Officer of the Corporation, or any private individual, shall be entitled to share in the distribution of any of the assets of the Corporation on dissolution of the Corporation.

## ARTICLE 8

### Restrictions Applicable if the Corporation Is Or Becomes A Private Foundation

**Section 8.01. Restrictions.** Notwithstanding anything contained in the Articles of Incorporation to the contrary, in the event and if for any reason the Corporation should fail to qualify as a “public charity” and is classified as a “private foundation” as that term is defined in Section 509(a) of the Code, then and in such event and in order to comply with Section 508(e) of the Code, and for so long as the Corporation may be deemed to be a “private foundation,” the powers and activities of the Corporation in accomplishing the foregoing purposes shall be specifically subject to the following requirements, restrictions and limitations:

**Clause 8.01(a). Self Dealing.** The Corporation shall not engage in any act of self-dealing as defined in Section 4941(d) of the Code;

**Clause 8.01(b). Mandatory Distributions.** The Corporation shall distribute its income for each taxable year at such time and in such manner as not to become subject to the tax on undistributed income imposed by Section 4942 of the Code;

**Clause 8.01(c). Excess Business Holdings.** The Corporation shall not retain any excess business holdings as defined in Section 4943(c) of the Code;

**Clause 8.01(d). Jeopardizing Investments.** The Corporation shall not make any investments in such manner as to subject it to tax under Section 4944 of the Code; and

**Clause 8.01(e). Taxable Expenditures.** The Corporation shall not make any taxable expenditures as defined in Section 4945(d) of the Code.

## ARTICLE 9

### Indemnification

**Section 9.01. Scope of Indemnity.** The Corporation shall indemnify every person who is or was a director or officer of the Corporation (each of which, together with such person’s heirs, estate, executors, administrators and personal representatives, is hereinafter referred to as an “Indemnatee”) against all liability to the fullest extent permitted by Indiana Code 23-17-16; provided, that such person is determined in the manner specified by Indiana Code 23-17-16 to have met the standard of conduct specified in Indiana Code 23-17-16. The Corporation shall, to

the fullest extent permitted by Indiana Code 23-17-16, pay for or reimburse the reasonable expenses incurred by every Indemnitee who is a party to a proceeding in advance of final disposition of the proceeding, in the manner specified by Indiana Code 23-17-16. The foregoing indemnification and advance of expenses for each Indemnitee shall apply to service in the Indemnitee's official capacity with the Corporation, and to service at the Corporation's request, while also acting in an official capacity with the Corporation, as a director, officer, partner, member, manager, trustee, employee, or agent of another foreign or domestic corporation, partnership, limited liability company, joint venture, trust, employee benefit plan, or other enterprise, whether for profit or not.

**Section 9.02. Binding Nature.** The provisions of this Article shall be binding upon any successor to the Corporation so that each Indemnitee shall be in the same position with respect to any resulting, surviving, or succeeding entity as the Indemnitee would have been had the separate legal existence of the Corporation continued; provided, that unless expressly provided or agreed otherwise, this sentence shall be applicable only to an Indemnitee acting in an official capacity or in another capacity described in Section 9.01 prior to termination of the separate legal existence of the Corporation. The foregoing provisions shall be deemed to create a contract right for the benefit of every Indemnitee if (a) any act or omission complained of in a proceeding against the Indemnitee, (b) any portion of a proceeding, or (c) any determination or assessment of liability, occurs while this Article is in effect.

**Section 9.03. Interpretation.** All references in this Article to Indiana Code 23-17-16 shall be deemed to include any amendment or successor thereto. When a word or phrase used in this paragraph is defined in Indiana Code 23-17-16, such word or phrase shall have the same meaning in this Article that it has in Indiana Code 23-17-16. Nothing contained in this Article shall limit or preclude the exercise of any right relating to indemnification or advance of expenses to any Indemnitee or the ability of the Corporation to otherwise indemnify or advance expenses to any Indemnitee.

**Section 9.04. Severability.** If any word, clause, or sentence of the foregoing provisions regarding indemnification or advancement of expenses shall be held invalid as contrary to law or

public policy, it shall be severable and the provisions remaining shall not be otherwise affected. If any court holds any word, clause, or sentence of this paragraph invalid, the court is authorized and empowered to rewrite these provisions to achieve their purpose to the extent possible.

**ARTICLE 10**

**Definitions**

**Section 10.01. Definitions.** Any reference made herein to a Section of the “Code” shall include that Section of the Internal Revenue Code of 1986, as well as (1) any subsequent amendments thereto; (2) the corresponding provisions in any recodification of the Internal Revenue Code; and (3) the Treasury Regulations promulgated under such Section.

IN WITNESS WHEREOF, the undersigned, being the Incorporators designated in Article 5, execute these Articles of Incorporation this \_\_\_\_ day of \_\_\_\_\_, 2003.

\_\_\_\_\_  
James M. McClelland, Incorporator

\_\_\_\_\_  
C. Perry Griffith, Jr., Incorporator

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

DEPARTMENT OF THE TREASURY

Date: **SEP 17 2004**

GOODWILL EDUCATION INITIATIVES INC  
C/O JAMES M MCCLELLAND  
1635 W MICHIGAN ST  
INDIANAPOLIS, IN 46222

Employer Identification Number:  
20-0749885  
DLN:  
17053055069044  
Contact Person:  
MYRON L RANNEY ID# 75618  
Contact Telephone Number:  
(877) 829-5500  
Accounting Period Ending:  
June 30  
Public Charity Status:  
170(b)(1)(A)(ii)  
Form 990 Required:  
Yes  
Effective Date of Exemption:  
December 19, 2003  
Contribution Deductibility:  
Yes

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 Information for Exempt Organizations Under Section 501(c)(3) for some helpful information about your responsibilities as an exempt organization.

Sincerely,



Lois G. Lerner  
Director, Exempt Organizations  
Rulings and Agreements

Enclosures: Information for Organizations Exempt Under Section 501(c)(3)

Letter 947 (DO/CG)

All board member background checks and memoranda are on file with the Office of Education Innovation through other Goodwill Education Initiative charter applications.

**Jeffrey A. Harrison**

Jeffrey A. Harrison is vice president, engineering and facilities management for Citizens Energy Group. He is responsible for corporate engineering and Citizens' non-regulated operations.

Jeffrey has served the utility industry for over 17 years. He has held such positions as vice president, manufacturing; director, steam distribution, where he was responsible for the operation and maintenance of the city's steam distribution system; and corporate strategist, where he was responsible for utility strategic planning.

Jeffrey's volunteer endeavors include board memberships for the Leukemia and Lymphoma Society, the Indianapolis Urban League, the Indianapolis Zoo, Goodwill Education Initiatives Inc., and the YMCA.

Jeffrey received a Bachelor of Science degree in electrical engineering from Rose-Hulman Institute of Technology and a Master of Business Administration degree from Indiana University.

## CHARLES PERRY GRIFFITH JR

**Date of Birth:** December 21, 1953  
**Place of Birth:** Indianapolis, Indiana  
**Residence:** 663 Forest Boulevard, Indianapolis, Indiana 46240  
**Spouse:** Nancy "Michelle" Griffith  
**Children:** Charles Perry Griffith III d/o/b 2/22/83  
Maegan Elizabeth Griffith d/o/b 11/16/85  
Claire Helene Griffith d/o/b 7/15/93  
**Parents:** Charles Perry Griffith Sr (deceased 12/4/81)  
Gerd Jacobsen Griffith  
**Sibling:** Wendy Griffith Kortepeter  
**Education:** Attended Boston University and Indiana University,  
Receiving B.S. (1976) and M.B.A. (1978) degrees  
from Indiana University

### Professional Career:

Dec 1992 – Present	Chairman, Denison, Inc. & Subsidiaries
Oct 1989 – Present	President, Denison, Inc.
1982 – Present	Director, Denison, Inc.
Sep 1979 – Sep 1988	Merchants National Bank & Trust Company Vice President & Senior Account Officer, Commercial Banking Division
1982 – Present	WC Griffith Foundation Trust - Advisor
1982 – 1987	Union State Bank, Carmel, IN – Director
May 1988 – Feb 2005	Benicorp Financial, Inc. – Director, Vice Chairman

### Civic Organizations:

Boys Club of Indianapolis	Past Director
Brebeuf Jesuit Preparatory School	Past Trustee
Butler University Business School	Past Advisory Board Member
Corporate Community Council	Past Member
Crown Hill Cemetary	
Board of Corporators	Member
Board of Managers	Past Chairman

Economic Club of Indianapolis	Member
Eiteljorg Museum	Past Trustee
Goodwill Industries of Central Indiana	Honorary Director, Past Chairman
Goodwill Foundation	Director
Greater Indianapolis Progress Committee	Past Director
Indianapolis Clean City Committee	Past Director
Indianapolis Convention & Visitors Assoc	Director
Indianapolis Downtown, Inc.	Director, Past Chairman
Indianapolis Metropolitan Academy	Director, Vice Chairman
Indianapolis Private Industry Council	Past Chairman
Penrod Society	Past Member
Riley Children's Foundation	Board Governor, Past Chairman
St Vincent Hospital Foundation	Past Director, Past Vice Chairman
Sigma Nu Alumni Beta Eta Chapter	Past Director
The Hundred Club	Member
Washington Township School Foundation	Board Member

**Social Memberships:**

Columbia Club	
Maxinkuckee Country Club, Culver, IN.	
Maxincuckee Yacht Club, Culver, IN.	
Meridian Hills Country Club	
University Club	Past President

**Church Affiliation:**

Second Presbyterian Church	Past Deacon
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**C. Perry Griffith, Jr., Chair**

C. Perry Griffith, Jr., is Chairman and President of Denison, Inc., a family owned business headquartered in Indianapolis. Denison Properties and Denison Parking are the two primary subsidiaries of Denison, Inc. Griffith has served in this capacity since 1989. Prior to that, Griffith worked for 10 years at Merchants National Bank & Trust Company spending most of that time in commercial lending.

