

HELPING IMPROVE MANKIND BY HEALING EVERY RACE



HIM BY HER FOUNDATION, INC.  
(A 501(c)(3) Non-Profit Corporation)





**APPLICATION FOR A  
PROPOSED CHARTER  
SCHOOL WITH  
BEGINNING GRADES K-5  
(INDIANAPOLIS, IN)**

**RESPECTFULLY SUBMITTED TO THE  
INDIANA CHARTER SCHOOL BOARD**

**MARCH 4, 2019**



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# PROPOSAL OVERVIEW

(EXHIBIT D)

## Indiana Charter School Board

### LETTER OF INTENT TO FILE A CHARTER APPLICATION

A Letter of Intent (“LOI”) must be completed by any group considering submitting an application to the Indiana Charter School Board (“ICSB”) to establish a charter school in Indiana. Submission of an LOI does not obligate the group to submit an application. However, please be advised that all LOIs received by the ICSB are considered public documents, will be posted on the ICSB website and are subject to Indiana’s Public Access Laws, including public records requests. The applicant group’s **designated representative** will serve as the contact for all communications, interviews, and notices from the ICSB.

A “new operator” is defined as an applicant group that has not previously operated a charter school, and does not intend to contract with an ESP. Per IC § 20-24-1-6.1, an ESP is defined as a “for profit education management organization, nonprofit charter management organization, school design provider, or any other partner entity with which a charter school intends to contract for educational design, implementation, or comprehensive management.”

An “experienced operator” is defined as either: (a) an applicant group that has previously operated a charter school or a network of charter schools; or (b) an applicant group that has not previously operated a charter school but intends to contract with an ESP.

*This Letter of Intent is not intended for an existing charter school seeking a change in authorizer. Such schools must complete a separate “Letter of Intent: Change in Authorizer Request,” which may be found on the ICSB website.*

**Type of submission**  New Operator  Experienced Operator

**Name of proposed Charter School:** HIM By HER Collegiate School for the Arts

**Location of proposed Charter School:** 4101 East 30th Street, Indianapolis, IN 46218

*\*Please indicate the city/town and, if known, potential address or neighborhood of the school location. Virtual operators should indicate the relevant geographies the operator intends to serve.*

**School district of proposed location:** Indianapolis Public Schools

**Legal name of group applying for Charter:** HIM By HER Foundation, Inc.

**Designated representative:** Harry C. Dunn, III

**Contact Information of designated representative (Phone and Email):** (317) 918-7799; himbyherfoundation@ymail.com

**Planned opening year for the school:** 2020-2021

**Model or focus of proposed school:** College preparatory, including arts and wrap-around services  
(e.g., arts, college prep, dual-language, etc.)

**Proposed grade level(s) and student enrollment:**

Academic Year	Grade Levels Served	Total Number of Students Served
Year 1	<b>K through 5</b>	<b>120</b>
At Full Capacity	<b>K through 8</b>	<b>540</b>

**Target student population (if any):**

**Marginalized and underserved families**

**For Experienced Operators**

**Does the school expect to contract or partner with an ESP for Charter School management/operation?**

Yes  No

If Yes, please provide the following information:

**Identify the ESP:**

\_\_\_\_\_

**Is Charter School proposing to replicate a proven school model?**

Yes  No

**If yes, provide the name and location of at least one school where the model is in use.**

N/A

**If the applicant or its ESP currently operates one (1) or more Charter Schools either in or outside of Indiana, please provide the name(s) and phone number(s) of the authorizer(s) for the existing Charter Schools:**

N/A
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**Signature of Applicant's Designated Representative**



Signature

**January 12, 2019**

Date



# CHARTER SCHOOL PROPOSAL (INCLUDING EXECUTIVE SUMMARY)

## CHARTER SCHOOL PROPOSAL (INCLUDING EXECUTIVE SUMMARY)

### EXECUTIVE SUMMARY

#### **BACKGROUND AND BRIEF HISTORY**

HIM By HER Collegiate School for the Arts (“HBHCSA”) is a proposed charter school targeted to open in the Fall of 2020 and serve students from Kindergarten (K) through Fifth Grade (5), and expanding to Eighth Grade (8) by its fifth year of operation (at full capacity).

The Applicant, HIM By HER Foundation, Inc. (“HBHF”), is an Indiana non-profit corporation with IRS Section 501(c)(3) status, whose mission is to improve the lives and life trajectories of underserved and marginalized students and families. HIM By HER was founded in 2014 by Indianapolis Metropolitan Police Department homicide Detective, Harry C. Dunn, III and his wife, Michelle Christian Dunn to improve the life skills and economic prospects of those at-risk. The name “HIM By HER” stands for “**H**elping **I**mprove **M**ankind **by** **H**ealing **E**very **R**ace.” HBHF will also provide separately funded afterschool programs to charter school students, including The Enterprise City, a program in which youth participants learn a variety of life skills from job seeking, job readiness and positive job habit skills, to financial literacy, to civic responsibility, to conflict resolution, to entrepreneurship, and others; and The Industrial City™, for both youth and their families to learn and improve marketable, vocational job skills. HBHF also has strategic partnerships with those who will fund and deliver important “wrap-around” services in the school building, including: mental health; counseling; overall health and reduced-price medical services; social services, and others.

#### **MISSION AND VISION OF THE SCHOOL**

The **Mission** of HBHCSA is to educate all students in its charge—from Kindergarten through the Eighth Grade—with rigorous academics appropriately infused with community commitment and character development necessary for college entry and success, and for productive lives in society. HBHCSA also endeavors to counteract the “School-to-Prison Pipeline” described below in this document.

HBHCSA’s **Vision** is to serve students—especially those from marginalized families in and around the 46218 zip code area—which has for several years been designated by the City of Indianapolis as a target for crime reduction. To firmly establish the key aspects of 1) **academic rigor**, 2) **character development** and 3) strong, school-focused **community** (the three basic tenets) prior to enrollment expansion, the school will manage slower growth in grade additions to always have a critical mass of students in the expanded grades who have already been exposed to the three basic tenets as new students join the school.

HBHCSA’s first basic tenet is for all its students to master clearly articulated rigorous academic objectives that coincide with Indiana Academic Standards, where the academic mastery and progress of each student, segments of the school and the school as a whole are tracked throughout the school year and from year-to-year using a variety of assessment tools. As a consequence, instruction can be targeted and tailored as needed for individual and collective grade mastery of skills and content retention in all relevant subject areas.

While not directly quantifiable, the second basic tenet of character development is important and is implemented through structure, high expectations and the repetition of life building and thriving and sustaining values that are also associated with community-building. Teachers and administrators will reinforce precise procedures and conduct expectations that all

students learn and come to expect throughout the typical day, throughout the school year, and throughout their academic careers. The values of mutual respect, individual and group responsibility, integrity, perseverance and teamwork are instilled in students through age-appropriate messaging and use of examples. Students will receive positive reinforcement.

HBHCSA will provide an alternative to the chaotic daily lives many students may experience at home with the best of community being demonstrated in the form of not only providing a physically safe environment, but a wholesome environment that fosters social, emotional, and intellectual development. Positive service to and interaction with, the local community will be integrated into their school lives as part of their development.

## **EDUCATIONAL NEED AND TARGET POPULATION**

Well-documented and systemic issues around education for many students in the Indianapolis Public School (IPS) district have profound ramifications on education outcomes. For example, in 2015, 1 of every 5 students in IPS were suspended or expelled, and the U.S. Department of Education data shows Black students are suspended or expelled at a rate three times that of White students. Extensive research shows the correlation between these societal dangers and a lack of success in schools. The State of Indiana actually used to use failing third and fourth grade reading scores to predict the future prison bed need 10 years into the future!

The above problems are no less prevalent than in HIM By HER Collegiate School for the Art's target zip code area of 46218, including the Martindale-Brightwood and Forest Manor neighborhoods. Stubborn problems of poor overall academic performance and an outsized expectation of juvenile delinquency persist despite well-intentioned but failing local school choices. Since its 2014 inception HIM By HER Foundation has through community programs and community feedback, received inquiries and commitments from hundreds of families in the target area yearning for a better school choice as an alternative to negative life outcomes.

Combating a disturbing phenomenon and trend known as the "School-to-Prison-Pipeline" is also a primary objective of HBHCSA. In this phenomenon poor education practices, deficiencies and policies disproportionately destine Black and Latino children to end up incarcerated with no signs of abatement according to The National Council on Educating Black Children<sup>1</sup>. HBHCSA believes that populations in Indianapolis are effectively part of a School-to-Prison Pipeline, and there is a long-felt but unmet need for a school to interrupt the Pipeline.

## **COMMUNITY ENGAGEMENT**

HIM By HER Foundation brings a deep sense of community engagement in establishing HBHCSA at the proposed 46218 zip code area. The ties of HBHCSA's leadership team and Board of directors to the Martindale-Brightwood and Forest Manor areas are long-standing. Along with being reared in the target area, the School's proposed Principal Clete Ladd, was a student at the elementary school which formerly occupied the target building. Board member Diana Daniels taught at the said former elementary school. The vast majority of the HBHF Board members were born and raised in Indianapolis, and many were also reared in the 46218 zip code area.

HBHF's first major event in 2014 was at the building where the HBHCSA is proposed for location, where it began to cultivate community participation and input and secured the commitment of many families desiring to enroll children in a future school of excellence to combat persistent problems. Many stakeholders have been involved from prospective families, to

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<sup>1</sup> In collaboration with Collaboration with the Black & Latino Policy Institute, and Indiana University School of Social Work.

community leaders, to strategic partners agreeing to fund and provide wrap-around services at a future school location, to several high-profile celebrities of both local and national stature who have pledged support for the school. Several community meetings have been held with the same result: even with existing schools, parents are deeply dissatisfied with the educational progress of children and their long-term life prognoses, and have consistently pledged enrollment of their children at the proposed location, as well as pledging active involvement with the committed community leaders and strategic partners. These all bode well for success of the School.

Strategic community partnerships include the Indianapolis Housing Agency Truancy Prevention Program; Marion County Health & Hospital Corporation providing a health clinic inside the building—a clinic for medical and mental health/counseling issues, IMPD establishing a police sub-station in the building as well as a Police Cadet program; and many others, including the Indiana Council on Educating Students of Color.

## **EDUCATION PLAN/SCHOOL DESIGN**

HIM By HER Collegiate School for the Arts (“HBHCSA”) will create an environment where it socializes its students from the outset to expect and meet high expectations on a path to college acceptance and success, and where a culture of pride, academic rigor and joy of learning are the norm. Along with high quality teachers and administrators, HBHCSA will provide the rigorous academic foundation and positive habits necessary for transitioning to middle school, later to high school, and yet later to college. HBHCSA will incorporate the following attributes known to be a part of effective schools: 1) frequent teacher feedback; 2) use of data to guide instruction; 3) high-dosage tutoring; 4) increased instructional time; and 5) high expectations of students. These deliberately included attributes lead to long-term academic success, life-long learning and great citizenship, not by happenstance, but by instillation into children’s psyches.

HBHCSA will include the following as part of its academic program design.

**1. Consistent and effective leadership will be provided**, which will be accountable for addressing and supporting adults, students, and stakeholders, investing them in the mission and vision, supporting them in execution of the vision, and providing guidance and direction towards goals. It will create systems that support adult and student success and growth, identifying teachers who demonstrate the mindset and effectiveness needed for leadership. Academic success will be directly aligned to current adult leadership while also laying a successful foundation. In addition to the School Principal, Clete Ladd, leadership will come from a competent, mission-aligned Board that will provide oversight and support, and ensure accountability in carrying out the Charter.

**2. Feedback from rigorous assessments will inform instruction**, as needed, including such aspects as determining when and how an objective is required to be re-taught and which students need targeted supports. Protocols and tools used by high-performing charter schools and Bambrick-Santoyo’s *Driven by Data*<sup>2</sup> inform assessments, selection and cycle for data analysis and action planning will be used. Nationally normed and internally created assessments will be made at regular intervals throughout the school year to measure student growth and academic mastery. All students will take the NWEA Measures of Academic Progress (MAP) three times per year to measure longitudinal growth and performance in reading and math. All K-3 students will take the Strategic Teaching and Evaluation of Progress (STEP) literacy assessment four times per year. This assessment will drive literacy groupings and target reading skills to ensure all students are at or above grade level in reading by the end of their third grade year. Internal K-8

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<sup>2</sup> Bambrick-Santoyo, Paul. (2010). *Driven by Data*. San Francisco, CA: Jossey-Bass.

Math and Writing Interim Assessments will be given for each unit to measure if the standards that have been taught have been mastered. All Indiana Required State Mandated Assessments will be administered, including the IREAD-3 in 3rd Grade and ISTEP+ in Grades 3-8 in English/Language Arts, Mathematics, Science, and Social Studies.

**3. Intense literacy will begin in Kindergarten**, as these are a must for early education success and beyond. These activities include reading, writing, reading comprehension, and appropriate grade level skill mastery. Given that many students from low-income backgrounds often hear considerably fewer words and morphemes than students from more affluent families, HBHCSA will take this deficiency head on by providing Kindergarten students with 200 minutes of daily literacy instruction in a print-rich and verbally-rich environment where they form the habits of both speaking and writing in complete thoughts that will aid them in later academic achievement, while expanding their vocabularies along the way. By the end of the Third Grade, every student is expected to read at or above grade level.

**4. High quality teachers will be provided**, as teacher quality has been shown to be the most significant indicator of a student's academic success.<sup>3</sup> HBHCSA will focus on: 1) recruiting competent and mission-aligned teachers and classroom leaders; 2) implementing a system of regular feedback and weekly professional development; and 3) retaining and promoting teacher leaders to assume more responsibility in addition to teaching or outside the classroom. HBHCSA's teacher recruitment will utilize local and national recruiting networks and state-of-the art social media such as: Indianapolis Teaching Fellows; Teach For America; local colleges and universities; national recruitment fairs; and online employment websites. The selection processes will include remote and in-person interviews, sample teaching lessons, and reference checks.

