



Charter Renewal Report
Indiana Math and Science Academy North

Indiana Math and Science Academy North
7435 N. Keystone Avenue
Indianapolis, IN 46240

We transform communities' one mind at a time with real world engagement and continue to inspire generations through a STEM-focused education that successfully prepares students for tomorrow.

Onder Secen – Principal

Dr. Kent Millard – President, Board of Directors

| Current Grades Served | Academic Years | Current / Target Enrollment | Grade Span for Next Charter Term | Maximum Enrollment for Next Charter Term |
|------------------------------|-----------------------|------------------------------------|---|---|
| K-12 | 2016-17 | 560 | K-12 | |
| K-12 | 2017-18 | 650 | K-12 | 734 |
| K-12 | 2018-19 | 660 | K-12 | 734 |
| K-12 | 2019-20 | 670 | K-12 | 734 |
| K-12 | 2020-21 | 682 | K-12 | 734 |
| K-12 | 2021-22 | 682 | K-12 | 734 |
| K-12 | 2022-23 | 682 | K-12 | 734 |
| K-12 | 2023-24 | 682 | K-12 | 734 |



Executive Summary

Indiana Math and Science Academy North (IMSA North) is a public charter school located in Washington Township that serves approximately 550 Kindergarten through 12th grade students. IMSA North is managed by Concept Schools, a charter school management organization that manages or operates 30 public charter schools throughout the Midwest. IMSA North is highly regulated and overseen by the Indiana Department of Education and the Indianapolis Mayor's office.

IMSA North provides students with an innovative world-class college-preparatory education that is rich in science, technology, engineering and math (STEM). IMSA North is a school that breeds transformational change in our students' lives. It has a culture built on a common set of values, student, teacher, and parent accountability, and high expectations for all, resulting in high levels of student achievement. Administrators, teachers and guardians expect the most from their students and students hold the same raised expectations for their teachers. There is a sense of teamwork involving everyone from parents, administrators, businesses, and bus drivers because everyone is working toward a single goal. Teachers have a thirst for teaching and students develop a thirst for learning. Students sparkle when talking about their school, their success, and their future.

Since opening its doors to students of Indianapolis, the enrollment of IMSA North has grown by almost 38% from 400 students in 2010-11 to over 550 students in 2016-17. During that span, the student demographics of IMSA North has remained fairly consistent as 70% African American, 15% Hispanic, 9% Multiracial and 6% White.

As of the 2016-17 school year, IMSA North was the recipient of the United States Department of Agriculture's Community Eligibility Provision which now affords all students access to a free breakfast and lunch.

IMSA North has an extended school year with 185 school days, which exceeds the expectations of the Indiana Department of Education, and provides eight instructional periods during the day. As of 2016-17, the average class size is at approximately 21 students. IMSA North provides two periods of Math and English instruction to all of students in grades K-8. Also, all students have access to STEM-focused programs. The school currently offers a robotics class in the high school and a club in the middle school. Project Lead the Way is also offered in the high school. IMSA North participates in the regional science fair in which fourth through twelfth grade students may compete, and in the Consef Science Fair for sixth through twelfth grade students. The school currently holds a subscription to the Children's Museum that allows for free field trips throughout the year for all students. IMSA North values rigorous educational experiences for all students and offers three Advanced Placement (AP) courses in the areas of English Language and Composition, US History and World History. Overall, 13% of high school students enrolled are enrolled in AP courses.



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With a four-year official cohort graduation rate of nearly 90%, IMSA North proudly graduated its first class of 24 students in May 2015. Over 92% of the Class of 2015 and 87% of the Class of 2016 were accepted to 4-year colleges or universities. To date, these students have received over one million dollars in scholarships. The high graduation and college acceptance rates of IMSA North students is evidence of the IMSA North mission and testifies to the collaborative efforts of the faculty, staff, parents, and community.

As reported by the Indiana Department of Education in Table 1, IMSA North earned the following grades on its annual school report card. Additionally, IMSA North was recognized as an exemplary school in 2011.

| Table 1: IMSA North School Report Card Grades | | | | | |
|---|---------|---------|---------|---------|---------|
| 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 |
| A | B | A | B | B* | n/a |
| <i>* Hold harmless based on 2013-14 results</i> | | | | | |

Based upon the Indiana Department of Education state report card results during the first five years of operation, IMSA North has proven itself as a successful school. Its Board of Directors, Concept Schools (public charter management company), faculty, staff, parents, and community are fully dedicated to the continued growth and success of IMSA North and most importantly, its students. The Board of Directors of IMSA North respectfully requests approval of this charter renewal application for another seven years from 2017-18 through 2023-24. This approval will allow IMSA North to continue its record of success by serving the children and their families in Indianapolis and implement a strategic plan to further enhance school culture, teaching and learning, and community engagement.

Section A: Performance Review

Core Question 1: Is the educational program a success?

1.2: Are students making sufficient and adequate gains, as measured by Indiana's accountability system?

As defined by the Renewal Report based on the Indianapolis Mayor's Performance Framework, the Office of Education Innovation (OEI) indicates that at least 70.0% of students enrolled in 4th through 8th grade must make sufficient and adequate gains in order to meet the standard. For the first four school years of the charter, IMSA North did in fact make sufficient and adequate gains. The percentage of students making sufficient and adequate gains decreased during 2014-15, and the overall 5-year average declined to 66.6%. Therefore, IMSA North received an Approaching Standard for this indicator on the charter renewal report.

Upon deep and honest reflection, IMSA North takes responsibility for the decline in student achievement during 2014-15. It is the belief of IMSA North that the decline was caused by a shift in organizational mindset towards increasing student enrollment at a cost of maintaining a strong focus on school culture, teaching, and learning.

With four years of making sufficient and adequate gains, IMSA North was excited and proud of student achievement and the school gained a great deal of support from an engaged parent and school community. The school culture was a positive one that valued respect, responsibility, integrity, courage, curiosity, and effort. Unfortunately, that did not last.

As indicated in Table 2, data provided by IMSA North's charter management organization, Concept Schools, student retention rates parallel the decline in student achievement as enrollment increased.



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Between the 2013-16 school years, student retention at IMSA North has averaged about 65.7%. Overall enrollment averaged 648 students and over 220 students began their schooling at IMSA North each year. It proved extremely challenging for teachers and administrators to properly indoctrinate that volume of new students each year.