Griffith served on the board of directors of Union State Bank in Carmel from 1982-1987 prior to its acquisition by Merchants National Bank & Trust Company. He also served as a Director and Vice Chairman of Benicorp Financial, Inc., prior to its sale in 2005. Currently, Griffith serves on the board of directors of Merchants Bank of Indiana.

Griffith has served on a number of civic and not-for-profit boards. He is the past Chairman of Crown Hill Cemetery Board of Managers, Goodwill Industries of Central Indiana, Indianapolis Downtown, Inc., Indianapolis Private Industry Council and Riley Children's Foundation. Griffith continues to serve on the boards of Crown Hill Cemetery Board of Corporators, Goodwill Industries of Central Indiana and the Goodwill Industries Foundation, Riley Children's Foundation and the Washington Township School Foundation.

# DONALD L. (*DON*) PALMER

- **Visionary** ● **Founder** ● **Consultant**
- **Business Executive** ● **Board Member**
- **Community Leader**

**D**on Palmer has over 30 years of experience in business, organizational development, entrepreneurship, private equity investing, and service on numerous corporate and non-profit boards.

**A**s managing partner of Honey Creek Capital (*honeycreekcapital.com*), Don invests in small and mid-market businesses by providing value added services to maximize investment return. This includes strategic planning, management training and advisory role activities.

**D**on is a partner in Equipment Technologies (*apachesprayer.com*), a middle market agricultural equipment manufacturer (Mooresville, IN), the largest independently owned self-propelled sprayers in North America. It operates out of a 108,000 square foot headquarters incorporating common model parts, resulting in faster production, less inventory on shelves and more affordable sprayers. Distribution is through a direct sales force and independent dealers in North America.

**H**e is also a long-time partner in Palmer Truck Group (*palmertrucks.com*), middle market retail and leasing truck business with eight locations in the Midwest – Indiana/Ohio privately owned company with 500 employees specializing in top quality Kenworth trucks, parts and service. Don is also an investor in Cardinal Equity, Command Equity and Tillery Capital.

**I**n 2011-12, Don served as Interim Chief Operating Officer for the Heartland Film Festival – Truly Moving Pictures based in Indianapolis. He played a major role in transitioning the organization to a higher level of excellence through restructuring, funding enhancement, budget accountability and operational efficiencies.

**D**on was active for 30 years with Palmer Automotive Group, a family-owned, retail automobile business in Indiana. He served as President & Chairman of the automotive division and remains an investor. The company had experienced \$75M in sales at three locations, including Chrysler, Dodge and Hyundai franchises, a rental car company, commercial vehicle/in-house leasing businesses, and collision repair.

**H**e began his career as a sales representative with Xerox Corporation, and then entered the vehicle business as Controller, Secretary & Treasurer with Kenworth of Cincinnati, a commercial truck company providing sales, leasing, and service. Don is an active owner/investor in a real estate development company; and was an investor/board member in Autobase, a software company serving the retail automobile market. Palmer became the fourth franchisee for JD Byrider, a used car sales/finance business, with two locations in Indianapolis.

**Palmer's career service on boards of directors includes:**



## Areas of Expertise

- Family business management
- Dealership negotiation and management
- Automotive consumer sales
- Fleet sales
- TV and radio advertising
- Automotive parts, service, and collision management

## Industry/Sector Experience

- Automotive
- Farm Equipment
- Motorcycles
- Banking
- Private equity
- Higher Education

## Functional Experience

- Board of Directors
- General Management
- Budget & Cash Flow Analysis
- P&L Management
- Staff Development
- Non-Profit Leadership

## Education

Faculty (Adjunct), Indiana Wesleyan University, Indianapolis; Faculty (Adjunct), Northern Kentucky University; Board Member, Indiana University Business Alliance; and Adjunct Instructor, Taylor University

# DONALD L. (DON) PALMER

- Equipment Technologies – Mooresville, IN
- Fifth Third Bank – Indiana; Executive Committee
- Hudson Aquatic Pools – Angola, IN (manufacturer of therapy pools for physical therapy and veterinary market)
- Three Witt Enterprises – fast-growing, 15-restaurant chain in Ohio and South Carolina
- Activate Healthcare – Indianapolis (Founding Member & a Managing Partner for on-site employer healthcare and wellness company)
- VRCG, Inc. – Royal Oak, MI (helps auto dealerships and rental car companies become more efficient and profitable)
- Cheeseman Trucking – Fort Recovery, OH (mid-market commercial carrier)
- Ahaus Engineering – Richmond, IN (mechanical engineering firm that designs and manufactures custom products)
- Qualtronics – Columbus, IN (high-quality wiring harness manufacturer)
- World Presidents Organization, Indiana Chapter (Chapter Chair, Education Chair, Forum Moderator)
- Opportunity International - (Treasurer, Marketing Chair, Audit Committee Chair); Opportunity International provides small business loans, savings, insurance and training to over two million people working their way out of poverty in the developing world. Clients in over 25 countries use these financial services to start or expand a business, provide for their families, create jobs for their neighbors and build a safety net for the future.
- Opportunity Transformation Investments (Board Member) - OTI is a below-market investment program managed by the Calvert Social Investment Foundation. The fund makes equity, loan and debt securities investments in microfinance institutions (MFIs) worldwide. OTI was created by Opportunity International and invests in the MFIs, part of the Opportunity International Network.

Don's passion for teaching and education includes service as: Executive in Residence, Taylor University MBA Program; Indiana Wesleyan Entrepreneur in Residence and instructor in strategic management; Indiana University Kelley Graduate School of Business private equity project with Dr. Bill Haeberle and Sophwiki mentoring program; Indiana University Business Alliance (Board member); Northern Kentucky University marketing instructor; Aileron Guest Instructor – "How to be an Effective Board Member"

Leadership has been an important component of Palmer's career and personal life, including co-founding the Indianapolis Faith Leadership Series and the Barnabas Fund (Chair) through the Central Indiana Community Foundation. Don and his wife, Carolyn, are parents of a married son in Indianapolis, married daughter in Rochester, MN, and daughter attending Miami University (Ohio) as a freshman.

Earned BS Degree in General Management, Krannert School of Business, Purdue University; MBA Degree in Finance, Xavier University; Honorary Doctorate in Business, Indiana Wesleyan University; Masters Level Strategic Coach; Certification, The Fund Raising School, Center on Philanthropy at Indiana University

#### *Other nonprofit board involvement:*

- ❖ **Halftime Indiana** (City Champion)
- ❖ **Indianapolis Private Industry Council**
- ❖ **Dodge National Dealer Council**
- ❖ **Indianapolis Auto Trade Association**
- ❖ **Indianapolis Auto Trade Acceptance** (sub-prime finance company)
- ❖ **Young Life** (Indianapolis Urban Chair)
- ❖ **Indianapolis Urban Enterprise Association** (Chair)
- ❖ **National Christian Foundation of Indiana** (Co-Founder & Vice Chair)
- ❖ **Wheeler Mission Ministries**
- ❖ **Eastside Community Investments**
- ❖ **Hoosier Salon** (Marketing Committee Chair)
- ❖ **Christian Theological Seminary** (Audit Committee Chair & Advancement Committee)
- ❖ **Second Presbyterian Church** (Building Committee Chair for \$12,000,000 expansion, Budget Committee Chair for \$3,000,000 budget, Elder, Strategic Planning Committee, and Teacher)
- ❖ **Armonia, Oaxaca, MX**
- ❖ **Wycliffe Bible Translators** Presidential Advisory Council

#### **Don's contact information:**

33 Twinshore Ct.,  
Carmel, IN 46033  
[dpalmer@palmertrucks.com](mailto:dpalmer@palmertrucks.com)

**317.590.5331**

## **Claudia Cummings**

### **Occupation History:**

Claudia is the Vice President for Workforce and Education for Conexus Indiana. Prior to that she has had extensive experience in a variety of roles, including: Deputy Commissioner and Legislative Director, Indiana Department of Administration (2005-2008), Public Affairs Officer, United States Attorney (2003-2005), Chief Deputy, Clerk of the Marion Circuit Court (2000-2003), Fiscal Deputy, Clerk of the Marion Circuit Court (1998-2000), Legislative Assistant, Indiana House of Representatives (1995-1998), Public Affairs Specialist, U.S. Health Care Financing Administration (1994-1995), Media Relations Specialist, Indianapolis Public Schools (1994), Public Sector Consultant (1992-1993) Indianapolis, Indiana, and Assistant for Media Relations, Mayor of the City of Indianapolis (1991).