Teachers are observed at least twice per week in real-time, followed by coaching sessions. During the hiring process and teacher orientation, leadership will explain the rationale for teacher observations. Weekly professional development (PD) will be held school-wide once a week, allowing whole group practice-based, grade level, and content team PD. On the first day of school, leadership will provide strategic opportunities for teachers who have demonstrated effectiveness and can take on more responsibility. Developing effective teacher-leaders and leadership team members will support HBHCSA's overall success and growth, supported further through the national support of Building Excellent Schools.

**5. A community of family investment and Inclusion**, will go hand-in-hand with family engagement. Before students' first day at HBHCSA, families participate in individual and small group meetings with the School Principal to exchange information about expectations. Following the aforementioned meeting the Principal and students' parents or guardians sign a Community Contract enumerating the responsibilities of the parties in the students' success. The School will provide a safe, structured and joyful environment where well-planned, rigorous instruction occurs. Students will be punctual, appropriately dressed, and have required learning materials and Lifework (homework) signed by an adult when they present to school each day.

All stakeholders must be of the same accord for optimal educational results. This is accomplished by: student and family meetings; frequent communication between the teachers and school, and the families; special school meeting evenings such as "University Nights," and good responsiveness to parental and student concerns. Before the first day of school each family and student participate in a **One-on-One Meeting** with the Principal where the family shares its vision for its child, and the Principal outlines the mission and vision of the school and how the academic

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<sup>3</sup> William L. Saunders and June C. Rivers, *Cumulative and Residual Effects of Teachers on Future Student Academic Achievement*, University of Tennessee Value-Added Research and Assessment Center, 1996, p. 6.

and character development program will ensure their student is on the path to success for college and life in general. Students will earn the opportunity to sign this contract at the end of the first week of school when they officially become members of HBHCSA.

Frequent communication about students' academic performance, conduct and other germane issues is provided through daily homework, progress reports, report cards, parent-teacher conferences, and notes from the school. Students normally receive daily Homework to reinforce concepts and skills learned. In grades K through 4 (Lower Academy) the cover page of students' Lifework (homework) packet displays teacher comments and a behavior code indicating the students' behavior for the day. Lifework packets are to be signed by parents or guardians each night for return to the School the next day. Students in Grades 5-8 (Upper Academy) receive **Weekly Paychecks' and Grade Logs**. Each family receives their teacher's phone numbers and can call teachers until 6:30 p.m. during the week to ask clarifying questions. Students receive three (3) **Report Cards** and **Parent/Teacher Conferences** are held at the same time so each family has an opportunity to discuss students' current academic performance.

Several **University Nights** will be hosted throughout the school year for families to learn skills to support students and receive school-specific updates. Potential University Night topics include: Helping your student become a better reader, assisting your student with Lifework, and tips on incorporating mathematics into everyday life. All students and staff participate in one **Service Project** annually in the local community, during which families are also encouraged to participate. Families also receive a monthly School Newsletter as an additional means for important communication. Many other regularly scheduled and *ad hoc* opportunities for families to communicate with the School will be available, including but not limited to at least once-a-month coffee and donut meetings with the School Principal.

## **VISION FOR GROWTH**

Upon establishing cornerstone education processes and inculcation of its initial group of students ranging from Kindergarten through 5th Grade, the School will slowly expand upward by adding a new grade level each year until grades K through 8 are included in the fifth year. Growth will be deliberative to maintain a critical mass of students exposed to the School's pedagogical methods and expectations in the form of academic rigor, character development and community.

## **GOVERNANCE AND LEADERSHIP**

HBHCSA has a strong governance, management and leadership structure in place to move it from its start-up phase to a viable charter school, and then toward long-term sustainability. The governance structure is in accordance with both legal requirements and best practices.

Mr. Clete H. Ladd has firmly committed to be the School Principal. In his illustrious quarter-of-a-century educational career Mr. Ladd has functioned as the educational equivalent of a corporate turn-around artist, where instead of turning around failing corporate entities, he has consistently and successfully turned around the academic and life prospects of students who were thought to be failures (either within themselves or from society).

In addition to many Board members having a great affinity for and being reared in the target Martindale-Brightwood area the HBHF Board has several outstanding individuals with backgrounds in education, information technology, business and finance, military, law, and government. Many Board members are not only examples of the success stories that students in the target area can become, but will serve as inspirations to those students and their families.

## **SECTION I: EVIDENCE OF CAPACITY**

### **Background**

With the grace of the Indiana Charter School Board (ICSB) HIM By HER Foundation, Inc. (HBHF) is committed to opening an exemplary charter school in 2020 in the name of HIM By HER Collegiate School for the Arts (HBHCSA) to serve marginalized and underserved students in Indianapolis, Indiana. The establishment of a charter school is an awesome responsibility both legally, socially, and, it can be argued, morally. That is why the Applicant HBHF seeks to gain the public trust with all serious consideration required. It should be noted that from the legal inception of HBHF in 2014 (groundwork for the organization was laid many years before) to present, it did not decide to seek a charter school lightly. Only after beginning to serve marginalized youth through operating its innovative version of The Enterprise City program and beginning to establish its The Industrial City™ program did HBHF understand, even more, the profound challenges faced by underserved and marginalized youth. As a result, HBHF actively sought strategic partnerships with important community partners (often with executed memoranda of understanding) to encourage those partners to provide important wrap-around services to HBHF program participants regarding mental health, counseling, social services and medical health.

HBHF came to appreciate the high correlation of academic failure and truancy with youth crime and poor life choices. HBHF then realized that a veritable hole existed in the education system for properly and positively educating underserved and marginalized youth—especially in the target 46218 zip code area. From there, the intense desire to establish HBHCSA was born.

The School has been carefully researched to provide a truly sustainable public education venture commensurate with all due academic, fiscal, legal, and operationally accountable standards. HBHCSA charter school now stands as the sole endeavor HBHF is pursuing.

### **1. Key Personnel**

HBHF believes that the proper establishment of a charter school begins with a team of passionate, skillful and professional individuals from diverse backgrounds who cooperate to create the synergy needed for a successful charter school. The HBHF Board of Directors certainly meets that description, including prominent individuals from many walks of life, including education. The HBHF Board of Directors will directly govern the proposed HIM By HER Collegiate School for the Arts.

As has been mentioned, Mr. Clete Ladd will be the Principal for HBHCSA. Mr. Ladd has an outstanding reputation in the Indiana education community as an administrator, principal and teacher at alternative schools.

The following individuals currently serve on the HIM By HER Foundation, Inc. Board of Directors: 1) Harry C. Dunn, III, a seasoned Indianapolis Metropolitan Police Department (IMPD) homicide detective, who along with his wife Michelle, founded HBHF to provide positive life paths for marginalized youth. Harry Dunn also brings vast leadership experience, entrepreneurial experience, facilities management experience and expertise regarding the adult and juvenile criminal justice systems; 2) Michelle Christian Dunn (wife of Harry Dunn), an investigator with the Indiana State Police who also has experience with foster care. Also an accountant, Michelle Dunn has ensured that the Foundation always stayed fiscally compliant and fiscally viable. Harry and Michelle both grew up in Indianapolis, Indiana and attended Broad Ripple High School; 3) The Honorable John L. Bartlett, Chairman, and an Indiana State Representative. Mr. Bartlett is a retired tool-and-die maker who not only understands the value of vocational education, but the

value of education in general, having served on several education boards over the years. Bartlett brings strong experience to the Board in the areas of legislative issues affecting education and marginalized families, strong community and parental engagement, and many other areas; 4) Diana M. Daniels, Executive Director of the Indiana Council on Educating Children of Color and a former HBHF Chair. With over 30 years with Indianapolis Public Schools (IPS) in various capacities, including a K-12 teacher, a Title I reading specialist, a school principal, and reading administrator, Daniels brings education experience to the Board in the areas of school leadership, curriculum instruction, assessment, human resources, and performance management; 5) Terrance M. Bogan, M.B.A. brings direct financial experience to the Board to aid in financial and business concerns. Bogan also has experience with teaching financial literacy and a background in youth residential treatment; 6) WTHR TV's Sports Director, Dave Calabro, is Indiana's best-known sports reporter. But simply being a television celebrity scratches only the surface of the man. Calabro is active in many charities and non-profit organizations and has been a member of the HBHF Board of Directors since the organization's formation. Calabro brings powerful connection and energy to parent and community engagement; 7) Jason Gardner is a former professional basketball player and current men's basketball coach at I.U.P.U.I. A former Indiana Mr. Basketball, Gardner has pledged continuing support for community outreach and community engagement for the Foundation and for the prospective charter school; 8) Gregory P. Gadson is a long-time attorney with experience in many areas of the law and writing in general. An academically trained engineer who spent many years involved with legal issues involving technology, Gadson brings strong experience in the areas of administration, governance, legal compliance and marketing outreach; 9) Keith A. White. Along with his M.S. degree in Curriculum and Instruction, White brings important other education experience in the form of being a previous Assistant Principal at Broad Ripple High School and at the IPS New Beginnings Alternative High School. and District Director of Fine Arts and Music; 10) William Benjamin, former NFL football player and current law officer. Benjamin is also a long-term member of the HBHF Board of Directors, and has a great deal of experience in law enforcement issues concerning marginalized communities, performance management, administration and parent and community engagement; 11) Larcia S. Warthaw, with experience in higher education administration; 12) Sheryl Alexander, Ph.D. Dr. Alexander has been a teacher and high-level school administrator at several schools, and has experience and expertise in the areas of school leadership, administration, curriculum, instruction, assessment, performance management, and parent and community engagement; 13) James L. Leonard. Along with his outstanding military career, Leonard brings his successful business and entrepreneurial experience as well as expertise in finance, business, human resources and performance management; 14) Tasha Phelps is an Information Technology (IT) entrepreneur and business owner, as well as an expert in cyber security. Also having a background in criminal justice, Phelps has great experience and expertise in business, technology and community engagement; 15) Wayne R. Wellington is a long-time educator at the secondary and post-secondary levels. He brings strong school leadership, instruction, curriculum, human resources, performance management, facilities management, and parent and community engagement experience to the Board; 16) Daryl Williams-Dotson, is a notable architect who will lend her expertise to facilities management, business and other areas; and 17) Rev. Shonda Nicole Gladden, who is the author of "Becoming: Reflections on Maximizing Failures and Living into My Best Self," and the founder of Good to the SOUL, a social enterprise that helps individuals and institutions do good, especially good that promotes the "spirit of universal living"(SOUL). A graduate of Morgan State University, Wesley Theological Seminary (DC), and Garrett-

Evangelical Theological Seminary, Rev. Gladden is an ordained elder who has served the African Methodist Episcopal Church in various leadership and support roles for more than twenty-seven years.

The résumés of the above individuals also appear in **Attachment 1** to this Application. **Attachment 2** contains the required Statements of Economic Interest & Conflict of Interest Forms. The Founding Members’ roles and areas of expertise are summarized in the Table below.

**2. Summary of Founding Member Roles and Areas of Expertise**

<b><u>Founding Member</u></b>	<b><u>Member Role</u></b>	<b><u>Area of Expertise</u></b>
<b>Clete Ladd</b> , school principal, administration and teaching.	Principal of the proposed School.	School leadership, administration, and governance; Curriculum, instruction, and assessment; Performance management; and Parent and community engagement.
<b>Harry C. Dunn, III</b> , IMPD homicide detective, entrepreneur and founder of HBHF.	Member of the Board and Board President.	Financial, business, and human resources; and Parent and community engagement.
<b>Michelle Christian Dunn</b> , administrator, accountant and co-founder of HBHF.	Member of the Board and Board Treasurer.	Financial, business, and human resources; and Performance management.
<b>Honorable John L. Bartlett</b> , Indiana State Representative and former labor union representative.	Member of the Board and Board Chairman.	Performance management; Parent and community engagement; and Legal compliance.
<b>Diana M. Daniels</b> , Executive Director of the Indiana Council on Educating Children of Color	Member of the Board.	School leadership, administration, and governance; Curriculum, instruction, and assessment; Performance management; and Parent and community engagement.
<b>Terrance M. Bogan</b> , M.B.A.	Member of the Board.	Financial, business, and human resources; Performance management; and Parent and community engagement.
<b>Dave Calabro</b> , WTHR television sports director and community and charity activities.	Member of the Board.	Parent and community engagement.

<b>Jason Gardner</b> , IUPUI Men's' Basketball Coach and former Indiana Mr. Basketball.	Member of the Board.	Performance management; and Parent and community engagement.
<b>Gregory P. Gadson</b> , Attorney.	Member of the Board and Board Secretary.	Parent and community engagement; and Legal compliance.
<b>Keith A. White</b> , Educator.	Member of the Board.	School leadership, administration, and governance; Curriculum, instruction, and assessment; Performance management; Parent and community engagement; and Facilities management.
<b>William Benjamin</b> , current law officer and former NFL football player.	Member of the Board.	Performance management; Parent and community engagement; and Facilities management.
<b>Larcia S. Warthaw</b> , Administrator at all levels of education.	Member of the Board.	School leadership, administration, and governance; and Parent and community engagement.
<b>Sheryl Alexander</b> , Ph.D., Administrator.	Member of the Board.	School leadership, administration, and governance; Curriculum, instruction, and assessment; Performance management; and Parent and community engagement.
<b>James L. Leonard</b> , businessman and retired military.	Member of the Board.	Financial, business, and human resources; and Performance management.
<b>Tasha Phelps</b> , Information Technology (IT) entrepreneur and business owner.	Member of the Board.	Financial, business, and human resources; Performance management; Legal compliance; and Information Technology.
<b>Wayne R. Wellington</b> , Educator.	Member of the Board.	School leadership, administration, and governance; Curriculum, instruction, and assessment; Financial, business, and human resources; Performance management; Parent and community

		engagement; and Facilities management.
<b>Daryl Williams-Dotson,</b> Architect and business owner.	Member of the Board.	Financial, business, and human resources; and Facilities management.
<b>Rev. Shonda Nicole Gladden</b>	Member of the Board	School leadership, administration and governance; Curriculum, instruction, and assessment; Performance management; and Parent and community engagement.

**3. Résumés of Key Personnel**

Résumés of HBHCSA’s key personnel including the School Principal and Board Members are found in **Attachment 1**.