As a result, the positive school culture that had been instilled over the first few years of operation suffered. What was once valued by faculty, staff, and students was lost in the shuffle of unstructured attempts at establishing relationships with new students and families. The enrollment increase, coupled with a decline in student retention, forced administrators and teachers to manage student behaviors inconsistently and without fidelity. This resulted in disruptions in students learning and eventually a decrease in student achievement in ISTEP+.

| School Year | Student Retention (%) | Enrollment | % of Students Making Sufficient & Adequate Gains |
|--------------------|------------------------------|-------------------|---|
| 2013-14 | 70 | 576 | 67.6 |
| 2014-15 | 62 | 696 | 53.2 |
| 2015-16 | 65 | 672 | Not released yet |

As seen in Appendix A, *IMSA North Charter Renewal*, IMSA North has identified four areas of focus to address the student achievement deficiency: school culture, teaching, learning, and community engagement. Additionally, as noted in the column *Timeline*, action items are differentiated as actions that have proven successful and will continue to be sustained, or action items are identified as areas needing improvement and clear timelines to begin and or complete are listed.

Programs or initiatives that have proven successful at IMSA North over the years of operation are action items that the school will sustain over the next charter term. These items have been essential to establishing and maintaining positive school culture, improving teaching and learning, and engaging the school community. Given the recent enrollment challenges detailed above, some of these strategies or programs were no longer implemented with fidelity. It is the charge of IMSA North to refocus energies and resources towards their proper and sustained implementation. As part of IMSA North's strategic improvement plan, new areas of focus, action items, and strategies and expected timelines for timelines for implementation are detailed in Appendix A.

One way in which IMSA North has begun to address the deficiencies in student achievement is to promote six Core Values to guide its interactions with all members of the school community:



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- Respect – All members of the school community (students, parents, and staff) have equal worth and should be treated with respect.
- Responsibility – All people have choices, and teachers, parents, and students should be responsible for their actions.
- Integrity – Belonging to a community requires a commitment to the common good. The community is stronger when everyone can be counted upon to be honest and trustworthy.
- Courage – Having the courage to try new things expands minds and causes students, parents, and staff to reach beyond their own expectations.
- Curiosity – The ability to wonder and to create connections stimulates further learning. Inquiry will be fostered on the part of parents, staff, and students.
- Effort – Success is accomplished when students, family, and staff are willing to do what it takes to accomplish their vision of the future.

These Core Values guide the social and emotional development of students at IMSA North. “In a meta-analysis of 213 programs, primarily covering three decades of research, it was found that social and emotional learning interventions that address the competencies listed above increased students’ academic performance by 11 percentile points, as compared to students who did not participate in such SEL programs” (Durlak et al., 2011). While these Core Values have long been part of the mission of IMSA North, the school intends to explicitly embed these values within the classroom as the school takes additional school culture action steps.

IMSA North has also begun to implement Positive Behavioral Interventions and Supports (PBIS) as a school-wide student behavior model. PBIS takes a collaborative approach involving staff, students, and community members to identify, establish, and maintain expected behaviors. According to Resnick, et al., (1997), “Adolescents are less likely to engage in high-risk behaviors when they perceive a strong connection between their home and school.” As behavior expectations become community-wide with a sustained implementation of PBIS, IMSA North is confident that this will result in a positive school culture.

IMSA North has also taken strides to improve teaching and learning practices with the goal of improving student achievement. In order to support staff as they develop their capacity to improve their teaching practices, IMSA North has collaborated with its charter management organization, Concept Schools, to provide professional development opportunities for staff. During 2015-16, IMSA North purchased new curricular resources from Houghton Mifflin Harcourt and began implementing them during 2016-17. Coupled with this implementation, Concept Schools Academic Directors have provided professional development on how best to utilize these resources to engage students and improve differentiation. Additionally, beginning at the Concept School Leadership Summit in July 2016, the network charge to adopt a balanced approach to student literacy was introduced.

“When properly implemented, instructional strategies such as identifying similarities and differences, summarizing and note taking, and reinforcing effort and providing recognition can result in percentile gains of 29–45 points in student achievement” (Marzano, et al., 2001). These skills have been introduced and will continue to be reinforced by the Assistant Principal of Academics. Because of this emphasis on



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implementing the best practices in teaching and learning, IMSA North believes that this too will result in a positive school culture.

The last focus area as noted in Appendix A is community engagement. As Emerson, et al. stated in 2012, “positive parental engagement can and does significantly influence student academic attainment,” IMSA North is confident that reestablishing and maintaining positive relationships with the school community and wider community will improve student achievement.

Since the beginning of 2015-16, IMSA North staff and administrators have conducted over 400 home visits to introduce themselves, connect with student families, determine how best the school can serve and support families. IMSA North has previously identified a staff member to serve as the Community Engagement Coordinator. In short, the Community Engagement Coordinator is charged with establishing and maintaining relationships with key school stakeholders, communicate school information via monthly parent newsletters and quarterly community newsletters, families are invited at least monthly to eat breakfast with staff and their students, and most importantly, the coordinator is responsible for identifying ways in which the school can partner with the community.

Based upon the steps IMSA North has already taken, as noted above, and the plans moving forward, as noted in Appendix A, IMSA North expects at least 70.0% of students enrolled in 4th through 8th grade will make sufficient and adequate gains as defined by the Indianapolis Mayor’s Performance Framework by the end of the 2018-19 school year.

References

Durlak, J., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions. *Child Development, 82*(1), 405-432.

Emerson, L., Fear, J., Fox, S., and Sanders, E. (2012). Parental engagement in learning and schooling: Lessons from research. A report by the Australian Research Alliance for Children and Youth (ARACY) for the Family-School and Community Partnerships Bureau: Canberra. Retrieved from <http://www.familyschool.org.au/index.php/what-we-do/research/original-bureau-research/parental-engagement-learning-and-schooling-lessons-research/>

Resnick, M.D., Bearman, P.S., Blum, R.W., Bauman, K.E., Harris, K.M., Jones, J., et al. (1997). Protecting adolescents from harm. *JAMA: Journal of the American Medical Association, 278*, 823-832.

Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.

1.3: Does the school demonstrate that students are improving, the longer they are enrolled at the school?

During its first four years of operation serving students in Indianapolis, between 2010-11 and 2013-14, an average of 70.0% of IMSA North students made sufficient and adequate gains as defined by the Indianapolis Mayor's Performance Framework. During the 2013-14 school year, nearly 75.0% of students that were enrolled at IMSA North for three or more years scored as proficient in ISTEP+, whereas only 65.5% of students who were enrolled at IMSA North for two years scored as proficient. The longer students attended school at IMSA North, their proficiency percentages also increased by 8.5%. This data shows that students who remain at IMSA North for longer periods of time do in fact demonstrate improvement.