### **Education:**

Claudia holds a Bachelor's degree from Franklin and Marshall College, an MPA from Indiana University School of Public and Environmental Affairs, and has completed the Executive Education Program at Dartmouth College.

### **Service:**

In addition to serving on the board for GEI, Claudia has worked on the Indianapolis Local Public Improvement Bond Bank (2011-2012), Indiana Commission on Career and Technical Education (2010 - 2012), Governor's First Steps Coordinating Council (2007 - 2010); Chairman (2009 - 2010), Orchard in Bloom Executive Committee (2003-2004), Indiana Election Commission (2002-2003), Secretary of the Marion County Republican Party (2000-2003), and Richard G. Lugar Excellence in Public Service Series Graduate (1996-1997).

**GINA C. DELSANTO, Ph.D.**

OFFICE: (317) 464-4408

**EDUCATION**

**Ph.D.**, INDIANA UNIVERSITY

RESEARCH AREAS: CRITICAL THEORY, ITALIAN LITERATURE AND CINEMA, SEMIOTICS, MEDIEVAL STUDIES, WOMEN'S STUDIES  
DISSERTATION: "SEXUAL POLITICS, ALTERITY AND THE SEARCH FOR SIGNIFIERS IN BOCCACCIO'S *DECAMERON*"

**M.A.**, INDIANA UNIVERSITY

ITALIAN LANGUAGE, LITERATURE AND CINEMA

**B.A.**, UNIVERSITY OF RHODE ISLAND

MAJORS: ITALIAN LANGUAGE AND LITERATURE

RUSSIAN LANGUAGE AND LITERATURE

**CERTIFICATE IN DISTANCE EDUCATION**, INDIANA UNIVERSITY

**PROFESSIONAL EXPERIENCE**

**PURDUE UNIVERSITY**, WEST LAFAYETTE, INDIANA

2013-CURRENTLY: CHIEF OF STAFF TO PRESIDENT MITCHELL E. DANIELS, JR.

WORK WITH THE PRESIDENT AND OTHER MEMBERS OF THE UNIVERSITY'S LEADERSHIP TO ESTABLISH INSTITUTIONAL PRIORITIES AND POLICIES, AND DETERMINE THE TIMELINES, ACTIONS AND RESOURCES TO ACHIEVE THEM. WORK WITH MEMBERS OF THE UNIVERSITY COMMUNITY, INCLUDING FACULTY, STAFF AND ADMINISTRATORS TO ADVANCE AND ACCELERATE THE PRESIDENT'S STRATEGIC PROJECTS AND ENSURE COORDINATION OF THOSE INITIATIVES ACROSS THE UNIVERSITY. DIRECTLY HANDLE MATTERS OF INSTITUTIONAL IMPORTANCE ON BEHALF OF THE PRESIDENT AND ASSIST HIM IN POSITIONING THE UNIVERSITY WITH CIVIC AND BUSINESS LEADERS AND ALUMNI ON ISSUES OF STRATEGIC IMPACT.

**INDIANA COMMISSION FOR HIGHER EDUCATION**, INDIANAPOLIS, INDIANA

2012-2013: SENIOR ASSOCIATE COMMISSIONER AND CHIEF OF STAFF

SUPPORT THE IMPLEMENTATION OF INDIANA'S STRATEGIC PLAN FOR HIGHER EDUCATION. SUPPORT THE COMMISSION'S STATUTORY OVERSIGHT OF INDIANA'S PUBLIC INSTITUTIONS THROUGH DEVELOPMENT OF POLICIES AND PRACTICES. SUPPORT THE COMMISSION'S ADMINISTRATION OF INDIANA'S PROGRAM OF FINANCIAL AID. COLLABORATE WITH PUBLIC, PRIVATE AND NONPROFIT ENTITIES IN THE DEVELOPMENT AND IMPLEMENTATION OF THE STATE'S INTEGRATED EDUCATION-TO-CAREER CONTINUUM. SECURE EXTERNAL FUNDING FOR THE COMMISSION'S INITIATIVES.

**INDIANA DEPARTMENT OF WORKFORCE DEVELOPMENT**, INDIANAPOLIS, INDIANA

2009-2012: SENIOR DEPUTY COMMISSIONER

OVERSEE THE DEVELOPMENT, IMPLEMENTATION AND ASSESSMENT OF INDIANA'S WORKFORCE DEVELOPMENT PROGRAMS FOR ADULTS AND AT-RISK YOUTH, INCLUDING ADULT REMEDIAL EDUCATION, OCCUPATIONAL-SKILLS TRAINING, AND POST-SECONDARY-TRANSITION. DEVELOP STATE POLICIES GOVERNING WORKFORCE ISSUES. EXECUTIVE DIRECTOR, STATE WORKFORCE INNOVATION COUNCIL—THE APPOINTED BOARD OVERSEEING INDIANA'S WORKFORCE SYSTEM.

**BUTLER UNIVERSITY**, INDIANAPOLIS, INDIANA

2004 - 2009: ASSOCIATE PROVOST

COLLABORATE WITH THE PROVOST AND ACADEMIC DEANS TO PLAN, DELIVER AND ASSESS THE INSTITUTION'S ACADEMIC PROGRAMS. PROVIDE VISION AND SUPERVISION TO ALL ACADEMIC SUPPORT PROGRAMS; ADMINISTER INITIATIVES RELATED TO MATRICULATION, RETENTION, STUDENT DEVELOPMENT AND CAREER PLACEMENT. CONVENER: RETENTION COMMITTEE; COUNCIL ON RACIAL AND ETHNIC DIVERSITY. MEMBER, PROVOST'S COUNCIL AND SENIOR ADMINISTRATIVE GROUP; STEERING COMMITTEE-DECENNIAL ACCREDITATION; UNIVERSITY ASSESSMENT COMMITTEE; ADMISSIONS COMMITTEE; STRATEGIC PLANNING STEERING COMMITTEE; INFORMATION TECHNOLOGY TASK FORCE.

2000 - 2003: DIRECTOR, LEARNING RESOURCE CENTER AND EXPLORATORY STUDIES PROGRAM

RESPONSIBLE FOR MATRICULATION OF FRESHMEN, ORIENTATION PROGRAMS, EXPLORATORY STUDIES PROGRAM, RETENTION, TUTORING PROGRAMS AND SPECIAL PROJECTS

**MITCH DANIELS FOR GOVERNOR**, INDIANAPOLIS, INDIANA

2003 - 2004: POLICY DIRECTOR

RESPONSIBLE FOR RESEARCH, ANALYSIS AND EVALUATION OF PUBLIC POLICY PLATFORM FOR GUBERNATORIAL CANDIDATE MITCH DANIELS. COORDINATED NETWORK OF PROFESSIONALS CONTRIBUTING THEIR EXPERTISE TO POLICY DEVELOPMENT.

**U.S. SENATOR RICHARD G. LUGAR**, INDIANAPOLIS, INDIANA

1995 - 2000: DIRECTOR OF OUTREACH AND CENTRAL INDIANA REGIONAL DIRECTOR

RESPONSIBLE FOR DEVELOPMENT AND IMPLEMENTATION OF OUTREACH EFFORTS, INCLUDING THE EXECUTIVE BRIEFINGS PROGRAM; PRODUCED TEN TOPIC-SPECIFIC HANDBOOKS FOR PUBLIC DISSEMINATION; COORDINATED OF THE LUGAR FITNESS FESTIVAL; PROMOTED COLLABORATIVE EFFORTS AMONG COMMUNITY LEADERS, BUSINESS AND EDUCATION

1993 - 1995: STATE OFFICE SPECIALIST

ISSUE AREAS: STATE DEPARTMENT, IMMIGRATION, EDUCATION, WORKFORCE, LABOR

**MIDDLEBURY COLLEGE**, MIDDLEBURY, VERMONT

SUMMER, 1990: **VISITING PROFESSOR**, TOTAL-IMMERSION LANGUAGE PROGRAM.