**4. Governance Structure**

The HIM By HER Collegiate School for the Arts (HBHCSA) will be governed by the HIM By HER Foundation (HBHF) Board of Directors. It is noted again that the sole venture of HBHF is now focused on establishing, operating and growing HBHCSA. The Board’s primary role will be to govern HBHCSA and provide all legal and practical oversight including but not limited to holding the School accountable to meet the conditions established by the Charter, overseeing the financial well-being of the School, ensuring legal and regulatory compliance by the School, proving strategic planning for the School, and overseeing the short-term and long-term organizational health and academic success of the School.

The Board will, while adhering to its well-established By-Laws and adopted policies: establish important School policies; periodically assess the effectiveness of the School policies at least annually; hire the School Principal (who will report to the Board) and set the Principal’s compensation and that of key School personnel; delegate the day-to-day operation of the School to the School Principal; and monitor and evaluate the School Principal and prepare and provide a written evaluation of the School Principal (also given to the Principal) at least annually. The Board officers include: Chair; Vice-Chair; President; Treasurer; and Secretary. Board meetings will be conducted at least quarterly, but have in the past been conducted monthly and will continue to be monthly leading up to opening the School if the charter is granted, and during at least the first academic year. All Board meetings will comply with Indiana’s Public Access Laws, and after a successful charter grant will make even more of an effort to ensure that meetings are publicly accessible. Meeting notices will be made readily available through HBHF’s website, and direct communication vehicles to all stakeholders, including dates, times and locations. Since its inception in 2014 the Board has adhered to the parliamentary procedures in its By-Laws, and has kept meeting minutes. The practices will, of course, continue throughout the life of the proposed Charter School.

The School Principal will: handle the daily operation of the School according to policies and procedures established by the Board (including but not limited to personnel policies and financial policies); hire School personnel; report to the Board at Board meetings and other times

established by the Board, including *ad hoc* meetings established by the Board; and delegate functions to School personnel needed to carry out the mission, vision and operation of the School.

While the Board Members collectively have great strength in the areas need for oversight, accountability and strategic planning for the School, it will constantly seek diverse individuals with skills and experience to help provide synergy in its governance of HBHCSA. The Board currently has 17 members, and will likely remain at that number for the foreseeable future. Please see the previous Section for the current identity of the Board. While the composition of the Board has changed since its inception in 2014, the experience gained to date has been informative of important structural and operational characteristics needed for sustainability, and the experience gained will benefit the smooth oversight and policy establishment with respect to the School.

Please see **Attachment 2** for the “Statement of Economic Interest & Conflict of Interest Form” (Exhibit C) for each Board Member. The HBHF By-Laws, also included in this Application detail the duties and responsibilities of the Directors and of the Board Officers.

As part of being an effective oversight and governance entity, the Board will receive periodic Board Governance training from Building Excellent Schools (BES), and will participate in any training required by the State of Indiana. Should a charter be received the Board will conduct an all-day strategic planning meeting annually which may be part of a Board retreat to discuss any important changes in School Policy, changes in By-Laws, and all major School business.

In order for an efficient division of Board labor in its governance role, and to take advantage of the special experience and expertise of each Board Member, the Board has established some standing committees for oversight of the School and will establish additional ones, including the important functions of: Governance; Academic Achievement; Finance; Facilities; Community Outreach; Strategic Partnerships (such as with individuals and entities who will provide wrap-around services at the School); and Grievance.

The Board has a long-standing Conflict-of-Interest policy as well as a Code of Ethics to prohibit enrichment of Board Members from HBHF’s endeavors, and a clear policy—as it must under the law—that all public funds received for funding of the Charter School must go directly to the operation of the Charter School, and for no other purpose, without exception.

## **5. Advisory Council**

Upon entering the planning stage, HBHF will establish the HBHCSA Advisory Council to receive organized input from parents of students, community members at large and others who have an interest in the success and well-being of the School. Suggestions from the Advisory Council will be genuinely investigated and considered by the Board and the School Principal as appropriate.

## **6. Grievance Matters**

**Attachment 9** contains the School’s Grievance Policy. Grievance matters are normally handled first at the School level, with a right to appeal unsatisfactory results to the Grievance Committee. In any case, the Grievance Committee shall accept all direct grievances it receives from any member of the public. The School and the Grievance Committee shall endeavor to resolve grievances in good faith and in the best interests of the grievants, the School and the community at large.

## **7. The School Principal**

Clete H. Ladd will be the School Principal. As explained in the Executive Summary, Mr. Ladd has extensive experience as a school principal, and specifically as a school principal at alternative schools. As a “turnaround” artist for failing students, Mr. Ladd’s extensive experience will mesh well with HBHCSA’s mission of improving the life outcomes of marginalized students and in helping them to avoid the School-to-Prison Pipeline. More of Mr. Ladd’s outstanding credentials are illustrated in his résumé in **Attachment 1** to this Application. Mr. Ladd will be the key figure during the planning phase of the School with respect to curriculum planning and coordination, staffing, community outreach and school recruitment, and many other functions.

## **8. School Principal Accountability**

Upon the availability of funding the School Principal will receive compensation established by contract with the Board during the planning phase, and will receive his/her regular compensation once the School opens for operation. The contract with the School Principal will establish clear duties, responsibilities and expectations, a mechanism for timely feedback including an indication of whether expectations are being met, and the process for removal or termination if required. Any such contract must be duly approved by the Board.

## **9. Other Key Personnel**

Pending available funding, the School (via the HBHF Board) also will hire an Operations Manager to coordinate many of the logistical, administrative, and compliance matters needed to be addressed during the planning and start-up phases, as well as for operation of a well-run entity. The Operations Manager shall report to the School Principal. This position has not yet been filled and will not be filled until adequate funds are secured. The proposed salaries and compensation of the School Leadership and other key school personnel are listed in the School’s Budget Workbook associated with **Attachment 16** to this Application.

Further to the description of the roles of key personnel, the School Principal will manage a School Leadership Team, report to the Board, and ensure that the directives and policies of the Board are carried out for the academic, fiscal and community success of the School. The Operations Manager will also manage all operational details, vendors, contractors, and day-to-day school wide systems, and manage full front office and operational staff within the school. The Lower Dean of Curriculum and Instruction will lead curriculum and assessment development and coaching of teachers for grades K-4. The Upper Dean of Curriculum and Instruction will lead curriculum and assessment development and coaching of teachers for grades 5-8. The Student Supports Coordinator will oversee Special Education, coordinate all services and individualized Education Plans (IEPs) for students with special needs, ensure proper recordkeeping and compliance, and manage the Special Education teachers on staff. The Lower Dean of Students will also oversee a positive, structured, safe school culture, ensure school wide culture system is executed with fidelity, and organize culturally diverse experiences for students for grades K-4. The Upper Dean of Students will oversee a positive, structured, safe school culture, ensure school wide culture system is executed with fidelity, and organize culturally diverse experiences for students for grades 5-8. The Operations Manager will also coordinate or delegates the coordination with strategic partners who provide onsite wrap-around services at the School for students and their families (these services will be funded separately either by the wrap-around service providers or through grants).

A summary of the proposed School Leadership Team and their respective roles throughout the first five years of operation is shown below:

**School Leadership Team and Projections**

<u>School Year</u>	<u>Grades</u>	<u>Projected Enrollment</u>	<u>Leadership Team</u>
2020-2021	K-5	120	School Principal, Operations Manager, Lower Dean of Curriculum and Instruction (LDCI)
2021-2022	K-6	225	School Principal, Operations Manager, LDCI, Student Supports Coordinator
2022-2023	K-7	330	School Principal, Operations Manager, LDCI, Upper Dean of Curriculum and Instruction (UDCI), Student Supports Coordinator, Lower Dean of Students (LDOS), Upper Dean of Students (UDOS)
2023-2024	K-8	435	School Principal, Operations Manager, LDCI, UDCI, Student Supports Coordinator, LDOS, UDOS
2024-2025	K-8	540	School Principal, Operations Manager, LDCI, UDCI, Student Supports Coordinator, LDOS, UDOS

**10. Other Capacity Matters**

HIM By HER Collegiate School for the Arts (HBHCSA) is not utilizing an education service provider, and thus will not incur any costs associate therewith.

A convenient summary of the governance and operation duties and how they are spread between the School Leadership and the Governing Board appears in **Attachment 3** to this Application.

**SECTION II: SCHOOL DESIGN**

**EDUCATION PLAN**

Innovation

HIM By HER Collegiate School for the Arts (HBHCSA) will begin with Grades K through 5 in its inaugural 2020-21 school year and expand to Grades K through 8 by its fifth year of full operation. Graduates will have been placed on a well-directed path for success in life, including eventually being able to compete and succeed at selective colleges and universities. Such a college preparatory education does not exist in abundance in the targeted 46218 zip code area. The school model is based on proven instructional models at other high-performing schools across the country, specifically, BES school Purpose Preparatory Academy in Nashville, TN where over 94 percent of K-2 students in 2016 were reading at or above grade level based on the nationally normed STEP

Literacy assessment<sup>4</sup>, and the Allegiant Preparatory Academy serving the Westside of Indianapolis, Indiana for many model specifics. In addition, HBHCSA's school design innovations include: an extended school day; two teachers in class during literacy instruction, with a prioritized and expanded focus on literacy and math instruction; public speaking; core values aligned with character development goals; community service; and, starting in the Upper Academy (Grades 5-8), a technology course that ensures students are technologically literate before the start of high school. These innovations have an impact on curricula, teacher and administration selection, professional development, typical school days, and the overall academic and character development of the students.

Extended school years and school days will be undertaken, with 184 instructional days and typical school hours from 7:30 am - 4:00 pm, including over 400 minutes of instruction daily, Monday through Thursday. Fridays will have early dismissal at 2:00 pm to allow for two hours of weekly professional development for staff. Students engage in 300 minutes of instruction between 8:00 am and 2:00 pm each Friday. As a result of combining additional school days and minutes, HBHCSA students will effectively receive over 30 more days of instruction each academic year, compared with traditional school models. This is consistent with research that expanded learning time. Research continues to show that initiatives that expand learning time facilitate school and classroom innovation to enhance teaching and learning.<sup>5</sup>

During Literacy, both the classroom teacher and a Reading teacher will deliver small-group instruction., with the classroom teacher being responsible for Reading Comprehension/Guided Reading and the Reading teacher being responsible for Phonics instruction using a station-rotation model. The daily schedule includes differentiated small group instruction to support the general classroom and to best instruct ELL and SPED students during small group literacy rotations. Please see **Attachment 6** for a typical daily classroom schedule.

Students will receive 200 minutes of Literacy and 110 minutes of Mathematics instruction each day. Within this extended time, teachers execute school-wide systems and routines to ensure daily transitions (i.e. in class transitions, restroom breaks, transition to lunch, and transition to electives) are efficient and do not encroach on instructional time and keep students on task. As with successful models in business, industry and the professions, students will develop successful routines and timely habits.

While it may seem counterintuitive, age-appropriate public speaking will be incorporated to help build academic skills and habits to propel students forward through future academics and life and general, as students will develop the ability over time to think clearly, and articulate their thoughts and ideas to a larger group with linguistic precision. The Association for Supervision and Curriculum Development (ASCD) has created a list of student habits, among them, learning how to *think and communicate with clarity and precision*.<sup>6</sup> Starting in Kindergarten, students are required to speak in a "college voice" when addressing a teacher or their peers.

In literacy and math, students are taught Habits of Discussion, starting with the basics of sharing their thinking in complete sentences and the art of expressing both agreement and disagreement using aspirational language structure that can be mastered by their grade level. The Cognitively Guided Instruction (CGI) model will be used in mathematics, where students explain

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<sup>4</sup> Purpose Prep Results. (n.d.). <http://www.purposeprep.org/purpose-prep-results>.

<sup>5</sup> Rocha, E. (2007). *Choosing More Time for Students The What, Why, and How of Expanded Learning*. Center for American Progress, 4-6.

<sup>6</sup> *Habits of Success*. <http://www.ascd.org/publications/educational-leadership/apr12/vol69/num07/Habits-of-Success.aspx>.

strategies used to solve problems with classmates. Students develop the confidence and skills of articulating themselves clearly in the Lower Academy (Grades K-4), so that when they move to the Upper Academy (Grades 5-8) they can begin to engage in “Socratic” seminars and debates where they guard and defend their interpretation of different texts. This will serve them well in post-secondary education.

From the start of their academic careers at HBHCSA students learn the core values of respect, responsibility, integrity, perseverance and unity. Teachers and administrators will explain why these values are important and provide models for students to follow. Positive feedback is used to encourage appropriate student actions and discourage inappropriate student actions. During weekly grade level Community Circles, teachers identify students publicly, and explain how they have been consistently displaying the core values, so that important values and habits will become second nature for students’ future academic careers.

The importance of community service will also be stressed by providing strategic opportunities for students to serve others in the surrounding area. All staff and students will engage in at least one community service project per year, and families and community stakeholders will be encouraged to join and participate. Through community service, students will realize the power that lies inside of them to influence positive change for others.

Regardless of their future academic and career paths students will become comfortable with technology in general, and learn not to be intimidated by technological change, all while maintaining the important humanistic values they are developing. As a result, all HBHCSA students will have an elective technology course; age appropriate in the Lower Level, and more deliberate and structured in the Upper Level. The courses will be consistent with suggestions by the Partnership for 21st Century Learning, a national organization committed to ensuring students have the knowledge and skills to thrive in an ever-evolving, technological world.<sup>7</sup> Below is an example of the information technology courses students will expect to take, beginning in the Fifth Grade.

<b>Sample of Technology Courses</b>			
<b>5th Grade</b>	<b>6th Grade</b>	<b>7th Grade</b>	<b>8th Grade</b>
Keyboarding, Multimedia Presentation Tools, Research Tools	Basic Operations, Spreadsheets, Website Design	Beginning Coding, Application Creation, Digital Citizenship	Applications of Computer Technology, including Robotics

With the above innovations, HBHCSA will not only reach the goals the Indiana Charter School Board demands, but help move students from the School target area toward lasting success in an ever-changing world.