Following the 2014-15 school year, the overall percentages of students who were proficient in ISTEP+ dropped, and as detailed above, IMSA North has clearly identified strategies to improve student achievement by focusing on developing a more positive school culture, increase staff and student capacity for teaching and learning, and elevating community engagement efforts. While overall scores decreased in 2014-15, there is a parallel trend that states that the longer students are enrolled at IMSA North, students will demonstrate improvement. In fact, the rate of proficiency between students enrolled at IMSA North for two years and students enrolled for three or more years increased by 5.8% in 2014-15.

IMSA North is proud of its students' efforts and their achievement over time. The school is confident that students will continue to demonstrate improvement the longer they are enrolled at IMSA North as a result of the renewed focus on areas related to school culture, teaching and learning, and community engagement, as noted in Appendix A.. Starting with the 2015-16 school year, IMSA North updated its curriculum, raised awareness of ISTEP+ revisions made following the 2013-14 year through ongoing professional staff development, and provided more mentoring and coaching support to teachers.

To date, IMSA North still awaits its final 2015-16 ISTEP+ school report card, yet IMSA North is confident that similar trends in student achievement improvement over time will continue. IMSA North expects to meet the standards as determined by the Indianapolis Mayor's Performance Framework by the end of the 2018-19 school year.

1.5: Is the school's attendance rate strong?



According to the National Center for Education Statistics, students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance. Because of this, it is understandable that the indicator target for meeting the standard for a strong attendance rate is greater than or equal to 95.0%.

The student attendance rate at IMSA North remained strong during 2010-11 and 2012-13 and received a mid-charter rating of meeting standards. Between 2013-14 and 2014-15, the attendance rate dipped slightly from 95% to 94%, and IMSA North did not meet the standards as determined by the Indianapolis Mayor's Performance Framework. Overall, IMSA North received a charter renewal rating of meeting standards.

Similar to the root causes of recent declines in student achievement as detailed above, IMSA North attributes the slight dip in attendance rate to the shift in administrative focus from student achievement, which research supports is dependent upon strong student attendance rates, towards overall enrollment. Upon internal data analysis, there was a decrease in the number of parents contacted related to student attendance.

IMSA North refocused attentions towards attendance. During the 2015-16 school year, school administrators conducted a comprehensive campaign to identify those students who were habitually absent. The administration contacted the parents by phone and registered mail or through home visits to inform them of the issue and the possible results of the high number of absences. The result of this campaign was an increased attendance rate of 95.4%.

Through the continued proactive use of communication with parents and through collaboration with local social services agencies, the Department of Child Services, and truancy officers, IMSA North is confident that it will maintain an attendance rate of at least 95% throughout the next charter term.

1.6: Is the school outperforming schools that the students would have been assigned to attend?

As the mid charter review indicated, since its inception in 2010, IMSA North has continuously outperformed the schools its students have been assigned to attend. In 2014-2015 while IMSA North outperformed those schools in ELA proficiency, IMSA North didn't outperform them in math proficiency, ELA growth and math growth.



Similar to the root causes detailed above, IMSA North attributes recent declines in achievement to a shift in administrative focus away from student achievement. This shift was misguided, and IMSA North has begun making strides towards refocusing on school culture, teaching and learning, and community engagement. The actions and strategies listed in Appendix A detail plans that IMSA North is taking to meet this goal. IMSA North expects to meet this standard by the end of 2018-19 school year.

1.7: Is the school meeting its school-specific educational goals?

As noted in Table 3, IMSA North students demonstrated 54.9% and 51.0% growth rates as measured by Northwest Evaluation Association (NWEA) Measures of Academic Performance (MAP) tests in 2013-14 and 2014-15 respectively. Student performance was lower than the indicator of 60.0% to meet standards, which qualified the school as approaching standards as defined by the Indianapolis Mayor’s Performance Framework. Again, by focusing on overall enrollment IMSA North rather than student performance and other educational goals, performance declined.

During the 2015-16 school year, IMSA North created more of a sense of urgency by sharing the school’s NWEA goals with staff, students, and parents. IMSA North also recruited additional effective teachers and provided training on effective usage of the resources available. These efforts bore fruit within a short span. IMSA North students met their NWEA growth targets in the 2015-16 school year with 60.1% of students meeting growth targets in Math and 60.3% of students meeting growth targets in Reading. Students were expected to set personal academic goals and plus meaningful incentives resulted in students putting forth their best effort

| | | |
|------------------------------|---------------------------------|----------------------|
| 2015-16 Fall to Spring Gains | 60.2% Reading and Math Combined | Meeting Standard |
| 2014-15 Fall to Spring Gains | 51.0% Reading and Math Combined | Approaching Standard |
| 2013-14 Fall to Spring Gains | 54.9% Reading and Math Combined | Meeting Standard |

IMSA North previously set a goal to increase the percentage of proficient students by 10% according to their ISTEP+ scores. Given the frequency of which students are assessed on MAP (Fall, Winter, Spring)



and the timeliness in which results are made available, the school revised the measurement tool to gauge student performance. Now IMSA North has two goals related to student performance:

- 60% of students will meet individualized growth targets in Mathematics as measured by NWEA MAP
- 60% of students will meet individualized growth targets in Reading as measured by NWEA MAP

Teachers utilize MAP in a more formative assessment tool by analyzing data and making informed instructional decisions based upon the results during team data analysis meetings scheduled for every six weeks. Additionally, NWEA MAP data analysis is now part of the regular building administrative meeting as well as weekly meetings between the principal and the superintendent. Given that NWEA MAP is aligned to the recently adopted Indiana State Standards, IMSA North is confident that students will be able to meet this goal during the next charter term.

Core Question 2: Is the organization in sound fiscal health?

2.1: Is the school in sound fiscal health?

IMSA North was not able to meet standard on two sub-indicators for 2.1 Short-Term Health.

February Enrollment Variance

In the 2014-15 Accountability Report, the school had a 90.0% February Enrollment Variance. This rate was 99.0% in the 2015-16 school year.

In the 2014-15 school year, 93 students withdrew from IMSA North between the October and February count days. IMSA North enrolled 20 students between those dates. The students withdrew primarily as a result of relocation, transportation, or not being satisfied with school culture. Recognizing the deficiency in enrollment variance, the school worked on retaining students while working on recruiting more students.

In the 2015-16 school year, 68 students withdrew from IMSA North between the October and February count days. IMSA North enrolled 61 students between those dates. As a result, the enrollment variance was 99% in 2015-16.

In an effort to retain students during the 2015-16 school year, IMSA North began working on improving the school culture by getting feedback from students and staff and working on the areas highlighted by



the survey. While the school was able to reduce the number of withdrawals compared to the year before, IMSA North realizes that we have a long way to improve in reducing the number of withdrawals.