**INDIANA UNIVERSITY**, BLOOMINGTON, INDIANA

1989-1991: **VISITING PROFESSOR**, DEPARTMENT OF FRENCH AND ITALIAN

1984-1989: **ASSOCIATE INSTRUCTOR**, DEPARTMENT OF FRENCH AND ITALIAN

SUMMERS, 1986 AND 1988: **ASSISTANT DIRECTOR**, INDIANA UNIVERSITY SUMMER PROGRAM, FLORENCE, ITALY

**GINA C. DELSANTO, Ph.D.**

#### **HONORS AND ACTIVITIES**

GOVERNOR'S DISTINGUISHED SERVICE MEDAL, 2013

APPLE AWARD FOR OUTSTANDING TEACHING, BUTLER UNIVERSITY, 2002, 2008

AMERICAN FEDERATION OF TEACHERS, TEACHING EXCELLENCE AWARD, 1987

OUTSTANDING TEACHING AWARD, INDIANA UNIVERSITY, 1986

PHI BETA KAPPA, RHODE ISLAND ALPHA, 1984

PHI KAPPA PHI, RHODE ISLAND CHAPTER, 1984

PHI SIGMA IOTA, NATIONAL FOREIGN LANGUAGE HONOR SOCIETY, 1984

DOBRO SLOVO, NATIONAL SLAVIC HONOR SOCIETY, 1984

PRESIDENT'S AWARD FOR ITALIAN AREA STUDIES, UNIVERSITY OF RHODE ISLAND, 1984

PRESIDENT'S AWARD FOR RUSSIAN AREA STUDIES, UNIVERSITY OF RHODE ISLAND, 1984

VICE CHAIR, GOODWILL EDUCATIONAL INITIATIVES BOARD, SINCE 2005

SUBCOMMITTEE CO-CHAIR, TALENT ALLIANCE OF CENTRAL INDIANA, SINCE 2011

MEMBER, ADVISORY COUNCIL—BIOCROSSROADS, SINCE 2009

MEMBER, ADVISORY COUNCIL—INDIANA UNIVERSITY SCHOOL OF CONTINUING STUDIES-COMMUNITY LEARNING NETWORK, 2009-2011

MEMBER, READY INDIANA COUNCIL, SINCE 2009

MEMBER, STEERING COMMITTEE--ACHIEVING THE DREAM—IVY TECH COMMUNITY COLLEGE, SINCE 2009

MEMBER, INDIANA'S EDUCATION ROUNDTABLE, 2005-09 AND SINCE 2010

MEMBER, INDIANA STATE WORKFORCE INNOVATION COUNCIL, 2005-09 AND SINCE 2010

FOUNDING MEMBER, DEAN'S COUNCIL, INDIANA UNIVERSITY SCHOOL OF INFORMATICS, 1999-2003

#### **RECENT SCHOLARLY AND PROFESSIONAL PRESENTATIONS:**

DECEMBER 2012: "NO LIMITS." WFYI RADIO. INVITED GUEST.

JULY 2012: PRIOR-LEARNING ASSESSMENT. A CONVENING OF THE LUMINA FOUNDATION. INVITED PANELIST.

MAY 2012: BRINGING BUSINESS AND HIGHER EDUCATION TO THE STATE POLICY TABLE: CRAFTING STATE POLICY PRIORITIES AND STRATEGIES. A CONVENING OF THE LUMINA FOUNDATION. INVITED PANELIST.

APRIL 2012: COUNCIL ON ADULT BASIC EDUCATION. PRESENTATION. "DEEPER LEARNING AS AN EDUCATIONAL IMPERATIVE."

MARCH 2012: "ECONOMIC OUTLOOK." WNIT—MICHIANA BROADCASTING. INVITED GUEST.

JANUARY 2012: JOYCE FOUNDATION-SHIFTING GEARS INTERSTATE ASSEMBLY. INVITED PRESENTER, "FEDERAL IMPACT ON STATE WORKFORCE PROGRAMS," AND "ALIGNING ADULT EDUCATION AND OCCUPATIONAL TRAINING."

DECEMBER 2011: U.S. DEPARTMENT OF LABOR WEBINAR. INVITED PRESENTER, "NEW STRATEGIES TO INCREASE CREDENTIAL RATES."

NOVEMBER 2011: AMERICAN ASSOCIATION OF ADULT AND CONTINUING EDUCATORS. PRESENTATION, "THE CASE FOR DEEPENING ADULT EDUCATION."

NOVEMBER 2011: NATIONAL ASSOCIATION OF STATE WORKFORCE AGENCIES. INVITED PANELIST, "INTEGRATING WORKFORCE DEVELOPMENT WITH ADULT EDUCATION."

MAY 2011: INDIANA ASSOCIATION OF ADULT EDUCATORS. PRESENTATION, "RE-CONCEIVING ADULT EDUCATION IN THE NEW ECONOMY."

FEBRUARY 2011: "WORKFORCE CLOCK TICKING: SKILLS UPGRADE TAKES ON GREATER URGENCY." BIZVOICE MAGAZINE. PANEL PARTICIPANT.

DECEMBER 2010: INDIANAPOLIS: CENTER FOR EXCELLENCE IN LEADERSHIP OF LEARNING CONFERENCE. PANEL MODERATOR, "COLLEGE AND CAREER READINESS—AN OCCUPATIONAL FOCUS."

SEPTEMBER 2010, INDIANA ASSOCIATION OF ADULT EDUCATORS. KEYNOTE ADDRESS, "ARTICULATING BASIC-SKILLS REMEDIATION AND OCCUPATIONAL CERTIFICATION."

JUNE 2010: 2010 MANUFACTURING AND LOGISTICS SUMMIT. PANEL PARTICIPANT, "STATE OF MANUFACTURING: OPPORTUNITIES AND CHALLENGES IN INDIANA'S LARGEST INDUSTRY."

MAY 2010: INDIANA'S EDUCATION ROUNDTABLE. INVITED PANELIST, "REACHING HIGHER IN INDIANA: FROM ACCESS TO SUCCESS."

MARCH 2010: INDIANA ASSOCIATION OF INSTITUTIONAL RESEARCHERS. PAPER, "USING COMPARATIVE ANALYSIS TO ENHANCE RETENTION AND TARGET LEARNER-SUPPORT ACTIVITIES."

NOVEMBER 2009: *THE FUTURE OF THE ECONOMY* CONFERENCE. KEYNOTE ADDRESS, "THE FUTURE OF INDIANA'S WORKFORCE."

OCTOBER 2009: INDIANA UNIVERSITY SCHOOL OF ADULT EDUCATION ANNUAL COLLOQUIUM. KEYNOTE ADDRESS, "CHALLENGES AND OPPORTUNITIES IN ADULT EDUCATION."

OCTOBER 2009: INDIANA ASSOCIATION OF CAREER DEVELOPMENT PROFESSIONALS ANNUAL CONFERENCE. KEYNOTE ADDRESS, "PREPARING GRADUATES FOR A TIGHT ECONOMY...AND GREEN JOBS."

JUNE 2009: INDIANA COMMUNITY ACTION ASSOCIATION SYMPOSIUM. KEYNOTE ADDRESS, "A CALL FOR RELEVANCE, RELIABILITY AND VISIBILITY IN INDIANA'S WORKFORCE INVESTMENT SYSTEM."

**LANGUAGE PROFICIENCIES**

ENGLISH- NATIVE FLUENCY; ITALIAN- FLUENT; RUSSIAN- MODERATE READING PROFICIENCY; FRENCH, LATIN - CERTIFIED READING KNOWLEDGE

### **Rich Horn**

Rich Horn is a Managing Partner of Strategic Capital Partners. Prior to his current role, Rich was President of Horn Properties which he created in 2002 to invest in and develop office, industrial, land and senior housing projects.

Formerly President of Duke Realty, Rich spent 20 years at Duke where he led the REIT into the St. Louis, Cleveland, Chicago, and Minneapolis markets and expanded their presence in Indianapolis, Cincinnati, Columbus, Nashville and Florida. As President of Duke, Rich had direct responsibility for overseeing development, acquisitions, management and leasing for their 13 strategic cities totaling 110 million square feet of office, industrial and retail space.

Rich received his Doctor of Jurisprudence degree, Master of Business Administration and Bachelor of Science degrees from Indiana University. He has been involved with World President's Organization (WPO), Young Presidents Organization (YPO), Urban Land Institute (ULI), NAIOP, Carmel Dad's Club, United Way, Rebuilding Together and the National Entrepreneurship Foundation.

*Adapted from Strategic Capital Partners*

# DORIS L. PRYOR, ESQ.

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9617 Turnberry Court • Carmel, Indiana 46032 • (501) 247-2247 • [doris.pryor@hotmail.com](mailto:doris.pryor@hotmail.com)

## EDUCATION

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INDIANA UNIVERSITY SCHOOL OF LAW  
*Doctor of Jurisprudence*

BLOOMINGTON, INDIANA  
*May 2003*

- Editorial Staff, *Federal Communications Law Journal*
- Sherman Minton Moot Court Competition, Top Oralist

UNIVERSITY OF CENTRAL ARKANSAS  
*Bachelor of Arts in Political Science, Summa Cum Laude*

CONWAY, ARKANSAS  
*May 1999*

CORPUS CHRISTI COLLEGE OF OXFORD UNIVERSITY  
*Summer Study Abroad Program*

OXFORD, ENGLAND  
*Summer 1998*

## WORK EXPERIENCE

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U.S. ATTORNEY'S OFFICE  
*Assistant United States Attorney*  
*Acting National Security Unit Chief*

INDIANAPOLIS, INDIANA  
*August 2006 – present*  
*September 2009 – December 2009*

- Represents the United States in criminal cases at both the trial and appellate level
- Develops training programs for federal investigative agencies and private industries
- Applies the procedural rules that accompany the criminal jury trial process
- Performs legal and factual analysis of criminal statute interpretation, plea negotiating, jury trials, appellate brief writing and oral argument
- Prosecutes domestic terrorism, fraud, immigration firearms and violent crime offenses
- Participates in a specialized court focused on reducing recidivism for violent offenders
- Provided supervisory and administrative leadership to the national security unit