Curriculum and Instructional Design

**1. Instructional Framework.** The mission of HBHCSA is to prepare all K-8 students with rigorous academics, character development, and a commitment to community necessary for college success and a life of positive action. The foundation of our instructional program is built upon a culture of high academic and behavior expectations for all students. Our instructional framework is informed by and aligned with the Indiana Academic Standards, the unique needs of

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<sup>7</sup> *Our Vision and Mission.* [http://www.p21.org/about-us/our-mission.](http://www.p21.org/about-us/our-mission)

students in the target 46218 zip code area, and proven best practices that have yielded significant student achievement results at charter schools across the country serving a similar population of students. **(a) Learning Environment.** Using Indiana Academic Standards, from day one in Kindergarten students will receive the academic foundation necessary to earn their way into and graduate from a college preparatory high school and the college or university of their choice. Standards are aligned vertically across content areas to ensure a seamless transition as students matriculate from grade level to grade level. HBHCSA will have a classroom-based instructional model by which curriculum is delivered. **(b) Class Size and Structure.** At full enrollment, HBHCSA will have two cohorts per grade, K-8 with 30 students per cohort, and 60 students per grade. Teachers will employ various student groupings for classroom instruction. During the Literacy blocks, there will be two teachers in each classroom to provide small group reading instruction with a 10:1 student to teacher ratio through a three-station rotation model. **(c) Overview of the Curriculum.** HBHCSA will provide students with high-quality instruction to build foundational academic skills and accelerate learning so that students matriculating from 8th grade are prepared for the rigors of a college preparatory high school. When selecting a curriculum, we consider the following: (a) alignment to Indiana Academic Standards; (b) degree of use in other high performing urban schools; (c) evidence of significant student achievement; and (d) evidence of effectiveness with students with special needs.

College preparation begins with a solid literacy foundation. Every curricular item is reviewed for grade level appropriate reading and writing skills and vocabulary development within text. **Reading lays the foundation for college success.** Curriculum is grounded in developing strong, foundational literacy skills for students. Research supports the connection between early literacy acquisition and college matriculation and preparedness. Reading skills also directly impact a student’s academic life and how they perceive their educational experience. Early reading ability predicts stronger reading comprehension ability across content.<sup>8</sup> Evidence specifically supports the “Matthew Effect” in early, strong readers: “[T]he very children who are reading well and who have good vocabularies will read more, learn more word meanings, and hence read even better.”<sup>9</sup> To create this positive cycle of developing strong early literacy skills, we invest in literacy heavily, starting in Kindergarten. Teachers lead students in 200 minutes of literacy instruction daily, and infuse literacy skills into all content areas. Students engage in three 30-minute small group reading rotations, during which time two teachers work with small groups of 10 students each to isolate and master reading skills unique to the group while the third groups of 10 students work on adaptive technology individualized to their needs. Our understanding of Indiana Academic Standards coupled with our response to the specific community needs of the 46218 target area led us to select curriculum listed below.

### HBHCSA’s Core Academic Curriculum

<u>Grades</u>	<u>Literacy</u>	<u>Mathematics</u>	<u>Science</u>	<u>Social Studies</u>
<b>K-4</b>	<b>Reading: Core Knowledge, Literacy Centers,</b>	<b>Every Day Counts Math (Calendar Math), EngageNY</b>	<b>Core Knowledge</b>	<b>Core Knowledge</b>

<sup>8</sup> Cunningham, Anne E., and Keith E. Stanovich. “Early Reading Acquisition and its relation to reading experience and ability 10 years later.” *Developmental Psychology*. Vol. 33 Nov. 1997; Stanovich, Keith. (2000). *Progress in Understanding reading: Scientific Foundations and New Frontiers* (1 ed.). New York, NY: Guildford Press.; Cunningham, Anne & Keith Stanovich. (2003). “Reading Can Make You Smarter.” *Principal* Nov./Dec. 2003.

<sup>9</sup> Ibid.; Stanovich, Keith. "Matthew Effects in Reading." *Reading Research Quarterly* Fall. 1986.

	<b>Guided Reading/Reading Comprehension (Internally developed) Phonemic Awareness: Reading Master Writing: Lucy Calkins Online Learning: Lexia</b>	<b>(Number sense, computation, algebraic thinking, geometry, measurement), CGI (problem solving)</b>		
<b>5-8</b>	<b>Reading comprehension across genres (internally created), Book Clubs, and Grammar</b>	<b>Procedures (computation) and Problem Solving, both internally created</b>	<b>Internally created</b>	<b>Internally created</b>

Curricula will be evaluated annually using academic data, and adjustments will be made where needed to ensure student success.

**(d) Technology Use in Instructional Delivery.** During reading rotations, students rotate in small groups between teachers and laptops. We will use Lexia (ST Math during Math block), an individualized computer program to give students on-grade-level literacy practice. Teachers can print out grade-level-equivalent reading practice for independent student work.

**(e) Plans for Ensuring the School is Staffed with Highly Effective Teachers.** HBHCSA will comply with all state and federal requirements for a “highly qualified” designation when hiring for each position, all related documentation (i.e. transcripts, test scores, and Indiana Department of Education Teacher assessment data) related to “highly qualified” status, and a complete background check before hiring.

**2. Instructional Strategies.** With full commitment to our mission and strong student outcomes starting in year one and continuing over the life of the school, HBHCSA will employ consistent, school-wide instructional strategies to maximize achievement. We will hold a 15-day summer Professional Development (PD) program for all teachers where we introduce and practice classroom management and instructional techniques to optimize learning time for students. During Summer PD, and over the course of the school year, teachers are trained on strategies from Lemov’s *Teach Like A Champion 2.0*<sup>10</sup>, Farr’s *Teaching as Leadership*<sup>11</sup>, and Bambrick-Santoyo’s *Great Habits Great Readers*.<sup>12</sup> Numerous high performing urban charter schools in high-poverty areas similar to the Martindale-Brightwood and Forest Manor neighborhoods implement these strategies, including the Achievement First Network, Uncommon Schools, and high performing members of the BES Network, including Equitas Academy (Los Angeles, CA), Excel Academy

<sup>10</sup> Lemov, Doug. *Teach Like a Champion 2.0* 2nd ed. Vol.1. San Francisco, CA: Jossey-Bass. (2014).

<sup>11</sup> Farr, Steven. *Teaching as Leadership: The Highly Effective Teacher's Guide to Closing the Achievement Gap*. San Francisco, CA: Jossey-Bass, 2010.

<sup>12</sup> Bambrick-Santoyo, Paul. *Great Habits, Great Readers*. San Francisco, CA: Jossey-Bass, 2013.

(Boston, MA), University Prep (Denver, CO), Great Lakes Academy (Chicago, IL), and Purpose Prep (Nashville, TN). These strategies allow teachers to focus on executing rigorous, well-planned lessons as they maximize each instructional minute. We will implement a variety of these strategies to ensure students are prepared for success in a college preparatory high school and beyond. **Extended School Day and School Year.** Many students will enter Kindergarten already behind more affluent peers. We have an extended school day and school year to give students more time for quality instruction. Extended learning time with students will have a high impact on academic outcomes, informed by nearly two additional years of instruction for students enrolled at HBHCSA from K-8. **Two-Teacher Literacy Model.** In grades K-4, students will have three 30-minute literacy rotations daily, with two rotations in a small group with a teacher. This allows for students to receive targeted phonemic and comprehension instruction, with focused teacher attention. The third literacy rotation will be a blended learning rotation, during which students will use an adaptive program, such as *Lexia*<sup>13</sup>, to continue building foundational reading skills. **Small Group Tutoring.** At the end of each day there is a 40-minute tutoring block reserved for students who need additional time practicing specific reading skills.

**Classroom Instructional Tools.** Visible instructional tools assist students in K-4 internalize content specific strategies including anchor charts with reading strategies, vocabulary wall, sight word wall, number line, and **Habits of Discussion** prompts. When students grapple with instruction, teachers are trained to refer students to these instructional tools to solve problems. **Kinesthetic Learning.** Teachers connect physical movement to learning, to assist students in internalizing themes, definitions, and concepts. **Blended Learning.** One of the rotations during small group literacy rotations is the laptop station. Students engage in grade level, literacy skill practice unique to their reading level, as outlined above. **College Voice.** Oral and vocabulary acquisition is developed with students starting in Kindergarten. Students are taught and expected to speak in clear and complete sentences. Teachers encourage students to incorporate advanced vocabulary into academic discourse or when socializing with peers.

**Data Driven Decision Making.** We use formal and informal student assessment data to determine how and when learning objectives are taught. Data provides us with insights on what specific skills students have mastered, and what skills they are still working to develop. During our 15-day **Summer Professional Development** (PD), all staff, instructional and non-instructional, practice specific academic, behavioral, and student engagement techniques to ensure school wide consistency. In alignment with high expectations for all students, it is imperative that all staff members can hold students to these expectations with consistency and joy. Staff continues to receive training throughout the year on more advanced techniques to ensure they are continuing to grow their ability to manage and instruct students effectively. Below is an outline of the instructional techniques that HBHCSA staff will utilize for students from the beginning of the school year.

#### Summary of “Teach Like A Champion” Techniques

Skill	Type	Description	Example
What To Do	Behavioral	Teacher direction explicitly states what student should be doing, to eliminate confusion	Teacher direction: I need everyone’s pencils down, silently looking at me, with

<sup>13</sup> *Blended Learning*. (2016, July 14). <http://www.lexialearning.com/solutions/blended-learning>.

		and ensure all students follow the direction.	hands folded on top of your desk.
Sweat the Details	Behavioral	Teacher holds students accountable for following directions, even minor details. By holding students accountable for small things, they will be less likely to commit major misbehaviors.	Teacher gives direction for class to stand up behind their chairs silently. One student stands up with hands placed on back of chair. Teacher asks students to stand up straight and to take hands off back of the chair.
Do it Again	Behavioral	When student(s) do not follow a direction, the consequence is to “Do It Again.”	Teacher gives students direction to line up silently, multiple students are whispering. Teacher stops entire class, restates direction and has class line up silently again.
100 %	Behavioral and Academic	Students meet teachers’ expectations 100% of the time. When teachers give direction that every student can accomplish, the expectation is that 100% of student are compliant.	Student is sharing response to a question during Science, teacher prompts class to look at the speaker as a sign of respect. 100% of students would be expected to follow this direction.
Precise Praise	Academic	Teacher celebrates students’ academic effort publicly and privately by acknowledging the specific action student took to solve problem.	Teacher: You did an awesome job on your reading quiz today, I loved the way I observed you going back in your text to find evidence to support your answer.
No Opt Out	Academic	Students who answer questions incorrectly are not allowed to give up. Teacher will provide support, or call on another student to answer. Original student would at least be required to repeat the correct answer.	Teacher: Where did the story take place? Student 1: Outside. Teacher: Be specific, where outside? Student 1: On a street. Teacher: Can someone add more detail to this response? Student 2: The setting of the story takes place in a large city with tall buildings and skyscrapers.

**2. Core Curriculum Scope and Sequence.** If authorized, the Principal will work during the planning year (Summer 2019-Fall 2020) to (1) develop, purchase, and adapt K-5 curriculum and (2) build our Course Scope and Sequence aligned to Indiana Academic Standards. In subsequent years, the HBHCSA Academic Leadership team will begin building the new grade-level scope and sequence the winter of the previous year (i.e. Second grade scope and sequence

would start being built in the Winter of 2020/2021 school year in preparation for 2021/2022 school year). This team will include members of the academic leadership team, teachers, and external curriculum experts. Each summer the Academic Leadership team will engage in a two-day retreat to evaluate the previous year’s scope and sequence and make revisions as needed. **Attachment 4** provides course scope and sequence for subjects K-8. For curricula not yet fully developed, a timeline outlining development process during the HBHCSA’s planning year is provided.

Pupil Performance Standards

**1. Exit Standards.** To ensure HBHCSA students have a college preparatory K-8 education that will prepare them for success in a college preparatory course of study in high school, with the ultimate goal of acceptance into and success within and graduation from a four-year college, we have adopted the Eighth Grade Indiana Academic Standards as our exit promotion criteria. (Please see **Attachment 5**). These expectations will be supplemented with additional standards including the **21st Century Scholars Program**. All exiting 8th Graders will be enrolled in the 21st Century Scholar Program which affords automatic scholarships to Indiana higher education institutions when the student maintains a minimum 2.5 cumulative GPA and graduates with at least a Core 40 Diploma. Our Upper Dean of Students will support all students through applying and preparing for this program.

**2. Promotion Policy.** We will exhaust every option to ensure each student is supported and has the opportunity to be promoted at the end of each year. Our Grade-level Promotion Policy ensures guidelines for promoting (or retaining) a student, to include: attendance, mastery of content, as evidenced in final grades or reading level. We anticipate many entering students will be significantly below grade-level, and therefore our growth metric is included in our policy and outlined below.

Grade	Promotion Criteria			
	Attendance Requirement	Grade Component	STEP level Requirement	Final Exam
K-3	Absent less than 15 days	N/A	K= Step 3 or higher; 1 = STEP 6 or higher; 2 = STEP 9 or higher; 3 = STEP 12 or higher OR 5 STEP Levels of growth	K-2: N/A 3: Pass IRead-3
4-8	Absent 15 days or less	Average at end of year > 70% in all core classes (ELA, Math, Science, and Social Studies)	N/A	All final exam scores average > 70% (ELA, Math, Science, and Social Studies)

We provide students with multiple forms of instruction and interventions during our extended day and year, which include differentiated supports and daily tutoring to ensure we have provided a robust and tiered set of supports to work towards every student earning end-of-year

promotion. If a student is failing three or more classes, that student demonstrates the need for additional instruction at the grade level and will be retained; if a student is failing one or two courses with less than a 60%, that student also demonstrates a significant skill and content gap and will be retained. **Grades 4-8 Summer School.** Students that average between 60 - 69% in one or two core subjects will have the opportunity to attend two weeks of summer school in that subject(s). At the end of summer school, students will re-take the final comprehensive assessment in the class(es) they failed, and earn a minimum of 70% on that assessment to be promoted. These students would receive the most benefit from current grade level instruction before being promoted to the next grade.