During the 2015-16 school year, IMSA North undertook a strategic, year-round, student recruitment effort in which bi-weekly goals were established. This plan included the following activities:

- TV and radio advertisement
- Increased presence on social media such as Facebook and Twitter
- Direct mailing of postcards and brochures to potential student addresses
- Online application option
- Utilization of yard signs
- Presence at local festivals and activities
- Distribution of brochures to local area businesses and daycares
- Distribution of door hangers to apartment complexes
- Enhanced school website
- Regular open houses
- Close follow up of new applications
- Student exit interviews for withdrawals

As a result of these efforts, the school had a variance of 99.0% in the 2015-16 school year. With similar efforts, IMSA North hopes to maintain 95% or better enrollment variance rate in the upcoming charter term.

Days Cash on Hand

In the 2014-15 Accountability Report, the school failed to meet the requirement of having 45 days of cash on hand. As of June 30th, 2015, audited financial statements, IMSA North had 30 days of cash on hand (cash expenses divided by 365). As of June 30th, 2016, YTD unaudited financial statements, IMSA North had 36 days cash on hand, higher than the 2014-15 school year.

The Board Finance Committee, the Superintendent, Treasurer and the Principal closely monitor the budget in monthly meetings or bimonthly board meetings to ensure that there is minimal cash based variances from the budget. During these meetings, line items in the budget or expenses are adjusted to avoid any unexpected drops in the cash reserves. This monitoring process enables the school to preserve or increase the cash reserves. Our charter management organization, Concept Schools, provided and will continue to provide a line of credit for the school when there is a financial need.

With tight monitoring and intentional spending, IMSA North expects to maintain 45 days cash on hand by the end of the 2018-19 school year.

| |
|-----------------------------------|
| Table 4: Days Cash on Hand |
|-----------------------------------|



| School Year | # of Days |
|----------------------|-----------|
| 2013-14 | 6 Days |
| 2014-15 | 30 Days |
| 2015-16 | 36 Days |
| 2016-17 | 38 Days * |
| 2017-18 | 44 Days * |
| 2018-19 and beyond | 45 Days * |
| <i>* Anticipated</i> | |

Core Question 3: Is the school meeting its operations and access obligations?

3.2: Does the school satisfactorily comply with all its organizational structure and governance obligations?

As indicated in the summary report, there was a change of Superintendent and Principal during the 2013-14 and early 2014-15 school years, respectively. Once the transitions took place, the documents were submitted on time. The superintendent hired an administrative secretary in 2015-16 that does the reporting for all the schools. Although the Principal changed in July 2016, the reporting process remained the same and all document submissions have been timely. IMSA North expects to meet the standard and all sub-indicators as identified in the Indianapolis Mayor’s Performance Framework for the next charter term.

3.3: Is the school's board active and knowledgeable, and does it abide by appropriate policies, systems, and processes in its oversight?

The Board of Directors oversees all three Indiana Math and Science Academy schools: IMSA North, IMSA West, and IMSA South. Board President Dr. Kent Millard has been in this position since IMSA's inception. The Board has experienced turnover; however, it has continued to remain aligned with the school's goals. Board training was provided for founding members. Compliance with the Indiana Open Door Law (IODL) was not an agenda item during this training.

Upon notification from the Mayor's Office, the Board immediately came into compliance. IMSA North has been consistent in posting the Board's meeting schedule as well as the meeting agenda since the start of the 2015-16 school year. IMSA North will continue to implement this policy. In addition, all board business is being held in accordance with IODL. Meeting agendas, minutes, and related documents are remotely saved in Board on Track software. Board meeting notices and agendas are posted at each school at least one week prior to the meeting.

Additionally, IMSA North's Board of Directors signed a contract with Board on Track, an external charter school board consultant firm on August 3, 2015. One of the first services that they provided was training with a personal governance expert throughout the year, with regularly scheduled coaching calls and professional development exercises. Board chair and superintendent attend these calls on a regular basis. The committee chairs also participate in these calls to help in setting goals for the school and board governance. Board on Track support can be customized as needed.

In an effort to add new board members with broad and varied skill sets, Board President Millard created an account with volunteermatch.org in October 2015. During the first two months, there were 22 people who showed an interest in joining the Board. However, after several open houses and interviews during October/November 2015, none of these individuals proved to be a match for the IMSA Board of Directors.

Each board member is committed to recruiting and recommending a potential board member candidate to the board by the end of the 2016-17 school year.

School leadership and board will actively work on recruiting parents with a background in legal, marketing, facilities, and/or financial expertise to the board.

Utilizing a Board on Track recommendation, two committees were established in February 2016.

- 1) Finance Committee
- 2) Academic Excellence Committee

These committees are working effectively. This provides more in depth governance in terms of academics and finance. IMSA North will meet the required standard by continuing the coaching calls with Board on Track and arranging for other trainings as needed.

3.4: Does the school's board work to foster a school environment that is viable and effective?

At the end of the 2014-15 school year, the Board of Directors had yet to create a formalized evaluation process for the charter management organization, Concept Schools. Development of a formal evaluation process became a goal for the Board.

The Board of Directors, with the support and guidance from Board on Track, reviewed and evaluated several examples of evaluation tools and selected an evaluation survey for Concept Schools. The survey was distributed to the board members in May 2016. The results were submitted to the Mayor's office. This survey will continue to be used annually.

The Board of Directors has drafted a set of board specific goals for individual board members and will annually evaluate its own performance based on the following specific goals.

- Do not miss more than **one** board meeting a year
- Do not miss more than **one** Finance or Academic committee meeting
- Recruit a **9th** board member and sustain the number
- Evaluate and revise annual goals each year
- Attend at least one coaching call session per year with Board on Track
- Attend at least **one** school event per year

3.6: Is the school meeting its school-specific non-academic goals?

The goal of IMSA North was to have at least 70.0% of students attend clubs or tutoring. During the 2015-16 school year, 66.0% of students took advantage of these opportunities. Upon analysis of



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potential reasons as to why the goal was not met, it was determined that some students could not stay after school due to transportation challenges although we had various after school clubs available. During the 2016-17 school year, clubs will be offered during the school day in order for all students to have the opportunity to participate.

For 2016-17, IMSA North amended school specific non-academic goals and replaced the club attendance goal in favor of decreasing the rate of Out of School Suspensions (OSS). IMSA North created a goal to decrease the rate of OSS to 20.0%. As noted above, student achievement will increase when students are actively in attendance at school. This data will also reflect a healthy school culture. The suspension rate for the 2015-16 school year was 22.0%. The majority of these suspensions were a result of classroom disruptions and physical altercations. To reduce the suspension rate, IMSA North is focusing on improving school culture. (Refer to Appendix A for specific action items.)