BUTLER UNIVERSITY  
*Adjunct Instructor*

INDIANAPOLIS, INDIANA  
*August 2007 – May 2010*

- Teaches undergraduate students the art of competent and principled advocacy
- Trains students to think analytically and communicate legal principles
- Instructs students to weigh and apply both substantive and procedural law principles
- Coordinates the university's participation in intercollegiate mock trial competitions
- Conducts mock interviews, revise cover letters, and develop career strategies

MILLER COUNTY PUBLIC DEFENDER'S OFFICE  
*Deputy Public Defender*

TEXARKANA, ARKANSAS  
*August 2005 – August 2006*

- Provided legal services for indigent clients in pending criminal matters
- Counseled clients on potential defenses, plea agreements, and acquittals
- Defended clients in supervised release hearings and juvenile misdemeanors
- Conducted attorney-client interviews
- Maintained felony criminal docket as directed

## **JUDICIAL CLERKSHIP EXPERIENCE**

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HONORABLE J. LEON HOLMES  
*U.S. District Court for the Eastern District of Arkansas*

LITTLE ROCK, ARKANSAS  
*August 2004 – August 2005*

HONORABLE LAVENSKI R. SMITH  
*U.S. Court of Appeals for the Eighth Circuit*

LITTLE ROCK, ARKANSAS  
*August 2003 – August 2004*

JUSTICE ANNABELLE CLINTON-IMBER  
*State of Arkansas Supreme Court*

LITTLE ROCK, ARKANSAS  
*Summer 2001*

## **PROFESSIONAL LICENSES AND MEMBERSHIPS**

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ARKANSAS BAR – *Admitted September 2003*

UNITED STATES EIGHTH CIRCUIT – *Admitted March 2004*

UNITED STATES SEVENTH CIRCUIT – *Admitted August 2006*

INDIANAPOLIS AMERICAN INNS OF COURTS – *Admitted September 2006*

ARKANSAS BAR ASSOCIATION

## **COMMUNITY SERVICE**

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U.S. SOUTHERN DISTRICT OF INDIANA LOCAL RULES ADVISORY COMMITTEE – *Representative*

U.S. MAGISTRATE JUDGE MERIT SELECTION & REAPPOINTMENT PANEL – *Representative*

U.S. DEPARTMENT OF JUSTICE EXECUTIVE OFFICE FOR U.S. ATTORNEY'S – *Faculty Instructor*

PILGRIM MISSIONARY BAPTIST CHURCH – *Children's Ministry Assistant & Sunday School Teacher*

U.S. DEPARTMENT OF JUSTICE COMPREHENSIVE ANTI-GANG INITIATIVE – *Reentry Coordinator*

NATIONAL BAPTIST CONGRESS OF CHRISTIAN EDUCATION – *Faculty Instructor, Youth Department*

U.S. ATTORNEY'S OFFICE SOUTHERN DISTRICT OF INDIANA – *Special Emphasis Program Chair*

## **REFERENCES**

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HONORABLE J. LEON HOLMES  
*United States District Court for the Eastern District of Arkansas*  
600 West Capitol, Suite 360  
Little Rock, Arkansas 72201  
(501) 604-5380

ASSISTANT UNITED STATES ATTORNEY SHARON M. JACKSON, NATIONAL SECURITY CHIEF  
*United States Attorney's Office for the Southern District of Indiana*  
10 WEST MARKET STREET, SUITE 2100  
Indianapolis, Indiana 46204  
(317) 226-6333

DR. LEROY WADLINGTON  
*Pilgrim Missionary Baptist Church, Pastor*  
1060 West 30<sup>th</sup> Street  
Indianapolis, Indiana 46208  
(317) 925-4563

Scott Bess  
1635 West Michigan Street  
Indianapolis, IN 46222

317-524-4501

# Scott Bess

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## Experience

2004-present Goodwill Education Initiatives

### **Senior Vice President and Chief Operating Officer**

- Grew the Indianapolis Metropolitan High School from 75 students to 400 in eight years
- Steered the school through the charter renewal process, resulting in a full seven-year renewal from the Mayor's office
- Directed the creation of the Excel Center, a high school for adults who have dropped out of school
  - Started the school with 300 students and expanded it to 3,000 students at nine sites after three years
- Created the Indiana Network of Indiana Schools, a service organization providing infrastructure needs to traditional, private and charter schools
- Serve on various state-level committees and strategy groups for high school accountability

2002-2004 Goodwill Industries of Central Indiana

### **Chief Information Officer**

- Dramatically improved customer service within the department.
- Developed strategic plan to facilitate Goodwill's Retail growth plans.
- Increased reliability and scalability of all Goodwill technology infrastructures.

1998-2002 The Strategy Group

### **Senior Partner**

- Provided technology and business advice to small- and mid-sized businesses
  - Created a business segment focused on schools
-

1987-1998 Cinergy

**Technology Management**

- Progressed through multiple levels of technology management, culminating with General Manager of one of Cinergy's three business units
- Led the technology portion of a major corporate re-engineering effort
- Guided the technology integration effort resulting from the merger of Public Service Indiana and Cincinnati Gas and Electric

1983-1987 Beech Grove School Corporation

**Teacher and Coach**

- Taught Middle School Mathematics and Computer Technology
- Developed Middle School computer curriculum
- Coached Middle School boys' basketball and High School baseball

**Education**

1979–1983 Purdue University

- B.S. Mathematics and Secondary Education
- Dean's List

2011 – 2012 Marian University

- Turnaround School Leadership Program
- Master's Degree (M.A. Teaching)

**Boards**

2012 – Present Ivy Tech Community College Central Region Board

2009 – Present EmployIndy Board of Directors

- Serve on Executive Committee

2010 – 2012 College Mentors for Kids Board of Directors

- Served on Executive Committee

1998 – Present Danville Community School Corporation Board

- Serving 4<sup>th</sup> term as a member
  - School corporation consistently rated as a top-performing corporation
  - Developed strategic plan for the corporation, including expansion of alternative education
-

# Sheila A. Dollaske

630 N. College Ave. Unit 401, Indianapolis, IN • 440-554-3168 • sheila.seedhouse@gmail.com

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## EDUCATION

- INDIANA UNIVERSITY**– *Bloomington, IN* **In progress**  
*Doctor of Education in Educational Leadership*
- COLUMBIA UNIVERSITY, TEACHERS COLLEGE** – *New York, NY* **Graduation:** August 2013  
*Master of Education in Organization and Leadership*
- NATIONAL LOUIS UNIVERSITY** - *Chicago, IL* **Graduation:** May 2010  
*Master of Arts in Teaching*
- BUTLER UNIVERSITY** – *Indianapolis, IN* **Graduation:** May 2008  
*Bachelor of Science in Biology* **Minor:** Spanish

## EXPERIENCE

- INDIANAPOLIS PUBLIC SCHOOLS, KEY LEARNING COMMUNITY**- *Indianapolis, IN* **2012-2015**  
**Principal**
- Transformed low-performing urban school with 400+ students and 50+ staff members through a reconstitution process; measurable impact included state letter grades of middle and high schools rising from Fs to Cs
  - Designed and implemented a data driven culture with an average performance rate of 19% higher on standardized assessments in grades K-12
  - Improved key performance metrics including an increase of 28% passing IREAD3, an 81% increase passing Algebra 1 ECA, and a decrease of graduation waivers by 44%
  - Engaged and energized school community in common mission and vision; coordinated and aligned all staff and supports with school wide goals, language, and priorities
  - Lead implementation of Positive Behavioral Interventions and Supports, resulting in fewest physical fights per student of any secondary school in IPS
  - Collaborated with and received feedback from leading experts, including Dr. Howard Gardner & Dr. Tom Hoerr
  - Allocated budgets and staff to best meet overall goals; pursued additional funding including the completion of two applications for multi-million dollar grants
  - Developed and cultivated partnerships with key community stakeholders, including the Central Indiana chapter of the Indiana University Alumni Association, Eli Lilly, Ingredion, IPL, and West Indy Development Corporation
- COLUMBIA UNIVERSITY, SUMMER PRINCIPALS ACADEMY**- *New York, NY* **2014-Present**  
**Internship Coach**
- Guide and coach an intern throughout course work and projects during intern year, including coordination with supervisors, professors, and program directors
  - Provide constructive feedback on graduate level papers and projects throughout year
- MAYOR'S TASK FORCE, JUSTICE CENTER** - *Indianapolis, IN* **2014-Present**  
**Task Force Member**
- Advocate for the needs of the school and greater community during bi-weekly meetings to discuss the new justice center in Indianapolis
  - Partner with stakeholders to provide the mayor with recommendations and information
- INDIANA DEPARTMENT OF EDUCATION, A-F COMMITTEE**- *Indianapolis, IN* **2013-2014**  
**Panel Member**
- Drafted and discussed new A-F accountability system for the state of Indiana as a part of a 17-member panel
  - Advised the Indiana State Board of Education on recommendations for new accountability system in response to House Enrolled Act 1427