**Attendance.** Students cannot learn when they are not at school. Students missing more than 15 days of school may be retained. We fully adhere to all regulations regarding student extended illness during which we provide school support and tutoring as required. Students' attendance averages would not be impacted who are ill for an extended amount of time. Families receive daily and weekly communication to ensure every student is at school on time each day. Communication includes daily progress reports in K-4, weekly progress reports in grades 5-8, three formal report cards, the sharing of all staff cell phone numbers, and the expectation that all classroom teachers speak with all families a minimum of one time monthly. School leadership provides the school's front office staff with a system to monitor attendance; daily attendance averages are included in an Academic Accountability Dashboard monthly report to the Board. Families are required to meet with the School Principal once a student has accumulated over five (5) absences and will outline a plan to ensure students are at school on time each day. In compliance with IDEA, all students with IEPs or 504s will need to meet all promotion criteria for HBHCSA unless their IEP indicates separate goals in particular content areas. In such cases, satisfactorily meeting those goals will satisfy that component of our promotion criteria. Teachers make student promotion recommendations based on grade specific student mastery criteria. Final promotion decisions are made by the Principal. The School reserves the right to make exceptions to this policy given special circumstances. Students' progress toward promotion and in some cases retention would be communicated to families during the year via Parent-Teacher conferences and case by case in potential retention meetings.

School Calendar and Schedule

The proposed School Calendar and Schedule are contained in **Attachment 6**.

School Culture

**1. Promoting a Positive Academic Environment, Intellectual, Social and Moral Development.** To reach HBHCSA's mission, students will develop the academic skills and the character habits necessary for success in high school and college, and leading a life of positive action. The previously mentioned core values of Respect, Integrity, Responsibility, Perseverance, and Unity are the pillars of the School's culture and will be reinforced daily. These values are summarized below.

**Core Values of HIM By HER Collegiate School for the Arts**

<b>Core Value</b>	<b>Description</b>	<b>Examples</b>
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Respect	Respect is demonstrated by treating others the way we want to be treated. This includes respect for our physical space.	<ul style="list-style-type: none"> <li>• We show respect to peers and adults by making eye contact when speaking or being spoken to.</li> <li>• We show respect for ourselves by tucking in our shirts, and keeping our workspace clean</li> <li>• We show respect for materials by not spilling food or drink on Lifework (homework) or school books</li> <li>• We show respect by asking to assist others who are struggling instead of teasing</li> </ul>
Integrity	Integrity is doing the right thing even when no one is looking.	<ul style="list-style-type: none"> <li>• We are responsible for using our core values to guide decisions at all times.</li> <li>• We are responsible for demonstrating academic integrity at all times.</li> <li>• We are responsible for thinking about making the right decisions.</li> </ul>
Responsibility	Responsibility is demonstrated by taking ownership of our actions.	<ul style="list-style-type: none"> <li>• We are responsible for our learning at all times; when I have a question I ask it.</li> <li>• We are responsible for our belongings at all times; it is up to me to keep up with my personal and school belongings.</li> <li>• We are responsible for being positive, working hard, and seeking opportunities to help others.</li> </ul>
Perseverance	Perseverance means continuing to work hard toward our goals without cessation.	<ul style="list-style-type: none"> <li>• We are inspired by challenges.</li> <li>• We maintain a positive attitude during times of struggle.</li> <li>• We exude a “won’t give up attitude.”</li> </ul>
Unity	We have Unity as a team and know that “I am because we are.”	<ul style="list-style-type: none"> <li>• We are responsible for not just our own learning, but for the learning of all of our community members.</li> <li>• We demonstrate enthusiasm for our peers learning and accomplishments.</li> <li>• We hold one another accountable to doing our best.</li> </ul>

**Implementing a Strong Culture from Day One.** The National Association of Elementary School Principals highlights the important role a school leader has in creating a strong school culture to ensure an ideal learning environment for students.<sup>14</sup> The culture of HBHCSA is the foundation on which student learning and growth will be accomplished. Our core values of Respect, Integrity, Responsibility, Perseverance, and Unity are one of the first things the School Principal, and in subsequent years to include the Dean of Students, will present, discuss, teach, and model with the students and families’/guardians in One-on-One meetings prior to the first day of school. Prior to the start of the school year, students, staff, and families all have a clear understanding of our high expectations. Families are onboarded through individualized review of the Student and Family Handbook during a **One on One Meeting**. Every new family to the school has a 45-minute individual meeting with the School Principal, engaging in a conversation around what they envision for their child in school and in life. The School Principal explains school expectations, core values, and examples of each value, and includes review of key elements of the Student and Family Handbook. After the meeting, the family, student, and Principal are clear on what each party is accountable for to ensure the student’s success (including the student).

To symbolize this commitment and understanding the School Principal, student, and family sign a Community Contract which states those commitments and actions for which the family, student, and school are responsible. One commitment for the family is ensuring the student is at school on time each day. One commitment from the school is ensuring students are safe, and teachers are prepared to teach each day. Once students complete a week-long **Student Orientation**, and have been enculturated into the HBHCSA way, they earn the opportunity to sign the same Community Contract signed by their family and School Principal. Families and community members are invited to the ceremony and celebrate their students officially becoming HBHCSA students.

HBHCSA Staff participate in **Summer Orientation**. During July, all staff engage in a 15-day PD, during which they learn to understand what mindsets, habits, and skills HBHCSA members use to inspire and hold students to high expectations. The two biggest components of this practice are culture/management and instructional strategies. School Leadership will model management and instructional strategies and then staff will practice, receiving specific and concrete feedback from the School Principal, ensuring teachers and staff can effectively uphold school culture from the first day of school.

**Clear and Consistent Rewards and Consequences.** At HBHCSA, we firmly believe that students can meet expectations when they are clear, and when rewards and consequences are delivered consistently. To that end, we have a clear system for rewards and consequences from Kindergarten through 8th grade. In grades **K-4** we use a “clip stick” as our grade wide system to monitor student behavior. The clip stick is a yard stick covered with five distinguished colors: gold, blue, green, yellow, and red. Each student has a wooden clothes pin with their name; at the beginning of the day each student’s clip is on Green. When students consistently display our core values (Respect, Integrity, Responsibility, Perseverance, and Unity) they remain on green or earn their way to gold. When students choose to not follow directions their clip is moved down to yellow or red. In grades **5-8**, we use a “paycheck” system to encourage positive student behavior. Teachers track students’ demonstration of our core values through Kickboard, an online data management platform that allows teachers in real-time to input student merits as “dollars” and

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<sup>14</sup> Habegger, S. (2008, Sept. & Oct.). *The Principal’s Role in Successful Schools: Creating a Positive School Culture*. [https://www.naesp.org/resources/1/Principal/2008/S-O\\_p42.pdf](https://www.naesp.org/resources/1/Principal/2008/S-O_p42.pdf).

demerits as “deductions.” Students can earn dollars by displaying core values and may earn a deduction for not following the rules. In grades 5-8, students will receive a weekly report that goes home and is signed by families and returned to school the next day. These reports provide an itemized list of the number of dollars a student has earned or lost along with the reason.

**Small Things Make a Big Difference.** At HBHCSA, adults focus on all students meeting small expectations each day. We believe that attention to details discourage students from not committing larger community infractions. An expectation at HBHCSA is that when an adult is speaking, all students “track the speaker,” which means silently looking at the adult who is speaking. We expect students to track adults when they are speaking so they do not miss out on valuable directions or instructions. We teach students that looking at someone when they are speaking demonstrates respect for the individual, staff, and students. We expect 100% of students to meet this expectation 100% of the time because we know every student can. The reason why we focus on something as small as making eye contact is because when we do not hold students to this expectation other things begin to slip. In high school, college, and in life, students will be given multiple opportunities to make a first impression. One of the first things people notice when meeting someone is if they maintain eye contact during a conversation. Our students will be thoughtful and respectful, making eye contact is one way of reinforcing this when speaking or listening to others.

**Intelligence and Character.** The mission of HBHCSA concludes with a charge to our students: “live a life of positive action.” This charge is informed by our character development program. From the moment students walk in our doors, students learn our core values: Respect, Responsibility, Integrity, Perseverance, and Unity. Adults explain why these values are important and model grade-specific non-examples and exemplars. In class, teachers constantly use core values to celebrate and correct student actions. During weekly grade level Community Circles, teachers identify students, and explain how they have consistently displayed our core values.

**Joy.** Our rigorous and structured academic program is infused with joy. When students go above and beyond, teachers prompt students to celebrate their efforts through a “**J-Factor**,” or a quick celebration that boosts joy and student engagement. As students persevere through rigorous instruction, or help each other in their daily interactions (i.e. one student helping another clean up a spilled drink), these actions are positively reinforced with joyous acknowledgment. J-Factors are also used to reinforce academic fundamentals during transitions. For example, Kindergarten students count in unison from 1-20 while moving from their desk to the carpet for Read Aloud. As students are expected to work hard each day, strategic joy is a way to celebrate their efforts while reinforcing academic excellence and core values.

**Everything is Earned.** We believe that students are motivated by clear and rigorous goals. Students are motivated each day to make the right decisions and display our core values. An example of this is students earning “restaurant voice” time at lunch. Restaurant voice is the voice students use that is louder than a whisper but lower than a presentation voice. Students are expected to sit silently while their peers are receiving lunch. Once the entire community has received their food they have an opportunity to talk. Students learn during orientation that they all have to work together to earn talk time during lunch. If a student(s) begins talking before being given the direction from an adult to talk, the entire community will wait a few minutes before they can engage in conversation at lunch. Students follow this expectation because talking to friends during lunch is not something that is given - they earn this opportunity. When students earn all “green,” “blue,” or “gold” days in a week based on our clip system, the following Friday they can wear jeans and different color sneakers instead of their uniform. Students on green, blue, and

gold also get to assist teachers with special tasks because they have demonstrated that they are classroom leaders. Students can also earn special classroom incentives by collectively displaying our core values and making the right decisions. Each classroom has a “Look what we are working towards” tracker. When students collectively are working hard and following directions for a sustained amount of time they earn tally marks towards their class goal. An example of this may be that a class is working toward a dance party after 25 tally marks. Earning tally marks towards their class goal is also tied to Lifework (homework) completion. Each night when 100% of students complete 100% of their Lifework they earn 3 tally marks toward the class goal. The classroom tally mark system becomes more challenging over time. After students earn an incentive, a more rigorous goal is set for them to meet. For example, after they earn 25 tally marks the next goal may be 35 marks. Students also earn the opportunity to attend field lessons outside of school. Students that choose to consistently disregard classroom expectations lose the opportunity to leave the school with their peers. Instead these students would remain at the school and work on classwork until their cohort returns to the school. Our system of “everything is earned” gives student clear goals to work toward each week. Students who may struggle with adjusting to our expectations at the beginning of the year quickly turn-around their actions so they can earn individual and community incentives. This system also cultivates a mindset of enjoying the process of working hard to earn things in life.

**2. A Typical Student Day at HBHCSA: Kindergarten. Arrival.** At 7:30 am John is dropped off by his family for a day of work, growth, and joy at HBHCSA. John walks to the front entrance and is greeted by the School Principal. As John enters, the School Principal shakes his hand and asks, “How are you doing this morning? Are you ready to have a great day of learning?” John makes eye contact and in a clear, college voice says, “I am doing well, and ready to work hard today.” The School Principal checks to ensure John is in his school uniform. As John enters the building he is greeted by other staff members on the way to class. Staff members are strategically placed to greet, assist, and reinforce morning expectations John stops at his coat hook, takes off his book bag, takes out his Lifework folder/instructional materials, and hangs his book bag and sweater or jacket up.

**Classroom Entry.** Classroom teacher, Mr. Freeman, greets John as he enters the classroom. John drops his Lifework folder off in the Lifework folder bin, picks up his breakfast item and milk/juice at the horseshoe table, walks silently to his desk, and begins eating breakfast. After John is finished, he raises his hand straight up in the air and waits for Mr. Freeman to give permission to throw his trash away. He pulls out his Brightwork (Reading/Math packet aligned to standards being taught in class), and works silently until 7:58 am. During this time his classmates are eating or working on their Brightwork. Mr. Freeman raises a silent arm with two crossed fingers to let students know if they need to use the Restroom to similarly raise their hand. Students are dismissed a few at a time to go to the restroom. One male and female staff member is outside the restroom to monitor and ensure students move with purpose to get back to class.

**Read Aloud and Literacy Rotations.** At 8:00 am, John and his classmates are directed to stand up and silently transition to the color carpet for Morning Message. During **Morning Meeting**, John and his classmates review the core value of the week - Respect. Mr. Freeman names what areas of Respect they will focus on: not speaking over other students or adults, tracking (looking at) other individuals who are speaking, and treating instructional materials with care (i.e. books, pencils, folders). After reviewing the week’s core value, he leads students in reviewing words with a bossy “e.” John and his classmates focus because they have been working on bossy “e” words in their Reading Mastery groups. At 8:10 am Read Aloud starts, and today Mr. Freeman

is reading *Chester's Way*. John and his classmates are working to identify the setting and characters in the book. John receives a J-Factor "GREAT" from his classmates for recalling the primary and secondary characters. At 8:40 am, the first 30-minute Literacy rotation begins, so John joins his small group at the blended learning station to practice isolated literacy skills unique to him based on his current reading level. With one minute remaining, students are reminded of the upcoming transition. When the timer goes off, John and his classmates stand up silently and turn towards the direction of the next station. John is excited because Reading Mastery is next, he loves the engaging pace and recognizes that he is becoming a better reader. He began the school year only being able to identify letters: now he knows all his letters and sounds, and is working to start saying three-letter words.

Mr. Freeman begins with reviewing last week's sight words; he is confident that he knows all of the words because he reviews them every night along with his Lifework. After focusing on his sight words, he works with his group to go through the day's lesson with Mr. Freeman. During Literacy rotations Ms. Cooper is also in the room to teach Guided Reading and Reading Comprehension. After his Reading Mastery lesson, students work on an extension writing activity aligned with his lesson from the day. Mr. Freeman announces that each group has one minute remaining before they will break for snack and restrooms. From 9:10 am to 9:25 am, John and his classmates enjoy a quick snack, and at 9:15 am the School Principal collects boys and girls that need to use the restroom. John goes to the restroom then returns to class in time to finish his snack. After the break John has his final literacy rotation for the day.