IMSA North also developed an In School Suspension (ISS) room to be supervised by a Dean of Students, an administrator assisting the Assistant Principal of School Culture. As IMSA North recognizes the need for suspension as a potential consequence for specific student behavior, ISS provides an opportunity to remove students from the instructional environment while still being able to provide students the needed academic or social and emotional support. During the first six weeks in 2016-17 school year to date, the OSS rate is 1.0%. IMSA North feels strongly that it will be able to regularly meet this year's goal of no more than a 20% OSS rate as well as the reduced OSS rates for upcoming years.

Additionally, IMSA North, and all schools managed by Concept Schools, value visiting student families in their home to discuss school concerns, celebrate learning, and to establish meaningful relationships with families. In 2015-16, 34.0% of our students received a home visit, exceeding the established goal of 20.0%. By contract, each teacher is expected to make eight home visits per year. IMSA North started doing home visits during the summer of 2016, and 16.0% of students have received a home visit within the first six weeks. IMSA North believes strongly that its goal will be exceeded this year and throughout the next contract term.

| School Year | Home Visit Goals | Out of School Suspension Rate Goals |
|--------------------|-------------------------|--|
| 2017-18 | 30.0% | 20.0% |
| 2018-19 | 30.0% | 19.0% |
| 2019-20 | 30.0% | 18.0% |
| 2020-21 | 30.0% | 17.5% |



| | | |
|---------|-------|-------|
| 2021-22 | 30.0% | 17.0% |
| 2022-23 | 30.0% | 16.5% |
| 2023-24 | 30.0% | 1.6% |

Core Question 4: Is the school providing the appropriate conditions for success?

4.5: Has the school developed adequate human resource systems and deployed its staff effectively?

The sixth year charter review by the Indianapolis Mayor’s office determined that IMSA North had a well-defined hiring process, the faculty and staff deployment was adequate, professional development was adequate and catered to the needs of staff and a well-defined teacher evaluation plan was in place. The site visit determined that 84.0% of our teaching staff was licensed and teaching in the areas they were trained in. The report recommended that IMSA North introduce a teacher mentorship program for new teachers and provide additional student support services for students identified as having special education needs.

For the 2016-17 school year, IMSA North began the hiring process earlier than in previous years. IMSA North attended job fairs, posted staff vacancies on the Indiana Department of Education (IDOE) website, indeed.com, Craig’s List, and posted vacancies in college job listings. As a result, IMSA North was able to hire teachers with appropriate credentials. Including several pending applications with IDOE, 91%.0 of 2016-17 teachers are licensed to teach the subjects in which they are trained. Their competence in their content areas will increase teachers’ confidence and capacity to provide excellent learning opportunities for students.

The sixth year review suggested that the school assign official mentors to each new teacher in the building. Starting with the 2016-17 school year, IMSA North assigned official mentors for new teachers. The mentors will observe the mentee once every other week and meet at least monthly to collaborate on teaching and learning opportunities.



A staff survey was analyzed at the end of the 2015-16 school year in which the staff identified a concern with what they felt was an inadequate counseling service for the 658 students in the school. To address these concerns, IMSA North continued its contract with Gallahue Mental Health services for grades K-5 and added Hope Haven Psychological Resources for the middle school and high school. Through Gallahue, IMSA North has a Life Skills Specialist five days per week and a therapist two days per week. Starting in October 2016, the therapist is scheduled to become full time. IMSA North has collaborated with Hope Haven to schedule a therapist for two days per week, with the opportunity to increase the frequency as needed. In addition, IMSA North also utilizes Easter Seals Crossroads to provide speech therapy for two full days per week and occupational therapy for a half day every other Friday. Through a partnership between IMSA North and Shalom Health Center, two health clinics that are staffed by certified nurse practitioners, replaced the previously noncertified school nurse on staff.

With these additional measures, IMSA North is confident that the school will be able to meet the indicators as defined by the Indianapolis Mayor's Performance Framework in the new charter term.

4.7: Is the school climate conducive to student and staff success?

A site visit by the Mayor's office during the fall of 2015 found that while IMSA North posted classroom and school expectations, they were not being followed consistently from class to class. To address this concern, the administration took steps to help build a school culture that fosters positive feedback and positive actions. In the 2015-16 school year, the administration created a Positive Behavior Interventions & Supports (PBIS) committee to help improve the atmosphere in the classrooms and the halls. By working with the teachers on the committee, the team was able to identify areas that they felt were the most important to address. Creating a matrix centered around five (5) major areas of concern, the team was able to identify actions that all administration and faculty were looking for in the school. From this matrix base, expectations were created and PBIS team members took this information back to the grade level meetings and created lessons that were presented during the first week of school in the 2016-17 school year. Through redirection and review, teachers will be impressing to the students the proper ways to enter and exit the classroom.

Grade level teams meet weekly to address any concerns that they had with students in the classroom. In order to implement PBIS with fidelity, each teacher will create classroom procedures that center around the Core Values (listed above) as interpreted by the PBIS team. The teachers will operate on a plan that will give the students chances to identify where the problem was and self-correct. Positive reinforcements will be made to encourage students to demonstrate behavior expectations in all school settings.



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Should behaviors persist, consequences will progressively increase, yet the student will regularly be provided opportunities to reflect and self-correct. Prior to the administration taking action on progressive or repeated student incidents, the issue will be brought to the attention of the grade level team for problem solving. The grade level team, as a whole, will meet with parents and the students to address the issue and determine a course of action that would be beneficial to all parties.

Based upon staff surveys, teachers stated that they would prefer that someone else to hold lunch or afterschool detentions, enabling teachers to use that time for lesson planning and tutoring. Considering their feedback, starting with the 2016-17 school year, IMSA North started schoolwide after school detentions to free up teachers' time.

With these additional measures in place, IMSA North plans to meet all aspects of this standard by the end of the 2016-17 school year as defined by the Indianapolis Mayor's Performance Framework.



Section B: Sustainability and Improvement

Part 1: Sustaining Success

IMSA North, one of the three Indiana Math & Science Academies public charter schools serving Indianapolis, Indiana, is managed by Concept Schools. Concept Schools is a charter school management organization that manages or operates 30 public charter schools throughout the Midwest. Its college-prep curriculum is STEM-based, and like any other public school, each school in the Concept network is highly regulated and overseen by their respective school districts and charter authorizers. Schools within the Concept Network are continuously recognized for their excellence in education.

IMSA North was established in August 2010, following the success of IMSA West, which opened in 2007. Continuing on the path of this success, IMSA South was opened in 2013. Through these public charters, IMSA has been able to make a significant impact in educating the city's under-served youth in a college preparatory setting. Through the combined efforts and direction of the IMSA North board, leadership, and Concept Schools, we work with parents and the community to maintain and improve the strides made in our school.