# Sheila A. Dollaske

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## **CHICAGO PUBLIC SCHOOLS, WEST SIDE NETWORK - Chicago, IL**

### ***Instructional Support Leader***

**2011-2012**

- Develop the capacity of principals, assistant principals, and instructional leadership team members in twenty-six underperforming and low-income high schools
- Diagnose areas of growth and oversee the implementation of aligned solutions focused on school performance policy metrics, social-emotional learning, and Danielson's framework for teaching
- Increase ability of school leadership to establish effective internal structures, integrate Common Core State Standards skills based instruction, and develop external support and partnerships

## **FARRAGUT CAREER ACADEMY, TEACH FOR AMERICA – Chicago, IL**

### ***One Goal (formerly Urban Students Empowered) Program Director***

**2010-2012**

*The mission of One Goal is to identify and train highly effective teachers to lead underperforming students in low-income high schools to enroll in and graduate college. Through this program students are provided with the resources, supports, and networks necessary to make college an accessible reality.*

- Empower 22 students to demonstrate the skills and mindsets of successful college students, including growing an average of 2.8 points on the ACT, having a 92% attendance rate, and an average increase in GPA of 0.25 in two semesters
- Develop targeted supports for students by building upon relationships with school and community members
- Execute lessons guiding students through all aspects of college application, admission, financial aid, enrollment, and persistence
- Established funding and commanded logistics for a \$3,500 college visit weekend for 22 students

### ***Environmental Science Teacher, Course Team Leader***

**2008-2011**

- Led students to 80% mastery of Environmental Science content knowledge and 3.8 points average growth in Science Explore during 2008-2009, 2009-2010, and 2010-2011 school years
- Directed weekly meetings for five member content team based on curriculum design, assessment alignment and creation, data analysis, and post implementation reflection
- Transitioned and mentored new teachers to meet the established outcomes of the department and course team
- Conceptualized, piloted, and coached department in implementation of mastery grading and tracking systems
- Designed, implemented, and trained colleagues in co-teaching standards and protocols for co-teaching relationships focused on increasing student achievement

### ***Data Team Member***

**2010-2011**

- Analyzed data and provided next steps for school leadership based on current academic achievement data and trends
- Synthesized, disseminated, and delivered weekly reports for academic achievement data of over 400 sophomores

### ***Freshman Academy Small Learning Community Lead***

**Fall, 2011**

- Presided over 335 freshmen and 26 freshmen teachers to ensure 84% of freshmen students are on track to graduate
- Coordinated competitions, incentives, learning experiences, mini-lessons, and field trips to increase the freshmen success rate
- Influenced school-wide academic and administrative decisions as a member of the Instructional Leadership Team

## ***VOLUNTEER ACTIVITIES***

### **COLLEGE MENTORS FOR KIDS- Indianapolis, IN**

**2004-2008, 2013- Present**

#### ***Board Member (2013-Present) President, Vice President, Activities Director, General Manager (2005-2008)***

- Presided over a volunteer staff of 20 college students, and 80 college student mentors
- Managed weekly visits to Butler's campus for 80 first through fourth grade children who were at-risk
- Guided relations between Butler's chapter of College Mentors, College Mentors Headquarters, elementary school partners, and university leaders
- Integrated topics of Higher Education, Culture & Diversity, and Community Service into interactive activities
- Chosen from over one-hundred college leaders and honored as College Mentors for Kids Chapter Leader of the Year (2008) and nominated and received YWCA Indianapolis Salute to Women of Achievement Award: Collegiate Woman of the Year Award (2008)

**Attachment X**

<i>Name of Organization</i>	<i>Representative from Organization</i>	<i>Address, Phone Number, Email Address</i>	<i>Nature of Partnership</i>	<i>Is letter of support included?</i>
West Indianapolis Development Corporation	Jeff Gearhart, Executive Director	1211 S. Hiatt St., Indianapolis, IN 46221 317-638-9432 jeff@westindydev.org	Community Engagement and Support	Yes
Mary Rigg Neighborhood Center	Clark Lienemann, Executive Director	1920 West Morris St., Indianapolis, IN 46221 317-639-106, clienemann@maryrigg.org	Community Engagement and Partner in Services	Yes
Eli Lilly and Company	Mary Jo Sashegyi, Community Outreach	Lilly Corporate Center, Indianapolis, IN 46285 317-433-3800 sashegyi_mary_j@lilly.com	Community Engagement	Yes
The Mind Trust	David Harris, Founder & CEO	1630 N. Meridian St., Indianapolis, IN 46202 317-822-8102 dharris@themindtrust.org	Community Engagement	Yes
IUPUI Office of Community Engagement	Jim Grimm, Director of University/Community School Partners; Co-chair of Westside Education Task Force	518 Indiana Avenue, Indianapolis, IN 46202 317-278-2000 jagrim@iupui.edu	Community Engagement and Support	Yes
Indianapolis Public Schools	Aleesia Johnson, Innovation Officer	120 E. Walnut St., Indianapolis, IN 317-226-4000 johnsonal@myips.org	Innovation School District Partner	Yes
City County Councillor	Jeff Miller, Councillor	200 E. Washington Street, Indianapolis, IN 46204 317-490-5588 miller4council@gmail.com	Community Engagement	Yes

Teach For America- Indianapolis	Rebecca Thompson Boyle, Executive Director	1314 N. Meridian Street, Indianapolis, IN 46202 317-632-4218 rebecca.thompsonboyle@teachforamerica.org	Staff Recruitment	Yes
City of Indianapolis	Lisa Laflin, Mayor's Neighborhood Liaison	200 E. Washington Street, Indianapolis, IN 46204 317-327-5014 lisa.laflin@indy.gov	Community Engagement	Yes



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***West Indianapolis Development Corporation***

September 8, 2015

Mayor Gregory Ballard  
Office of the Mayor  
200 E. Washington Street #2501  
Indianapolis, IN 46204

RE: Charter Middle School Serving West Indianapolis

Dear Mayor Ballard:

We are pleased to learn that Mind Trust Fellow, Sheila Dollaske, has developed a Middle School proposal for the near west side. Its implementation will fill a vital void in the educational offerings in our neighborhood.

West Indianapolis is a community surrounded by good employment opportunities. Yet, forty-four percent of our residents between the age of 18 and 25 lack a high school diploma or equivalent, meaning these jobs are unavailable to them. The middle school years appear to be the age at which our students are beginning to fade out of the educational system. Currently, no single school is solely focused on these critical years. This proposal is a positive step to begin to address this system failure.

In a recent MIBOR survey of "neighborhood preferences" seventy-eight percent of respondents ranked quality neighborhood schools in importance in selecting a neighborhood in which to live. The West Indianapolis community is able to tout its grade schools' performance and improving high school graduation rates. A quality middle school will not only improve the lives of our current residents but aid in attracting new residents as well.

The resident-serving organizational partners in West Indianapolis look forward to the opportunity to assist with implementation.

Sincerely,

Jeff Gearhart  
Executive Director



September 10, 2015

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

Dear Mayor Ballard:

This letter is in strong support of Sheila Dollaske's proposal for a charter school to develop a new Westside Community Middle School in the historical west Indianapolis neighborhood in inner-city southwest Indianapolis. The targeted area is one of the most challenged neighborhoods in Indianapolis when it comes to educational attainment and extreme poverty as detailed in the latest census results, local school indicators, and the comprehensive SAVI community data from IUPUI and Polis Center.

Mary Rigg Neighborhood Center is a 103 year old nonprofit organization that is located right in the heart of historical West Indianapolis and serves a vital mission to empower individuals everyday through an emphasis on learning – with youth and adults – and providing a wide range of services and community impact that provides help and hope in inner-city southwest Indianapolis. Mary Rigg Neighborhood Center (MRNC) has a long history of providing and collaborating with extensive community partnerships to strengthen youth development and adult educational and vocational opportunities in Indianapolis. MRNC stands ready to support and collaborate with the charter school proposal. As evidence of how we could support and work together with Sheila, MRNC is currently involved with the following significant innovative efforts to improve community results for students and adults living in west Indianapolis:

- For the last 5 years, part of the nationally prestigious Social Innovation Fund, 1 of the leading Center for Working Families sites in Indianapolis providing innovative one-on-one coaching for adults looking for alternative paths to better education and employment. MRNC leads the Indianapolis network in adult education and employment placement results. Intensive long term coaching is provided in three areas – job coaching, financial coaching, and community resources coaching all with intensive performance tracking and measurable results.
- MRNC successfully served as lead partner, coordinating entity, and fiscal agent for a \$2.4 million 5 year US Department of Education Full Service Community School grant, and 1 of 10 inaugural awardees nationally, the largest awardee, and the only one in the Midwest.
- One of Indianapolis' leading sites for High School Equivalency classes, English as Second Language classes, industry-specific career training and job placement programs – all with comprehensive wrap-around supports available to help truly empower individuals to achieve progress.
- Actively working collaboratively with Indianapolis Public Schools, Wayne Township schools, United Way Bridges to Success, IUPUI and numerous other partners who are all committed to improving student progress, schools, and community – both for youth and adult students – directly in west Indianapolis.
- New emerging provider of dual-generational services and supports, actively coaching and tracking results for both students in elementary school and their adult parents enrolled in MRNC programs, 1 of only 5 such organizations funded in Indianapolis with a national Siemer Foundation grant this year.