**Writing and Lunch.** At 10:25 am, the class comes back together for Writing. John and his classmates spend the first 20 minutes working on grammar skills. Today they are learning about nouns. Then, they have a 30-minute writing lesson during which John drafts a story about the time his dog ate some of the cake at his sister's birthday party. The lesson closes with two students standing and presenting their writing stories to the class, who all track them as they share. At 11:15 am, John and his classmates line up silently to transition to lunch. John and his cohort know they must transition, enter, and sit down with their food silently to earn talk time. The School Principal celebrates how well students entered the cafeteria silently, and gives John and his classmates the opportunity to use "restaurant voice" during their lunch. After lunch they transition outside for 20-minutes of recess. At 12:02 pm the School Principal blows a whistle, John and his classmates all "freeze," and the School Principal has each cohort line up silently.

**Math and Science.** John and his classmates transition back to class for Calendar Math and CGI from 12:05 pm to 12:55 pm. During Calendar Math, the class goes over today's date, patterns, breaking the number of days in school down into 100s, tens, and ones. After Calendar Math, they transition to CGI (**Cognitively Guided Instruction**), during which the teacher displays an addition story problem to the classroom and reads the problem aloud three times. Students are called on to restate the problem in their own words from memory. John conceptually visualizes the problem in his head. After the students re-state the problem to the class, the teacher gives each student a paper to solve the problem. Each student draws a picture of how they solved the problem and explain each step they took to solve the problem, using number sentences. At the end of work time, the teacher selects three students to come to the front of the class and share the strategy they used to solve the problem. One student used a number line, another drew linking cubes, and another put the number in their head and counted. John loves CGI because he is always discovering new, more efficient ways to solve math problems. After CGI, a traditional Math lesson is led by Mr. Freeman from 12:55 pm to 1:55 pm; students work in groups to use number lines and linking cubes to solve addition problems. At 1:55 pm, the class transitions into Science. Today students

check on their growing plants. Each student observes a plant and discusses, then writes about, what has changed from the week before. John and his partner observe that the plant is starting to grow leaves, and students are amazed that a plant grows and gets bigger just like they do.

**Physical Education and Dismissal.** At 2:35 pm, students transition to Physical Education (“PE”). Today, John and his classmates are moving through circuit stations that include jumping jacks, sit ups, high knees, stretching and running. By the end of PE, every student is ready for a water break. Ms. Wilson, the PE teacher, ends class emphasizing the importance of working out to stay healthy.

**Closing Circle** is the final whole group time with Mr. Freeman before dismissal. Each student sits around the perimeter of the color carpet with legs crossed and hands folded in their lap. Mr. Freeman leads a discussion about what things students did well, and what things students needed to work on to improve their community. Today, Mr. Freeman gives every student an opportunity to discuss a time they failed at something but persevered and finally succeeded. John shares that he has been working hard to be able to count to 100, but has not accomplished his goal yet. He says that even though he cannot count to 100 he will continue practicing at school and home until he meets his goal. His cohort is Butler University, and during Closing Circle the person who is holding the stuffed Butler Bulldog has the floor and every student tracks the speaker. At the end of the Closing Circle, the teacher says that their goal for tomorrow is to continue persevering even when they struggle or do not understand something. John cares about his learning and also loves celebrating when other students share stories about how they worked hard to overcome a challenge. At 3:55 pm, the teacher calls individual students to collect their Lifework (homework is called Lifework because it is preparing students to be successful in life), pack their bags, and line up for dismissal. As John waits for his name to be called, he takes out his Lifework packet and begins to work on his Reading and Math work. When he gets home that evening he reads his book from school for 30 minutes, and practices his sight words with his mother before he goes to bed. He goes to sleep excited to go back to school to grow his brain so he can go to college one day.

**3. Teacher’s Day at HBHCSA: Classroom and Reading Teacher** – please see the sample Daily Schedule below.

**Sample Daily Schedule for Kindergarten Teachers**

<b>Kindergarten-Classroom Teacher</b>		<b>Kindergarten-Reading Teacher</b>	
7:10	<b>Arrival and Prep:</b> Reviews lesson plans, ensures all materials for the day are prepped, check’s school e-mail	7:10	<b>Arrival and Prep:</b> Reviews lesson plans, ensures all materials for the day are prepped, check’s school e-mail
7:15	<b>All staff Wednesday morning community circle:</b> Leadership team communicates updates, highlights staff success, practice specific focus taxonomy for the week	7:15	<b>All staff Wednesday morning community circle:</b> Leadership team communicates updates, highlights staff success, practice specific focus taxonomy for the week
7:25	<b>On post:</b> In classroom ready to greet students as they begin entering the building at 7:30	7:25	<b>On post:</b> In classroom ready to greet students as they begin entering the building at 7:30

8:00	<b>Morning Meeting:</b> Leads students in morning chants, core value focus, and academic remediation	8:00	<b>Morning Meeting:</b> Support Classroom Teacher during morning meeting
8:10	<b>Read Aloud:</b> Leads students in reading a text slightly above their reading level, engages students in story element and comprehension questions	8:10	<b>Elective:</b> Lead P.E. or Art
8:40	<b>Literacy Rotations:</b> Teaching literacy to different student groups	8:40	<b>Literacy Rotations:</b> Teaching literacy to different student groups
10:25	<b>Writing/Grammar:</b> Leads Writing and Grammar	10:25	<b>Prep:</b> Prepping student lesson materials, weekly check in with School Principal to discuss lesson plans, isolate and practice specific skills
11:15	<b>Prep:</b> Prepping student lesson materials, weekly check in with School Principal to discuss lesson plans, isolate and practice specific skills	11:15	<b>Lunch/Recess duty/Prep</b>
12:05	<b>Math:</b> Lead Calendar Math, CGI, and Math lesson	12:05	<b>Literacy Rotations:</b> Teaching literacy to different student groups
1:55	<b>Science/Social Studies:</b> Lead Science or Social Studies unit, alternates after each unit	1:55	<b>Prep:</b> Prepping student lesson materials, weekly check in with School Principal to discuss lesson plans, isolate and practice specific skills
2:35	<b>Prep:</b> Prepare student Lifework folders for dismissal	2:35	<b>Elective:</b> Lead P.E. or Art
3:45	<b>Closing Circle:</b> Lead end of day closing circle, discuss what community is doing well, and what students need to work on	3:45	<b>Closing Circle:</b> Support with closing circle in each classroom on alternating days
3:55	<b>Dismissal:</b> Prepare and transition students to dismissal	3:55	<b>Dismissal:</b> Report to assigned post for student dismissal

### Supplemental Programming

**1. Summer School.** Our extended school day and year and instructional program grounded in using student data to inform daily instruction will address most students' academic needs. Due to this strategic investment in time and data driven instruction, most students will master the skills necessary to be promoted by the end of the year. As needed, we will provide additional tutoring for third graders who did not pass the IREAD-3, and fourth through eighth graders with an average of 60-69% in one or two core subjects. Third graders that attend summer school must retake the IREAD-3 assessment and pass to be considered for promotion. Fourth through eighth graders attending summer school must take and pass a content specific cumulative exam to be promoted to the next grade. Summer school dates are contingent upon Indiana testing windows for third

grade. Summer school for fourth through eighth grade students will take place the two weeks immediately after the last day of school for four hours each day. We hope to align dates for all grades. We will work to identify grant opportunities to fund summer school; if grant opportunities do not arise, we will take on this cost from our annual budget.

**2. Extra and Co-Curricular Activities and Programming.** Students engage in daily **Electives** and quarterly **Field Lessons** (out-of-school learning experiences related to a topic covered in core subject). In K-4, students attend a 30-minute Elective daily, with art and PE each twice per week. In grades 5-8, students attend a 50-minute Technology and PE Elective each twice per week. In K-4, the Reading teacher teaches two PE and Art classes plus Literacy rotations. In Y3, we hire one full-time Elective teacher and add another in Y5. At scale, we have two elective teachers for the Upper Academy (5-8). See the Table below for the School’s enrichment sequence.

**Elective Sequence**

	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>Physical Education (PE)</b>	Motor skills/movement patterns	Understand connection between active lifestyle and physical fitness	Students incorporate concepts from other disciplines into movement and fitness	Self-identify what physical fitness activity will help maintain a healthy lifestyle
<b>Technology</b>	Keyboarding, Multimedia Presentation Tools, Research Tools	Basic Operations, Spreadsheets, Website Design	Beginning Coding, Application Creation, Digital Citizenship	Applications of Computer Technology, including Robotics

**Field Lessons.** During Summer PD, teachers will identify a list of off-campus Field Lesson opportunities for students aligned to content and specific State Standards, to be provided to students three times per year, and which includes a university tour to which we invite our families. As outlined in our budget, we have allocated \$5 per student in Y1-Y5 to Field Lessons, and will work to identify grants and seek donations to supplement the remaining cost. See the Table below for an Example of Standards Aligned Field Lessons.

**Standards-Aligned Field Lessons**

<b>Subject</b>	<b>Lower Academy</b>	<b>Upper Academy</b>
<b>Science Aligned</b>	Farmers Market; WTHR Weather Station; Children’s Museum; Indianapolis Zoo; Fowler Ridge Wind Farm	Eli Lilly Lab; Eagle Creek Overnight observation at Gnow Bone; Local Small Business; IND Airport Air Traffic Control
<b>Social Studies Aligned</b>	Indianapolis Repertory Theatre; Central Library; Fire Station; Connor Prairie Eiteljorg Museum; Indiana State Museum	Civil Rights Museum-Memphis; Cincinnati Underground Railroad Museum
<b>College Tour</b>	University of Indianapolis (IUPUI)	Tennessee State University, Indiana University, Earlham College

**3. Student Mental, Emotional, and Social Development and Health.** Students’ social, emotional, and character growth are essential to being well-rounded productive students, and ultimately adults. All staff are trained on how to support students in developing their thoughts and feelings, displaying compassion for others, building self-confidence, problem-solving, self-regulating, and using their moral compass to make sound choices. Our core values are used to teach, model, and help students internalize what Respect, Responsibility, Integrity, Perseverance, and Unity look like. These core values are not relics on the wall, but instead made tangible by teachers who are constantly looking for opportunities to celebrate students using them and create learning moments when they need to be reinforced. When student emotions run high they are given the space to decompress, share their feelings (through writing or speaking with teacher or leadership), reflect, and think about how they can avoid the same mistake or conflict moving forward. Through our core value of Unity - I am Because We Are - students learn during Student Orientations, Morning Messages, Closing Circles, and weekly Community Circles that healthy relationships with their community members ensure students are safe and able to learn. During lunch, students do not start eating their food until every student has been served. This is a daily reminder that “We” is greater than “I.” During academic discourse and while socializing, students are encouraged to share their interpretations, opinions, and thoughts. Teachers explicitly teach students that disagreements happen, but to always stay in character and show respect. Starting in Kindergarten, students learn sentence starters (i.e. “I respectfully disagree,” “I would like to add on”) to use when they do not agree or what to add on to a comment that was made by another student. For students that need more support in their social development, the School Principal in Y1-Y2 will support these students through targeted interventions which may include strategic check-ins, behavior reflections, and personalized behavior plans. In Y3, a part-time Social Worker will work with individual and small groups of students as needed in these areas. The Dean of Students in Y5 will work in partnership with the Social Worker to provide targeted interventions for students as well. We will seek out mission-aligned individuals and organizations in the community to support students when appropriate, and the Dean of Students will develop and manage community members to serve as mentors, beginning in our 5th year of operation

**4. Student Focused Activities.** For students to go to, persist, and graduate from the college of their choice, and thrive as people, they need to be responsible for their actions and make sound independent decisions. Regardless of career choice, students need to know how to manage conflict, regulate emotions, and work with other people in their personal and professional lives. Our core values of Respect, Integrity, Responsibility, Perseverance, and Unity inform our students’ moral compass and ability to manage the social and emotional demands in their personal and professional lives. Each week a specific core value is focused on during Morning Message, Closing Circle, and during the weekly grade wide Community Circle. The Table below provides examples of student actions aligned to school core values.

**Examples of Core Values in Action**

<b>Action</b>	<b>Value</b>
When an adult or peer is speaking all students “track” (look at) the speaker.	Respect
In Reading, a student disagrees with another student’s explanation of a character’s motivation. The listening student lets the student finish, raises their hand, and respectfully disagrees and provides evidence to support the motivation of the main character.	Respect

A student finds a dollar in the hallway and takes the dollar to the teacher and tells them where they found it.	Integrity
Students work independently on a task on the opposite side of the classroom. Even though the teacher is not in front of them they are working hard to follow the directions and complete their work.	Integrity
A student is finished reading their take-home book early, they ask the Teacher if they can get a new book so they can continue to read 30-minutes each evening.	Responsibility
The Indiana University cohort earns a point for Responsibility because 100% of students completed last night's Lifework	Responsibility
A student did not get the correct answer to their mixed fraction addition problem. Instead of giving up they refer to their notes, re-do the problem, and get the correct answer.	Perseverance
A student entered First Grade Reading on a beginning of the year Kindergarten level. Through hard-work, focus in class, practicing 30-minutes of reading, and sight word practice each evening, s/he is reading on a mid-second grade level by the end of the year.	Perseverance
A student recognizes that his or her classmate is struggling to answer a Math problem, and raises his or her hand to ask the Teacher if they can provide the struggling student with a strategy.	Unity
During Guided Reading a student struggles to pronounce a word in front of their peers, each student pumps their arm in a circle to show the student support to keep working hard.	Unity

In addition to the wrap around services to be provided for the students (and their families) by community partners (separately funded from the Charter School), provided separate funding is obtained, HBHCSA will provide the Enterprise City as an afterschool program teaching young people life skills and consequences, such as job readiness, financial literacy, civic responsibility, entrepreneurship, and other skills in a hands-on manner. The Enterprise City will be an after-school 6-weeks curriculum in which all students will have the opportunity to participate. The Enterprise City is a program with a set curriculum aligned with State Standards on financial literacy and civics based on applied, real-world learning, giving students a unique glimpse of the adult world and why staying in school and giving "their best" is so important. Students will (1) apply and integrate financial literacy, civics, teamwork, critical thinking, math, language arts, social studies, and technology skills; (2) take on roles as employees, employers, government officials, judicial system participants, consumers and citizens while running businesses, organization, and government offices; and, (3) create resumes, job applications, have real job interviews, and are hired by a business where they work together as a team. The program will be primarily for Upper Level; students, although abbreviated versions may be used for Lower Level students. The Enterprise City curriculum includes the programs below; (for further expansion of inputs and activities as well as outputs and outcomes, see the Logic Model in the Attachments.)