IMSA North maintains a small school structure that values education, honor, and diversity. IMSA North values promoting productive attitudes toward school, work, self and community. IMSA North encourages a willingness to sacrifice for the good of others, as well as for personal fulfillment. Indiana Math and Science Academy North harbors deep respect for family, school and community while encouraging its students to appreciate and grasp the opportunities that life offers.

Governing Board

Dr. Kent Millard has served as the IMSA Board President since the founding of IMSA West in 2007. He has been instrumental in expanding IMSA schools from one to three, IMSA North being the second



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school. Millard and his fellow board members are passionate advocates for school choice. The Board of Directors of IMSA North is deeply committed to education and creating unprecedented opportunities for underprivileged youth.

The IMSA Board Members have a diverse background from academia, higher education and nonprofit management:

| Name | Professional Role | Board Role |
|------------------|---|-------------------------------|
| Dr. Kent Millard | President of United Theological Seminary | Board President |
| Murat Dundar | Associate Professor, Department of Computer and Information Science at IUPUI | Academic Excellence Committee |
| Bulent Guler | Associate Professor, Department of Economics at Indiana University | Finance Committee |
| David Coats | Retired Associate Director of The Polis Center, School of Liberal Arts, IUPUI | Finance Committee |
| M. Emin Ozdemir | Senior Engineer, Remy International, Inc. | Finance Committee |
| Jeanette Moody | Implementation Consultant with Scholastic | Academic Excellence Committee |
| Ron Ernst | Executive Development Consultant | Academic Excellence Committee |
| Murat Gonulalan | Internal Medicine Physician | Academic Excellence Committee |

The IMSA Board has partnered with Concept Schools to oversee the management of the school. The school received A and B ratings on its official state report cards during each of the first five years of the charter term, an accomplishment of which the Board is proud. The Board recognizes that the student achievement scores dropped in the 2014-15 school year. The Board academic committee has been monitoring the student achievement progress data and the implementation of an improvement plan, as noted in Appendix A. The school started providing bi-monthly student progress data to the board. With a committed school board, capable and hardworking school leadership, and strong management



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company, Concept Schools, IMSA North strongly believes that academic achievement will increase to meet the standards set by the Mayor’s office during the next charter term.

The Board has developed internal goals for its members to measure its own performance. These internal goals will enable the board to monitor the overall operations of the school and help to develop capacity among the board members. The Board is working with Concept Schools to retain the school leadership for longer terms, and both the Board and the charter management organization expect their collaborative relationship to continue for the upcoming charter term and beyond.

Beginning with August 2015, the board became more efficient as it adopted the utilizing Board on Track (BoT), a software management system that provides expertise, training, and web-based tools in support of Board functions. The Board’s focus shifted from day-to-day school activities to academic and financial oversight. As a result of BoT’s recommendation, the Board developed Financial and Academic Committees that meet prior to board meetings, and committee chairs regularly share Board committee updates. The Finance Committee includes board members, the school treasurer and the school superintendent. The Academic Committee includes board members and the school principal. To date, the Board meets bi-monthly on Saturdays.

The Board of Directors, at the advisement of the Office of Education Innovation from the Indianapolis Mayor’s Office, continues to work to recruit members with a background in legal, marketing or facilities expertise. Each board member is committed to recruiting and recommending a potential board candidate to the board by the end of the 2016-17 school year. School administrators also actively recruit potential board candidates.

| Table 7: Sustaining Success of the Board | | |
|---|--|-----------------|
| Responsible Party | Task | Timeline |
| Board Members | Do not miss more than one committee meeting | Semi-Monthly |
| Board Members | Evaluate and revise annual goals each year | Annually |

| Table 8: Efforts to Improve the Board | | |
|--|--|-----------------|
| Responsible Party | Task | Timeline |
| Board Members | Recommend a new member to the board annually | Annually |
| Board Members | Attend at least one coaching call session | Annually |



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| | | |
|-------------------|---|----------|
| | with Board on Track | |
| Board Members | Attend at least one school event | Annually |
| Board Members | Don't miss more than one board meeting | Annually |
| School Leadership | Recruit and recommend a parent to the board | Annually |

The Leadership Team

The leadership team that reports to the Board is led by the superintendent who oversees all academic, financial and organizational aspects of the three IMSA schools in Indianapolis. At the school level, the principal is the instructional leader and is in charge of IMSA North's daily operations. Together, the principal and superintendent prepare and monitor school finances along with the school treasurer.

| Table 9: Leadership Team Responsibilities | |
|--|---|
| Superintendent | Oversees three IMSA Schools |
| Treasurer | Oversees three IMSA Schools |
| Principal | Building Leader |
| Assistant Principal of School Culture | In charge of Student Behavior |
| Assistant Principal of Academics | In charge of Student Achievement |
| College Guidance Counselor | Works on College Applications and Readiness |
| Team Leaders | Works with groups of teachers |

Typically, IMSA North recruits administrators within the IMSA network or in the wider scope within Concept Schools for leadership positions. Concept Schools has recommended principals and assistant principals within the network, based on the specific needs of the schools to support a strong leadership team.

IMSA North encourages administrators and leadership team members to partake in ongoing professional development. In the past, there was not a structured calendar of professional development activities for the leadership team. To strengthen the team, there is now a set calendar instituted with quarterly leadership PD times as a measure toward improvement. Moreover, to



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capitalize evaluating teachers and increase administrative based rating reliability, a plan is in place for administrators to observe and evaluate the same staff cohort through the 2016-17 school year.

Like all schools across the country, at IMSA schools, retaining quality administrators is crucial. To encourage consistent staffing of administrators, performance-based compensation is offered to administrators as part of the evaluation policy. Administrators can earn up to \$3,000 in performance-based bonuses per year based upon their final summative evaluation. Tuition for administrators is covered at a rate of 100%, up to \$5,000 annually, barring budgetary restrictions.

| Table 10: Sustaining Success of Administrators | | |
|---|--|-----------------|
| Responsible Party | Task | Timeline |
| Principal | Evaluates Administrators | Annually |
| Administrative Team | Monitors operations and academics | Weekly |
| Superintendent | Evaluates the Principal | Annually |
| Superintendent, Principal | Monitors operations and academics | Weekly |
| Superintendent, Principal, Treasurer | Monitors the Budget | Monthly |
| Superintendent, Principal | Recruits administrators within the network | Ongoing |
| Superintendent, Principal | Plans PD & Trainings for Administrators | Ongoing |

| Table 11: Efforts to Improve Administrators | | |
|--|----------------------------------|-----------------|
| Responsible Party | Task | Timeline |
| Superintendent, Principal | Creates Leadership PD Calendar | Annually |
| Administrative Team | Attends a PD for Administrators | Quarterly |
| Principal, Assistant Principals | Inter-Rater Reliability Training | Semi-Annually |



| | | |
|---------------------------------|--------------------|---------|
| Superintendent, AP of Academics | Monitors Academics | Monthly |
|---------------------------------|--------------------|---------|

The Teaching Staff

IMSA North has taken a more proactive approach in recruitment efforts for the 2016-17 school year to circumvent the growing teacher shortage that has affected hiring and retaining quality teachers over the years. It has been particularly challenging to fill and retain quality Math and Science teachers, therefore, staff began recruitment tactics earlier than ever last spring. Hiring team members attended job fairs and collaborated with local universities to promote vacancies. In addition, IMSA North expanded its use of employment hiring websites such as Indeed.com, Indystart.com, Craig's List, and the Indiana Department of Employment job bank. These efforts proved successful, and all faculty and staff vacancies were filled prior to the beginning of the school year.