Page 2  
Letter of Support

MRNC has a deep commitment to serving youth and adults – leading to better education, vocation, post-secondary and employment success. Also, MRNC has a deep commitment to doing it collectively, collaboratively with extensive and genuine community partnerships all aligned with common goals of creating the necessary conditions for learning that strengthen students, schools, adults, and families...and in fact that empowers and strengthens the entire community.

It is in this context of MRNC's deep commitment to empowering students that we strongly support and would look forward to working collaboratively with the charter school proposal for Sheila Dollaske's middle school innovation. I have worked with Sheila for several years in her position as an outstanding principal and community leader. She has demonstrated that she has exceptional leadership energy, enthusiasm, and expertise to "makes things happen" in west Indianapolis. I support the idea that through a charter school, Sheila could be unleashed to deliver an even stronger vision, better solutions, and develop a comprehensive community-focused school approach that would be seen as a model for how to connect with students and families, educate students and adults, serve the holistic needs of today's students and families, and empower the students, families, school and the entire school community to achieve better success together.

In summary, Mary Rigg Neighborhood Center fully supports Sheila Dollaske's Westside Community Middle School charter school proposal. Please feel free to contact me directly at 317-639-6106 x233 if you have any questions or wish to discuss this exciting opportunity further.

Thank you for your consideration.

Sincerely,

A handwritten signature in blue ink that reads "Clark Lienemann". The signature is fluid and cursive, with a long horizontal stroke at the end.

Clark Lienemann  
Executive Director

September 9, 2015



Ms. Kristin Hines  
Office of Education Innovation  
City of Indianapolis, Office of the Mayor  
2501 City-Council Building  
200 E. Washington Street, Suite 2500  
Indianapolis, IN 46204

**Eli Lilly and Company**

Lilly Corporate Center  
Indianapolis, Indiana 46285  
U.S.A.  
+1.317.276.2000  
[www.lilly.com](http://www.lilly.com)

Dear Mr Brown:

I am writing to express the strong support of Eli Lilly and Company for Sheila Dollaske's charter application for the Westside Community Middle School that uses wrap-around services for the entire family to engage West Indianapolis' most at-risk students in a high quality education.

Lilly is deeply vested in the interests of the West Indianapolis neighborhood and has been engaged in efforts to address the various needs of this community for some 20 years. The Company, in close partnership with various other stakeholder organizations, has come to understand these needs very well, in addition to the drivers most likely to result in significant, lasting change for the better. Education is at the heart of these drivers. In particular, a strong middle school presence is needed in the neighborhood to continue to build on the early learning successes at the primary level, and to help students establish as robust an educational foundation as possible in preparation for embarking on the critical high school years. A complementary imperative is to offer students who have dropped out of high school a second chance to obtain their diploma, while gaining important practical skills.

Sheila Dollaske's proposal to create a new middle school, as well as offering high school positions in partnership with Goodwill Excel Center to those wishing to complete their secondary education, addresses both of the needs addressed above. Through her experience of teaching, administrative leadership and knowledge of the community, Ms Dollaske is uniquely cognizant of the important investment in the future of the West Indianapolis neighborhood and the community at large that her vision represents. Lilly understands the value of this investment and the positive impact it will make, given sufficient support to make her vision a reality.

I strongly encourage you to grant Ms. Dollaske a charter to launch what West Indianapolis students need to take advantage of the many career opportunities that surround them – a high quality middle school and a second-chance high school.

Sincerely,

A handwritten signature in black ink that reads "Mary Sashegyi".

Mary Sashegyi  
Community Outreach Consultant  
Eli Lilly and Company

cc: Robert L. Smith



1630 N. Meridian St., Suite 450 - Indianapolis, IN 46202  
317 822 8102 **phone** - 317 822 8149 **fax**  
info@themindtrust.org - themindtrust.org

September 10, 2015

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

Dear Mayor Ballard:

We are pleased to support Sheila Dollaske's charter application for her proposed Westside Community Middle School. The Mind Trust currently supports Sheila as part of the Innovation School Fellowship – one of our three education incubators – and we will continue to support her as she launches a high-performing, community-focused Innovation Network School within the Indianapolis Public Schools (IPS).

Sheila is a career educator who brings years of hands-on experiences in urban school settings in Chicago and Indianapolis to her work as a new Innovation School Fellow. Her proposed school is a neighborhood middle school that will serve as the hub of the community. In collaboration with community leaders and families, Sheila envisions a school that provides an excellent education for middle school scholars, while working strategically with families to ensure their long-term aspirations are met.

Sheila comes to the fellowship after three years of service as principal of the Key Learning Community in the Indianapolis Public Schools. She was charged with transforming a struggling school with 450+ students and 50+ staff members and raised the school's academic performance by two letter grades in just three years.

Before returning to Indianapolis to lead the Key School, Sheila was a teacher and administrator in the Chicago Public Schools (CPS) system as a member of the Teach For America (TFA) corps. She spent several years at Farragut Career Academy as a science teacher, while also leading other innovative school efforts.

She also was the "small learning community" lead, where she presided over 335 freshman students and 26 teachers to ensure a vast majority of students were on track to graduate. She also helped analyze academic achievement data and provided next steps for school leadership based on current practices and trends. Sheila later served as an instructional support leader for CPS, where she coached and developed principals and instructional leadership team members in 26 high schools.

Sheila has been active in several efforts to improve public education. She was a member of the Indiana Department of Education's A-F Committee, where she helped draft the state's new A-F accountability system in response to legislative changes.

Sheila presented a compelling vision and plan for her new Innovation Network School and underwent a rigorous review and selection process. Then she was 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 Indianapolis, United Way of

*Sheila Dollaske*

*p. 2*

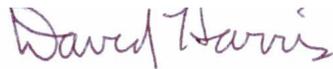
Central Indiana and TNTP (The New Teacher Project). Her application was recommended enthusiastically for our Fellowship and approved by our board of directors.

The Mind Trust provides the fellow 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.

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

The Mind Trust will continue to support Sheila in any way we can. We cannot think of a stronger leader to launch a new charter school in Indianapolis, and we offer our unreserved support for her 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



IUPUI

**FAMILY, SCHOOL  
AND NEIGHBORHOOD  
ENGAGEMENT**

OFFICE OF COMMUNITY ENGAGEMENT

Indiana University-Purdue University  
Indianapolis

September 10, 2015

To whom it may concern:

This letter is written to express full support for the Westside Community Middle School with an adult education component as proposed by Mind Trust Fellow Sheila Dollaske. Mrs. Dollaske envisions a school that directly addresses the multiple layers of challenges facing youth of middle school years, including adolescence, less-than-stellar economic factors, and as a result, families who could really benefit from engagement in their children's learning as they re-engage in their own living wage career certification programs. As an individual involved in public education for 35 years—20 of them on the Indianapolis Near Westside—Mrs. Dollaske's innovative proposal is one of the most promising to be devised.

While the socio-economic demographics of the Near Westside and academic achievement data clearly identify the need for the proposed school, I believe what will ensure its success is Mrs. Dollaske's engagement of individuals from throughout the community to help lay the mission and curriculum foundation up front. She has enlisted an impressive group of stakeholders who meet monthly to help her consider, review, test, and identify the best possible plans for implementation of her vision. In doing so, she already has ensured school community buy-in for success and shared responsibility.

As a result, I am confident that Mrs. Dollaske's Westside Community Middle School will succeed. Please give her proposal your full consideration because the children and families of the Indianapolis Near Westside deserve every chance to succeed, and this vision provides a means for doing so.

Sincerely,

Jim Grim  
Director of University/Community School Partnerships  
Co-Chair, Westside Education Task Force



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

September 10, 2015

Dear Mayor Ballard:

It is with great enthusiasm that I support Sheila Dollaske and her charter application for Westside Community Middle School. Earlier this year, Sheila was named an Innovation School Fellow by a joint panel of Indianapolis Public Schools and Mindtrust representatives. Because of her prior experience as a successful IPS principal and the work that she is doing this year to thoughtfully and purposefully plan the launch of her school, we have every confidence that she will be successful and are looking forward to ultimately partnering with her to grow our existing community of Innovation Schools.

Sheila has already been very deliberate in her engagement of not only the broader west side community but also the existing IPS schools in the community where she hopes to locate. We deeply value her commitment to being a true neighborhood school and serving the students there who need an excellent education the most.

We believe strongly in Sheila's leadership, and we know that she will create a strong school that will result in positive outcomes for our students. Westside Community Middle School will be a valuable asset to our city, and we look forward to a long and impactful partnership in the future.

Sincerely,

A handwritten signature in black ink, appearing to read "Aleesia Johnson", with a long, sweeping flourish extending to the right.

Aleesia Johnson  
Innovation Officer, Indianapolis Public Schools

One day, all children in this nation will have the opportunity to attain an excellent education.