- Understanding of the Community in which they live
- Career Exploration & Workforce Preparedness
- Economy, Trade, Government & Taxation
- Business Operation & Management
- Citizenship, Community Life & Responsibilities

- Financial Literacy & Personal Finance

This has currently been an afterschool program with an established 5-day curriculum that that brings a miniature city set-up for students so they can see all of the jobs and opportunities that there are in a city.

### Special Populations and At-Risk Students

**1. Plan to Serve Students with Special Needs.** We support all learners through rigorous instruction, high expectations, and necessary and appropriate interventions and instruction for every student. Students with unique needs receive robust supports within our extended school day. We provide research-based, proven curriculum and differentiated instruction to support all students, including Special Education students, English Language Learners, gifted learners, and students with Section 504 plans. Frequent small group instruction (10:1 student to teacher ratio), daily individualized Blended Learning opportunities, and built in re-teach and remediation blocks provide us with the structure to address the academic and social needs of our students with special needs.

**2. Students with Mild, Moderate, and Severe Disabilities.** Serving students identified as having disabilities under the law or whom we suspect may have such disabilities, we provide a Free and Appropriate Public Education (FAPE) and comply with all applicable state and federal statues, including Title II of the American with Disabilities Act of 1990 (ADA), the individuals with Disabilities Education Act (IDEA), and Section 504 of the Rehabilitation Act of 1974. We educate students with disabilities in the least restrictive environment (LRE) and with their non-disabled peers to the extent appropriate and allowed by each student’s Individualized Education Plan (IEP). We do not discriminate in our admission and enrollment practices against students having or suspected to have disabilities. **(a) Identification and Protecting Against Misidentification.** Upon enrollment, we conduct individual One-on-One meetings with students and families. In addition to going over our mission and vision, we ask each family to identify if their student has an existing IEP or has ever received special education services. If so, we provide appropriate documentation to ensure students receive required accommodations and modifications aligned with the IEP or 504 Plan requirements. We reach out to preschools and school districts to determine if students have ever been identified in accordance with IDEA. Our School Principal, Operations Manager, and Special Education Teacher(s) (in Y4 led by the Student Supports Coordinator) oversee this process. During staff summer PD, during our first and second years of operation, our Special Education Teacher works with general education teachers to ensure all students’ needs are being met and all services are provided (in Y2 two full time Special Education Teachers, Y4 a Student Supports Coordinator (SSC) will manage Special Education Teachers and oversee Special Education program). During the school year, Special Education Teachers work with classroom teachers to ensure Special Education students’ modifications and accommodations are being implemented during instruction and that all services are being provided. Our Special Education teachers and SSC will be licensed within the State of Indiana as special educators. Our academic program integrates frequent, strategic academic monitoring and push-in supports to ensure students with IEPs are receiving all modifications and accommodations outlined in their plan. During summer PD, the SSC leads staff in scientifically-based academic and behavioral intervention support training. In years 1-3, the Special Education training is facilitated by certified Special Education staff; in year 4, the SSC is responsible for preparing and leading staff trainings. In compliance with the Indiana’s Commission of Seclusion and Restraint (Indiana Code 20-20-40), we will secure CPI training for all staff. Our Operations Manager will oversee the

recertification process for staff to ensure every staff member has a valid and up-to-date CPI certification. Frequent internal assessments provide in-the-moment snapshots of where students are and what specific academic or behavioral skills they are struggling with the most. During the week, each teacher reviews students' progress based on Lifework (Homework), classwork, quizzes, projects, observations, and anecdotal notes. Teachers are equipped with formal and informal data to quickly respond to the needs of every student. School leadership and staff work together to monitor assessment data on a regular basis. For students identified as not progressing at a pace to meet end-of-year academic goals, we use a pre-referral, Response to Intervention process or RtI. Teachers, leadership, and the Coordinator of Student Supports work in partnership to design a proactive intervention plan to address deficits and monitor progress towards plan goals for six weeks. Our responsibility, specifically with students in the earlier part of their education, is to provide additional academic and behavioral support assist in development and meeting end of year academic and behavior goals within the general education environment. If the intervention planned is deemed unsuccessful, not resulting in student academic or behavioral improvement, we schedule a meeting at a convenient time for the students' parent/guardian to discuss our next plan of action. This conversation with the student's parent/guardian would include considering if the student needs to be considered for evaluation for special education eligibility and related services. If the family agrees to conduct an evaluation for their student the school will secure a written parental consent form before administering testing. The school will conduct testing, through an appropriately licensed educational psychologist. Post testing, we will hold a conference with the parents, the CSS, student's teacher, and member of the school leadership team to make a decision on the student's eligibility for special education services. If the student is eligible and the family agrees in writing, an Individual Education Plan (IEP) is developed. Each student's IEP will be reviewed at least one time each school year, and each student will be re-evaluated at least once every three years. Students' families can request to meet with the school at any time to discuss the details and goals of their student's IEP plan. At the request of a legal guardian, we will evaluate any student for a disability. Section 504 requires schools to provide students with disabilities appropriate educational services designed to meet the individual needs of such students to the same extent as the needs of students without disabilities. Section 504 prohibits discrimination on the basis of disability. We adhere to all obligations under Individuals with Disabilities Education Act (IDEA) and Section 504. We immediately evaluate and identify any students protected under Section 504. This includes any student determined to: (1) have a physical or mental impairment that substantially limits one or more major life activities, (2) have a record of such impairment, or (3) be regarded as having such impairment. The CSS serves as the Section 504 coordinator to ensure students' legal rights are met and their special needs are effectively served. In Y1-Y3, Special Education Teacher(s) works with school leadership and teachers to support and ensure compliance with Special Education students.

In Y4, a Coordinator of Student Supports will be hired to manage the Special Education program. We will work with INISchools to secure related services (Speech/Language, OT, PT) in accordance with IEPs and provide time and space for these services to be administered onsite. **(b) Evidence-based Instructional Programs.** Our educational model is an inclusive and heterogeneous and serves all students. Our program design is informed by high-performing urban schools serving similar student populations including disabilities language proficiency barriers, and/or special circumstance that put them at risk for academic failure. To the fullest extent possible, we will provide a full inclusion model, maximizing accommodations and minimizing modifications. **(c) Evaluation and Progress Monitoring.** Progress monitoring occurs in

alignment with IEP goals and is reported out accordingly. We look to the assessments of students with disabilities receiving special education services, including improvements in performance on the NWEA MAP, STEP, Fountas and Pinnell grade level equivalencies, ISTEP+, IRead and teacher-created assessments to determine our program's effectiveness. We disaggregate assessment results between students with disabilities and students without disabilities to continuously monitor and improve the efficacy of our special education program. In Y1-Y3, the School Principal and Special Education Teachers lead teacher development through our summer PD and weekly PD meetings as grade-level teams and whole staff to monitor student performance and adjust where needed to support all students on their journey to college. In Y4, the SSC will be hired to manage and oversee the Special Education department. **(d) Please see Promotion Policy. (e) Qualified Staff.** In our first year of operation, we will employ a full-time, licensed special education teacher. In Y2 we will hire an additional special education teacher to support our increased special education population. Our SSC will be hired in Y4 to directly manage our special education teachers and provide oversight for the special education program. The School Principal will work closely with the special education teachers and SSC to ensure special education students' plans are being followed and the school is within compliance. We will reassess our special education student population needs overtime and make staffing additions as needed to support all students. All staff hired to teach or supervise Special Education programming will be Highly Qualified and hold license (or emergency certification) to teach Special Education in Indiana, and additional certifications or requirements per the Indiana Charter School Board.

**3. English Language Learners.** We will serve English Language Learners (ELLs) in accordance with all applicable Federal Laws and regulations related to the education of language minority students as stated under Title IV of the Civil Rights Act of 1964 and the Equal Education Opportunities Act of 1974. We will proactively identify and support ELLs and provide targeted, individualized plans to ensure proficiency at the same high level as their peers and based on the same academic programs and opportunities provided to all students. **Identifying ELL students.** We follow these steps to identify ELLs that should receive English language instruction and support. **Step 1 - Identification of Potential ELL Student.** We will use the STN site to see if enrolled student has pre-existing ACCESS score from a previous school in Indiana or another WIDA state. If no previous record of Home Language Survey exists, we will administer to identify that there is a language other than English spoken by the student or at home. **Step 2 - Evaluating Potential ELL students.** The ELL certified staff member will administer the WIDA-ACCESS Placement Test (WAPT) to assess the four language domains of Listening, Speaking, Reading, and Writing. Based on the results and observation using the WIDA Can Do Descriptors, the ELL teacher will determine the ELL status. **Step 3 - Student is identified as ELL.** ELLs will be provided Sheltered English Immersion (SEI)<sup>29</sup> instruction and developmentally appropriate instruction aligned to the WIDA English language development Standards Framework. **Step 4 - Communicating with Parents.** The School Principal will notify parents in writing in parents' preferred language of the reason the child was identified as ELL, a description of the child's current level of English proficiency, and description of the program placement and method of instruction, the manner in which the program will meet the child's educational needs, a description of how the program will help the child to learn English, the requirements for exiting the program, and the parent's right to waive ELL services. If requested, a follow-up meeting will be set up between parents and the School Principal and ELL certified staff member. **(b) Evidence-Based Instructional Programs.** Our instructional practices for ELLs will incorporate the five strategies outlined on the federal Department of Education Doing What Works webpage: screen and monitor

progress, provide reading intervention if needed, teach vocabulary, develop academic English, and schedule peer learning. These will be integrated into daily instructional practices through discourse, pushing-in vocabulary, small group literacy instruction, and cooperative learning. **(c) Evaluation and Progress Monitoring.** Students identified as English Language Learners (ELL) will be assessed annually to determine improvement in English language proficiency (ELP). We will use the World Class Instruction Design and Assessment (WIDA) and ACCESS Placement Tests to screen the English language proficiency of enrolling students identified as potential ELLs. We will work to identify ELLs as quickly as possible and will make this determination using ACCESS exam scores, input from general education teacher, and data from general education progress. **(d) Qualified Staff.** We are committed to adjusting our hiring structure as needed based on actual enrollment and students' needs. In Y1, we will hire at least one ELL certified teacher. Teachers will receive training from Special Education Teacher and ELL certified teacher during Summer Orientation and during PD throughout the school year to ensure best practices for meeting the needs of all students are implemented by our staff. We will leverage partnership with external organizations where needed to support our ELL students and families.

**4. Students Performing Below Grade Level.** Based on school performance data of the target population area, we anticipate a significant portion of our students will be performing below grade-level when arriving at HBHCSA. Our school model includes additional supports and structures, and additional learning time to ensure 100% of students are reading at grade level by the end of third grade. We will accomplish this goal with an extended school day and year, two-teacher literacy model, blended learning, extended literacy and math instruction each day, small group differentiated instruction, daily reserved tutoring time, and language acquisition and vocabulary development support. During enrollment, each student will complete the STEP reading assessment to gather baseline data. We will administer STEP testing again three times during the year, to ensure adequate student growth. The data we receive from the STEP assessments, our interim assessments, and NWEA MAP assessments will inform tutoring groups and remediation necessary for students who have skill and content gaps. If a student is not making adequate progress overtime as determined by the student's teacher, in conjunction with school leadership, we will use the RtI process outlined above.

**5. Intellectually Gifted Students.** We will serve all students, including the intellectually gifted. **(a) Evidence-based Instructional Programs, Practices, Strategies, and Opportunities.** During Student Enrollment students who score in the upper quadrants of the NWEA MAP are placed on a list of students considered for Gifted and Talented Services. During the year students are identified by scoring Pass Plus on state assessments, above-grade level proficiencies on STEP assessment, and/or in scoring both high growth and high achievement consistently on the NWEA MAP. Once identified, we will administer the Cognitive Ability Test (CAT) to identify High Ability Students. If identified via CAT, the classroom teachers, and School Principal (starting in Y2 the Director of Curriculum and Instruction) will create an Advanced Learning Plan for the student. This plan would be communicated in writing to the student's family, and a meeting would be held if the family wanted to discuss in more detail. **(b) Qualified Staff.** Classroom teachers will be responsible for monitoring Gifted and Talented students progress towards SMART goals and recommend adaptations to adjust Advanced Learning Plan where needed. Modifications for Gifted and Talented students include: differentiated Lifework (homework), classwork extension materials, provided additional enrichment during small group time, completing projects with additional access to technology and computer-based programs. Our small group literacy groups allow teachers to differentiate the pace and instructional needs, and incorporate more advanced

text to meet these student's needs. **(c) Evaluation and Progress Monitoring.** We will disaggregate school-wide data (NWEA, MAP, STEP, Fountas and Pinnell grade level equivalencies, ISTEP+, IRead and teacher created assessments) to evaluate our program's effectiveness in advancing and improving our Gifted and Talented students' academic and social growth and success.

### Student Recruitment and Enrollment

**1. Recruitment and Marketing Plan.** Should the Charter be granted HIM By HER Collegiate School for the Arts (HBHCSA) will have a year to aggressively recruit students whose families believe they have been deprived of a quality school experience—especially in the Martindale-Brightwood and Forest Manor areas. HBHF already has received many requests for such a school from prospective parents since 2014. The proposed inaugural 2020-21 is expected to easily achieve the projected 120 students over the Kindergarten through Fifth Grade span. With the modest, but realistic goal of 120 students in the aggregate for the first year only an average of 20 students per grade level will be needed. With HBHF's extensive community outreach, and media-connected and media-savvy Board members and celebrities, and others pledging support of the School, the projected recruitment goals are very realistic. Along with curriculum development, the primary role of the School Principal during the planning year will be, with the Board's unflinching support, recruitment through in-person contact and all manner of digital and printed contact with prospective families. So far, \$8,000 will be allocated specifically for student recruitment and marketing during the planning year where free media publicity from otherwise commercial outlets and social media are not sufficient.