IMSA North values retention of its staff, therefore, the school implemented system supports and incentives to augment this effort. Lead teachers oversee two to three grade levels of teachers. The Assistant Principal of Academics and the Assistant Principal of School Culture are assigned to each grade level to better support new teachers. As an extra measure in 2016-17 school year, IMSA North started assigning official mentors to each new teacher in the building.

Performance-based compensation is part of the teacher evaluation policy. A teacher can receive up to \$2,000 in performance-based compensation based upon their final summative rating at the end of the school year. The teacher evaluations are multi-faceted, (50% of the evaluation is based on student growth measures and the other 50% comes from walk throughs, traditional formal evaluations and a professional responsibilities evaluation that covers aspects outside of the classroom). IMSA North is committed to conducting two of these evaluations for every teacher to provide as much feedback, guidance, and support to teachers as possible.

According to Gross, & DeArmond, et al., (2010) one of the main reasons teachers leave the profession is "lack of administrative support." IMSA leaders place strong emphasis on teacher support. Teachers receive support through weekly meetings, frequent observations and feedback, peer observations, and anonymous surveys to gauge need.

Understanding the structural needs of professional development, IMSA North administration and the superintendent developed an academic calendar that includes nine professional development days. Structured time for professional development is a direct reflection of the feedback received from staff and the needs determined by the leadership team. IMSA North strives to build confidence and make it a priority to acquaint teachers with the curriculum and the tools available to them for creating a dynamic academic experience. One day is specifically set aside for incoming teaching staff to become familiar with programming and offer resource training.



Concept Schools, IMSA North’s charter management organization, has recommended teaching staff between schools and across states based on the need of the individual schools. The support especially helped in filling the teaching positions in STEM related areas. Concept Schools is committed to providing that support in the next contract term as well.

| Table 12: Sustaining Success of Teacher Staff | | |
|--|----------------------------------|-------------------------|
| Responsible Party | Task | Timeline |
| Lead Teachers | Team Meetings | Weekly |
| Administrative Team | Teacher Observations/Evaluations | At least 6 times a year |

| Table 13: Efforts to Improve Teacher Staff | | |
|---|-------------------------------------|-----------------|
| Responsible Party | Task | Timeline |
| Administrative Team | Partnership with Education Colleges | Ongoing |

References

Gross, B. & DeArmond, M. (2010). Parallel Patterns: Teacher Attrition in Charter vs. District Schools. Seattle, WA: Center on Reinventing Public Education, University of Washington. Guin, K. (2004). Chronic Teacher Turnover in Urban Elementary Schools. Education Policy Analysis Archives, 12(42), 1-30.

Academic Achievement

As noted previously, prior to 2014-15, IMSA North has historically performed well academically based on the state report cards over the years. The school believes it has the tools, capacity and the resources to sustain that success in the future.

IMSA North’s curriculum is aligned to the rigorous Indiana State Standards at all grade levels. Concept Schools’ Academic Directors are refining the curriculum to ensure alignment and rigor. The curriculum can be easily accessed online as part of the Concept Schools’ Student Information System (ConceptSIS). Through ConceptSIS, teachers can adapt the curriculum and submit their weekly lesson plans online. Teachers have access to not only the model curriculum prepared by Concept Schools, but also to lesson plans of all teachers within the Concept Network. Therefore teachers have access to lesson plans of 1,300 teachers in one central location. The teachers refer to these resources often and adapt elements to best suit the academic needs of groups of students. Concept Schools is continuously working to improve the quality of these resources. The administrative team is responsible for reviewing the lesson plans on a weekly basis and providing feedback to the teachers as needed.



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The evaluation protocol provides the teachers and administrators with an opportunity to have at least six face-to-face meetings to discuss lesson preparation, delivery and other teaching responsibilities. The goal of these meetings is how to best support the teachers so that they can in turn effectively support the students.

ConceptSIS is the data warehouse as well. Not only does it provide all the classroom data in terms of lesson plans, attendance, and grades, it also incorporates the NWEA data and the RIT ranges in a user-friendly, simple format for teachers to utilize.

IMSA North team leaders and administrative teams meet with classroom teachers weekly to go over individual student’s academic and behavior progress. IMSA North assesses the students’ levels and needs three times a year using NWEA MAP. Teachers review NWEA MAP reports to assess the student areas of concern. They then create a six week plan based on the identified needs of the students based on each NWEA MAP assessment.

Starting on January 2016, IMSA North is using Measuring Up to provide weekly assessments that will be used to progress monitor student growth. The school decided to use Measuring Up based on a Concept Schools national survey of available platforms. As the IMSA North staff becomes more familiar with the tools in Measuring Up, the school believes students will be better prepared for ISTEP+.

| Table 14: Sustaining Success of Academic Achievement | | |
|---|------------------------|-------------------------|
| Responsible Party | Task | Timeline |
| Central Office, Administrators, Teachers | Curriculum Revision | Ongoing and annually |
| Teachers | Lesson Plan Submission | Weekly |
| Administrators, Teachers | NWEA | 3 times a year |
| Administrators, Teachers | Measuring Up | Ongoing |
| Administrators, Teachers | Data Analysis Meetings | At least 6 times a year |

| Table 15: Efforts to Improve Academic Achievement | | |
|--|-------------|-----------------|
| Responsible Party | Task | Timeline |



| | | |
|---------------------|-------------------------------|---------|
| Administrative Team | Improving Lesson Plan Quality | Ongoing |
|---------------------|-------------------------------|---------|

Part 2: Ongoing Improvement

The mission of IMSA North is: *We transform communities one mind at a time with real world engagement and continue to inspire generations through a STEM-focused education that successfully prepares students for tomorrow.* In order to achieve this mission, IMSA North provides students with an innovative world-class, college-preparatory education that is rich in science, technology, engineering and math (STEM).