October 27, 2015

Kristin Hines,  
Director of Charter Schools  
Office of the Mayor  
200 East Washington Street, Suite 2501  
Indianapolis, Indiana 46204

Dear Ms. Hines,

It is with great enthusiasm that I write this letter in support of Westside Community Middle School. At Teach For America our mission is to strengthen the movement for educational equity and excellence. As I look at the landscape of education across the city, there is currently a need for increased access to quality secondary education on the west side, specifically in the middle school grades. I believe that Westside Community Middle School will improve educational outcomes for students in the middle school grades, as well as prepare students for more success throughout high school.

In addition to the clear need for an improved middle school, I am also enthused to support Sheila Dollaske, the school leader. As a Teach For America – Chicago alumna, Sheila made the decision to move to Indianapolis to participate in our Indianapolis Principal Fellowship in collaboration with Columbia University’s Summer Principal Academy. As a fellow in this program, Sheila has served as a leader both at Key Learning Community as well as in the greater community. She continues to partner with Teach For America as a content seminar leader for current corps members and is an actively engaged alumna. Sheila will be able to continue to grow her positive impact as the school leader of the Westside Community Middle School.

Teach For America looks to specifically support Westside Community Middle School with teacher recruitment, training, and retention. Our office currently supports 160 first and second year teachers, in addition to over 360 alumni across Indianapolis. We look forward to partnering with the Westside Community Middle School in their pursuit to recruit highly effective teachers for every classroom.

Sincerely,

A handwritten signature in black ink that reads "Rebecca Thompson Boyle". The signature is written in a cursive style.

Rebecca Thompson Boyle  
Executive Director  
Teach For America - Indianapolis



AN AMERICORPS PROGRAM



**THE COUNCIL  
CITY OF INDIANAPOLIS  
MARION COUNTY**

**JEFF MILLER**  
Councillor, District 19

November 10, 2015

Kristin Hines,  
Director of Charter Schools  
Office of the Mayor  
200 East Washington Street, Suite 2501  
Indianapolis, Indiana 46204

Dear Ms. Hines,

It is with great pleasure and excitement that I write a letter of support for Westside Community Middle School. I have had an opportunity to be a part of the conversations and discussions for this school over the past year.

Residents and community partners on the west side of Indianapolis, and specifically in West Indy, have been working tirelessly to improve the quality of life for all residents. As the neighborhood's city councilman, I have been excited to be an integral member of this work. As we review our Quality of Life plan, a gap in the areas of middle school education becomes evident. I am confident that the work that Sheila Dollaske is doing in the creation of her school will help to address this area of need. Furthermore, Ms. Dollaske has routinely asked the community for input throughout her planning process, ensuring that the school is truly best meeting the needs of the local community. I have no doubts that Ms. Dollaske will continue to engage community members and families as the school moves forward.

I recommend Westside Community Middle School with no hesitations. A quality option for scholars in the middle school grades will be an excellent value-add to the work we are currently doing in West Indianapolis.

Sincerely,

A handwritten signature in black ink, appearing to read "Jeff Miller".

Jeff Miller  
Councillor, District 19

September 10, 2015

Kristin Hines

Mayor Ballard's Office of Education Innovation

200 E. Washington, Suite 2500

Indianapolis, In 46204

Dear Ms. Hines,

I am writing today in support of Sheila Dollakse and her application to open at Charter School in Indianapolis.

I am very impressed with Mrs. Dollaske and her desire to bring quality education to the students in West Indianapolis. Her plans to open the Westside Community Middle School come at a time when West Indianapolis is in need of a strong middle school, to give those students the focus and attention that they can sometimes lack when they are in the same building with older students. We have seen that students who attend community schools also benefit from a wide range of community partners who provide additional support to the students and staff. Having community leaders engaged with students is a great way to inspire and empower students to aspire to more than what they might otherwise believe possible. Mrs. Dolaske recently spent a significant amount of time with members of the West Indianapolis community seeking guidance on what they felt their students needed academically, socially, and environmentally to succeed. She has also created a "new school input committee" to help her refine and determine the best possible ways to ensure that success. Parents who have the opportunity to send their middle school students to a community supported middle school can also be inspired to seek their own educational enhancement, as we know that a good percentage of the adults in West Indianapolis do not have a high school diploma or equivalency. In my experience with new charter operators coming to Indianapolis and only engaging the community after they have signed their charter and found a location, Mrs. Dollaske's methods give me hope of the success of this school, compared to those charters who have now pulled out of our area all together.

I look forward to partnering with Westside Community Middle School as we, the community, work to enhance and improve the lives of the students of West Indianapolis and their families. Thank you for the opportunity to speak on their behalf.

Sincerely,

Lisa Laflin

Mayor's Neighborhood Liaison

City of Indianapolis

## Attachment Z

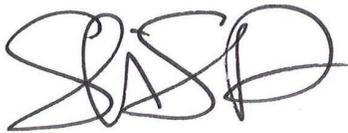
### Assurances Form

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

As the authorized representative of the applicant, I hereby certify that the information submitted in this application for a charter for Westside Community Middle School to be located at a location to be determined is true to the best of my knowledge and belief; and further I understand that, if awarded a charter, the school:

1. Will not charge tuition, fees, or other mandatory payments for attendance at the charter school, or for participation in its programs, except for a preschool program or a latch key program. IC 20-5.5-8-2
2. Will enroll any eligible student who submits a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case, each timely applicant will be given equal chance of admission. IC 20-5.5-5-4
3. Will provide the number of students enrolled in the charter school, the name of each student and the school corporation in which each student resides to the Indiana Department of Education by the date established thereby. IC 20-5.5-7-3
4. Will submit an annual report to the Indiana Department of Education in the form required thereby. IC 20-5.59-1
5. Will submit attendance records, student performance data, financial information, any information necessary to comply with state and federal government requirements, and any other information specified in the charter to the Mayor's Office. IC 20-5.5-9-5
6. Will participate in the Indiana State Teachers' Retirement Fund in accordance with IC 21-6.1 and the Public Employees Retirement Fund in accordance with IC 5-10.3. IC 20-5.5-6-7, and/or another comparable and appropriate pension or retirement fund approved by the Mayor's Office.
7. Will maintain separate accountings of all funds received and disbursed by the school. IC 20-5.5-7-1
8. Will ensure 90% of individuals who teach hold a license to teach in a public school in Indiana under I.C. 20-6.13 or are in the process of obtaining a license to teach in a public school in Indiana under the transition to teaching program set forth in IC 20-6.1-3.11. IC 20-24-6-5
9. Will permit certified employees at the charter school the opportunity to organize and bargain collectively under I.C. 20-7.5. IC 20-5.5-6-3
10. Will operate with the organizer serving in the capacity of fiscal agent for the charter school and in compliance with generally accepted government accounting principles.
11. Will at all times maintain all necessary and appropriate insurance coverage.

12. Will indemnify and hold harmless the City of Indianapolis (including without limitation, the Mayor's Office), the State of Indiana, all school corporations providing funds to the charter school, and their officers, directors, agents and employees, and any successors and assigns from any and all liability, cause of action, or other injury or damage in any way relating to the charter school or its operation.
13. Will follow all federal and state laws and constitutional provisions that prohibit discrimination on the basis of the following: disability, race, color, gender, national origin, religion & ancestry. IC 20-5.5-2-2
14. Will adhere to all provisions of federal law relating to students with disabilities, including the IDEA, section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, that are applicable to it.
15. Will be non-religious in its programs, admissions policies, governance, employment practices and all other operations, and its curriculum will be completely secular.
16. Will adhere to all provisions of federal law relating to students who are limited English proficient (LEP), including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974, that are applicable to it.
17. Will follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the charter school.

A handwritten signature in black ink, consisting of stylized, overlapping loops and lines, positioned above a horizontal line.

Authorized Representative's Signature

11/9/2015

The following lists information required to be included in a charter school proposal pursuant to Indiana Code 20-5.5-3-3.

Information Required by Indiana Law	Section of Full Application Where Information Is be Inserted
Identity of Organizer Information Sheet	2
School Name Information Sheet	2
Age or Grade of Pupils to Be Enrolled Information Sheet	2
School Purposes	5
School's Educational Mission	5
School's Educational and Organizational Goals	8-9
Curriculum and Instructional Methods	9-26
Methods of Pupil Assessment	22-24
School Calendar	13
Admission Policy and Criteria, subject to IC § 205.5-5	28-29
Plan for Compliance with any Applicable Desegregation Order	29
Personnel Plan, including methods for selection, retention and compensation of employees	29-32
Arrangements for providing teachers and other staff with health insurance, retirement benefits, liability insurance, and other benefits	29-32
Description of Organizer's Organizational Structure	30-37
Description of Organizer's Governance Plan	32-40
School Governance Structure	38
School Management Structure	38
Description of Staff Responsibilities	39
Budget and Financial Plans	40-42
Description and Address of the Physical Plant	41
Transportation Plan	41
Date When Charter School Is Expected to Begin	2
School Operations	2-3
Date When Charter School Is Expected to Have Students in Attendance	2

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