IMSA North is a school that breeds transformational change in our students' lives. It has a culture built on a common set of values, student, teacher, and parent accountability, and high expectations for all resulting in high levels of student achievement. Administrators, teachers and guardians expect the most from their students and students hold the same raised expectations for their teachers. There is a sense of teamwork involving everyone from parents, administrators, businesses, and bus drivers because everyone is working toward a single goal. Teachers have a thirst for teaching and students develop a thirst for learning. Students sparkle when talking about their school, their success, and their future.

Teaching and Learning

Currently beginning its seventh year serving students, IMSA North is a relatively young and growing K-12 school. Although the charter management organization, Concept Schools, has a well defined and successful high school curriculum, IMSA North is at the beginning stages of that journey. Preliminary results reflect that IMSA North met the College and Career Readiness goals set by Indiana Department of Education and the graduation rate was 87%. The school is able to offer several AP and Dual Enrollment classes. As the acumen of its students improves, IMSA North will proudly introduce additional enrichment opportunities to continuously challenge students.

In the 2014-15 school year, the Advanced Placement (AP) and dual credit enrollment among 12th grade students was 28% and in 2015-16 this number was 27%. IMSA North wants to increase this number to 50%, a benchmark set by the Indianapolis Mayor's Performance Framework. Aside from the challenge of ensuring students have had the prior educational experiences required to be appropriately challenged by an AP course, there is a current lack of teachers who can teach AP or Dual Enrollment classes. To overcome this limitation, we are working individually with each teacher and trying to determine a pathway for them to become qualified to teach a dual enrollment or AP class. IMSA North is collaborating with the University of Iowa and Ivy Tech to offer Dual Enrollment classes in order to provide further opportunities to support staff as they seek additional teaching qualifications.



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This is one example of how IMSA North intends to build its staff capacity to provide high quality educational experiences to students. As noted above and in Appendix A, IMSA North intends to provide ongoing professional development opportunities to share best instructional practices and gain confidence and competence in teaching.

With focused attention on clearly communicating teaching expectations and providing professional development opportunities over the next charter term, IMSA North recognizes the need to support student learning as well. As teachers learn the best ways to analyze instructional data to provide differentiated learning experiences for students, IMSA North must provide structures that support learning through the lens of professional learning teams and Response to Intervention (RTI).

Grade level and content area leaders have and will continue to be identified as the ones to facilitate regular team meetings focused on student achievement. Teams will be provided the skills to identify and prescribe data-driven interventions for students on a tiered level. With a college-prep and rigorous curriculum in place, there is no doubt as to what IMSA North wants all students to know and be able to do, and school administrators and teachers recognize that students often need flexibility and accommodations as to how they demonstrate their learning. By putting structures in place to encourage these conversations and holding teams accountable for progress monitoring and growth data, IMSA North will continue to see academic growth and higher achievement.

School Culture

Academic progress takes place when there is a conducive school environment. To that end, IMSA North administrators, teachers, and board members now recognize that a shift back towards explicitly teaching and modeling the established Core Values and promoting a positive school culture is essential to retaining high quality teachers and students and providing a safe, challenging, inspiring STEM-focused learning environment that successfully prepares students for college and beyond.

IMSA North will investigate ways in which to seek input from various stakeholders on how best to celebrate student success and to improve the learning environment. Team leaders have received PBIS training over the course of the 2015-16 school year. The PBIS committee met over the summer and planned for the 2016-17 school year. And with a continued systemic PBIS approach, IMSA North believes that the school culture will improve, which as research indicated above, will in turn improve the academics.

Community Engagement

Like all public charter schools managed by Concept Schools, IMSA North believes in the value of a regularly engaged community. As described above, academic success increases when there is strong parental support at home and at school. Believing in the importance of engaging the community, IMSA North has hired a Community Engagement Coordinator (CEC) primarily to establish and maintain positive relationships with leaders within the school community. The CEC is also instrumental in ensuring that there are open and regular lines of communication with internal and external



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stakeholders. In October 2016, the CEC from IMSA North will attend a workshop with CEC colleagues from across the Concept Schools Network to collaborate and learn effective strategies to communicate with and engage communities.

The IMSA North Parent-Teacher Organization (PTO) has struggled over the years to mobilize parents to establish a strong presence at the school. The majority of students use school buses as transportation to the school and given that they live a distance from our campus, it is a challenge to bring the parents into the school for PTO meetings and other events. Throughout the 2016-17 school year, the Principal will hold monthly town hall meetings with parents in which the principal will provide an open forum to listen to parents and their suggestions. IMSA North has surveyed the parents as to how the school can provide support and opportunities for them. Based upon these results, parents stated that they are interested in budgeting/money management, buying insurance/car, and gardening. IMSA North intends to plan and facilitate town hall meetings in which relevant experts address parents' interests. The goals of these efforts include establishing and maintaining trusting relationships with the community, but also providing unique learning opportunities to parents and community members.

Again, as stated above, when students believe that parents have a positive relationship with school, they perform better academically, socially, and emotionally.

Organizationally

IMSA North has been utilizing buses for student transportation since its inception in 2010-11. This strategy has been effective in increasing and sustaining enrollment goals. However students were bused from long distances, and this created challenges when it came to students staying to participate in tutoring and clubs or parents being able to attend school events. For the 2016-17 school year, the number of buses was reduced from ten to eight from the year prior. As there were fewer buses to transport students, enrollment declined more than we anticipated. The decline in student enrollment has presented financial challenges for IMSA North in 2016-2017 school year. With smaller student population compared to the IMSA North will increase the number of buses back to ten for 2017-2018 school year. The additional two buses will be added to the current areas covered by the eight buses. Since the current eight buses became full right after we started re-enrollment for 2016-2017, IMSA North was not able to enroll more students from the areas current served by buses. With the additional two more buses in 2017-2018, we expect our enrollment to go back to 650.

Financially speaking, another area in which IMSA North can improve is decreasing monthly expenditures. IMSA North possesses a beautiful, safe building that is conducive to high levels of teaching and learning, but our rent is approximately \$67,000 per month. With the intention to decrease monthly expenditures, IMSA North is inquiring into financing and purchasing the building to reduce the cost to approximately \$47,000 per month. This exemplifies fiscal responsibility and a long-term commitment to the people of Indianapolis.

Operationally



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Our superintendent has done a great job in creating a platform for Principals to share best practices in terms of improving academics, maintaining good financials and daily operations. The superintendent also gathers those best practices from among the other 30 schools in Concept Network and shares with school leaders. The superintendent meets with the school principal weekly, providing guidance and feedback on key issues continuously. Concept Schools has also established an effective monitoring mechanism through ConceptSIS, a web-based school information system, and the central office structure.