**1. Enrollment Policy.** HBHCSA's Enrollment Policy is detailed in **Attachment 7**. While HBHCSA expects to enroll students primarily from the 46218 zip code area, it will not reject students who live outside of the target area, as is in keeping with its status as a public school. In keeping with all applicable federal, state and local laws, HBHCSA will not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation or gender identification, mental or physical disability, special needs, academic achievement level, ancestry, or English language proficiency level.

### Student Discipline

HBHCSA's Student Discipline Policy is detailed in **Attachment 8**. HIM By HER Collegiate School for the Arts' discipline philosophy is grounded in Restorative Justice. HBHCSA will empower students to resolve conflicts on their own and in small groups via peer mediation where appropriate, as is a growing practice at schools around the country. Essentially, the idea is to bring students together in peer-mediated small groups to talk, ask questions, and air their grievances. Restorative Justice fundamentally works by inclusion and bringing affected parties together, by making amends, and then reintegrating students into the classroom community. HBHCSA will work to promote healthy relationships and promote positive discipline among students in its school.

HBHCSA staff understands all humans can learn; however, learning does not take place in isolation. Learning takes place through building positive relationships, and productive interactions with peers—especially in the school community. The school community fosters opportunities for students and staff to learn and grow together. As educators HBHCSA's staff recognizes this reality and will focus on the social and emotional health of their students, and intentional practices that focus of student learning. HBHCSA will not have a zero-tolerance discipline policy. HBHCSA

intends to strengthen relationships and design a safe and supportive school. Therefore, HBHCSA will utilize Restorative Justice practices to address conflict, improve and advance the school climate, and build a positive school culture with which students are connected. Staff will be well aware that students are children and are developing adults. Teachers and administrators will work diligently to build genuine relationships with students to learn and understand each individual student. Teachers and administrators will work to develop these relationships by eating lunch with students, interacting with students at recess, and building community during Morning Meetings, and Community Circles.

### Grievance Policy

**Background.** It is expected that the primary point of contact for most grievances is at the School level, rather than at the Governing Board level, although unsatisfactory resolution at the School level shall be addressed by the Governing Board. The relative frequency of Governing Board meetings compared to the day-to-day operations of the School also weighs in favor of the School being the initial contact for grievances from students and parents in most instances. Nonetheless, the Governing Board shall accept and investigate all formal complaints, whether from students, parents or other members of the public, directly received regarding operation or oversight of the School.

**Grievance Policy Authority and Publication.** The Governing Board shall approve all grievance policies in effect. The grievance policy shall be published in each current Student and Family Handbook, which shall be made freely available to the family of each student at the beginning of the academic school year, and freely available thereafter if the Handbook is revised before the end of a current school year. The current Student and Family Handbook shall also be made available to the public via electronic means, such as the World Wide Web.

Additional details of HBHCSA's Grievance Policy are provided in **Attachment 9**.

### **PARENTS AND COMMUNITY**

The quest for the HIM By HER Collegiate School for the Arts ("HBHCSA") did not begin in a vacuum. In fact, only after considerable attention and interest from members of the public in the targeted service area and methodical follow-up did HIM By HER Foundation ("HBHF") convince itself of the actual need to establish a charter school focused on serving underserved families and students, while providing the wrap-around services and promoting the soft-skills that the targeted students need to both academically succeed, and succeed in life beyond school in careers, financially, socially, civically, and in avoiding the negative impact of the criminal justice system. This endeavor is therefore not the proverbial build a better charter school and then market it to the consumer as an alternative to conventional public schools and pricey private schools, but rather, an outgrowth of a demonstrated yearning from members of the public for a transformative school with an HBHF twist.

Following an outpouring of interest, urging and support from prospective families, while in parallel receiving interest, urging and support from various strategic community partners, HBHF launched the current endeavor to seek a charter from the esteemed Indiana Charter School Board for its proposed HIM By HER Collegiate School for the Arts.

It is only fitting that HBHCSA should receive valuable support from community partners since community partners will be critical in one form or another in the typical day of an HBHCSA student's life, whether it be in the form of receiving wrap-around services, receiving academic and non-academic mentoring, experiencing and interacting with notable guest speakers, or

conveniently participating in HBHF programs on site such as The Enterprise City and the Industrial City™. It should be noted that the proposed charter school is currently the sole focus of HBHF, and the aforementioned programs will be administered at the school location only after additional funding outside of per-pupil funding are received.

From its inception in 2014 to present, culminating in the pursuit of a one-of-a-kind charter school (although based on a proven school model) serving students and families in the 46218 zip code and beyond, HBHF has had and continues to have outstanding community support. Notwithstanding hundreds of individuals and families of prospective students who have directly pledged support for sending children to the proposed charter school, many community leaders, prominent business leaders, government leaders, and highly identifiable celebrities have and continue to pledge their support for the proposed charter school toward not only establishment, but long-term sustainability. It cannot be gainsaid that both the grassroots and prominent community support for the proposed school runs deep, including, to name a few as examples, individuals such as Indianapolis native and standout NBA player George Hill, former WNBA player-extraordinaire (Indiana Fever) Tamika Catchings, former Indianapolis Colt great Robert Mathis, and IUPUI Men's Basketball coach Jason Gardner (a former professional basketball player and former Indiana Mr. Basketball), to name a few. Outside of sports and other celebrities, we would be remiss in failing to highlight that the proposed charter school has support from government leaders such as former Indiana Governor Mike Pence, various members of the Indianapolis City Council, and the Indianapolis Metropolitan Police Department (IMPD), including Chief Bryan Roach and others.

In the end, the foundation of success will be the excellence of the charter school. However, the overwhelming community support and the positive publicity the HBHCSA will be in a position to generate and receive will place HBHCSA in a unique position for success.

The reader is encouraged to peruse some the many letters of support for the HIM By HER Collegiate School for the Arts from our many community partners that shown in **Attachment 10**. Further shown in **Attachment 10** are photographs evidencing community activities (including the Enterprise City) and community support HBHF has secured since its inception.

## PERFORMANCE MANAGEMENT

**1. Additional Academic Goals.** In addition to the student academic goals defined by the ICSB, HBHCSA will internally monitor progress towards the following goals. **Goal 1: Student achieve mastery in English Language Arts. Measure 1a.** In cohort analysis of longitudinal growth, students, on average, will have a minimum of five (5) percentiles of growth per year in ELA as measured by the NWEA MAP until the average percentile score reaches 75. **Measure 1b.** As determined by the STEP assessment: 80% of students are reading on grade-level; 90% of students attending HBHCSA 2 more years are reading on grade-level (Y2); 90% of student attending HBHCSA for 2 or more years pass the IRead-3 (Y3). **Goal 2: Students achieve mastery in Mathematics. Measure 2a.** In cohort analysis of longitudinal growth, students, on average, will have a minimum of five (5) percentiles of growth per year in mathematics as measured by the NWEA MAP until the average percentile score reaches 75.

**2. Interim Assessments.** In addition to administering state assessments in all required grades and subjects, we will administer the nationally norm-referenced assessment NWEA Measures of Academic Progress (MAP) three times per year, allowing us to calibrate our students' academic performance to other students across the country, align students' needs with instructional objectives, and provide evidence of exceptional student achievement with external stakeholders. We administer internally created interim assessments, the Strategic Testing of Educational

Progress (STEP) assessment four times per year, weekly “Show What You Know” quizzes, and daily exit tickets. Following STEP and NWEA MAP assessments, teachers and school leadership have a full **Data Day** to analyze results and make academic action plans to address skills that students have not yet mastered. When appropriate we may use another assessment tool to ensure the most proven, reliable, and effective tool is being utilized. Below is an overview of the HBHCSA assessment system.

### HBHCSA Assessment System Overview

Assessment	Frequency	Subject	Description
NWEA MAP (all grades)	3 times annually	English Language Arts, Mathematics	Computer adaptive achievement tests in Mathematics and Reading. Compares individual student’s performance against performance of same-grade peers nationally.
STEP (K-3)	4 times annually	Reading	Reading assessment measuring reading level, and progress on mastery of specific skills (letter sounds, fluency, and comprehension). Data provided appropriate level of text for students, informs progress towards literacy annual goals, and informs reading instruction.
Interim Assessments (all grades)	End of unit	English Language Arts, Mathematics	Frequent assessments given after each unit, measures student progress towards mastering standards. Question rigor and format reflect standardized assessment
Exit Tickets	Daily	English Language Arts, Mathematics	3-5 Teacher created questions aligned to objective of lesson. Teacher collects and analyzes data to identify if students mastered lesson objective.

**3. Data Analysis Process.** Our assessments allow us to identify skills and objectives that students have and have not yet mastered, but to best plan for supporting students in their progress towards goals, we must deeply analyze student data. Our structure for student data analysis is built from *Driven by Data: A Practical Guide to Improve Instruction*<sup>15</sup>, allowing us to create interventions, re-teach lessons, and create small group remediation plans to address specific skills that students need to master to meet end-of-year mastery and growth targets. We will analyze data from a variety of assessments, including NWEA MAP, STEP, Interim Assessments, and Daily Exit Tickets. We have 4 Data Days during the year without students following MAP and STEP rounds. during this time teachers and leadership work together to isolate skills students did not master and create academic action plans to address in class during whole and small group instruction. **Unit Exams.** Teachers analyze student Unit Exams every 4-6 weeks. Teachers discuss student misconceptions and skills that have not been developed to create and submit (Y1 to School Principal, Y2-Dean of Curriculum and Instruction) an action plan that outlines what specific skills students did not master and plan to address during in class instruction and tutoring. The School Principal and Dean of Curriculum and Instruction will review and provide feedback

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<sup>15</sup> Bambrick-Santoyo, Paul. *Driven by Data: A Practical Guide to Improve Instruction*. San Francisco, CA: Jossey-Bass, 2010.

on this action plan. During the subsequent weeks and months, the leadership team will work with teachers via lesson plan feedback, check-ins, and in-class observations to ensure the action plan is being executed with fidelity. Examples of outcomes to be expected by teachers (with support from the school leadership team) conduct unit exams are: Re-teaching; Spiral Review; Remediation Lessons; and Adjustment of the order of scope and sequence.

**STEP Assessment (K-3).** The School Principal, and beginning in Y2 the Dean of Curriculum and Instruction, oversees the administration of the STEP assessment, including ensuring that all STEP assessment data is input in the STEP tool after the most recent STEP round. Both teachers and the leadership team (as hired) analyze results to identify areas of growth and isolate specific subgroups based on reading skills still not mastered, including SPED and ELL students. After each STEP window teachers attend a day long Data Day without students to work in grade level teams to make necessary shifts to individual literacy groups. Teachers will arrange student groupings based on skills still needed to be mastered to advance to the next STEP level. After new student groups are created teachers work to create 6-week literacy objectives to drive instruction and develop student skills necessary to achieve next STEP. Examples of outcomes to be expected by Grade-level teams (with support from the school leadership team) conduct unit exams are: Adjust literacy groupings; Isolate specific literacy skills unique to each group; and Practice silent reading and answering inferential questions.

**End-of-Course Exam (4-8).** Teachers complete assessment analysis to provide rationale for skills students did not master during that academic year. The instructional leadership reviews assessment results to identify instructional areas of growth in content areas and adjust curriculum choices for following school year, as well as inform PD needs for the upcoming year. Examples of outcomes to be expected by the Dean of Curriculum and Instruction as well as teachers are: Next grade level teacher identifies content requiring remediation for students from previous year; and Leadership determines curricular adjustments for the following school year based on results.

HBHCSA will have a “Data Wall” that displays student behavior, attendance, and academic data points. This wall serves as a reminder of what the school values and must continue to collect and use to respond to and address student skill gaps.

**4. Student Performance Information Systems.** NWEA MAP and STEP provide valuable student growth and achievement data. Leadership and teachers access this data via an online data management tool such as *Illuminate*.<sup>16</sup> Teachers will enter student STEP assessment responses directly into the “STEP Tool” which allows teachers to have immediate access to cohort results and create action plans to identify literacy skills specific groups of students have yet to master. NWEA MAP results are accessible to the School Principal and instructional leadership team on an online platform. The leadership team will provide MAP results to teachers after they have been reviewed and classroom, grade-level, and school wide growth goals have been identified. We will use Student Information Systems such as PowerSchool for compliance reporting and data security, warehousing student demographic data, attendance management and reporting, and standard-based grading and reporting. We will utilize Dean’s List to track student attendance and Lifework monitoring. Our Operations Manager will manage this system and train staff on how to use it.

**5. Data Analysis Training and Support.** During our three-week Summer PD, teachers receive extensive training from a University of Chicago STEP trainer to ensure they are fluent on how to administer and upload student assessment results. The Operations Manager works with

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<sup>16</sup> The Education Intelligence Platform. (n.d.). <https://www.illuminateed.com/>.

the Principal to ensure all staff has a STEP account and can input student data and access the STEP data reports.

**6. Corrective Actions.** If the school is not making positive growth towards an internal goal, or goal set by the ICSB or Indiana DOE, the Chair of the Academic Achievement Committee will confer with the School Principal to build a Task Force to (1) identify and address the challenge and (2) ensure a clear corrective action plan is put into place. The Committee is comprised of members of the Board, school leadership and instructional leadership teams, and other individuals as invited by the Board with experience relevant to addressing the challenge.

### **SECTION III: IMPLEMENTATION PLAN**

#### **LEGAL STATUS AND GOVERNING DOCUMENTS**

The Governing documents of HIM By HER Collegiate School for the Arts (HBHCSA) are found in **Attachment 11** to this Application.

The completed Statement of Assurances is found in **Attachment 12** to this Application.

#### **HUMAN CAPITAL**

##### School Staffing Structure

**1. Organizational Charts.** The HBHCSA organizational charts for Years 1 through 5, which is full capacity, are shown in **Attachment 13**.

##### School Leadership and Staff Hiring, Management and Evaluation

**1. Strategy and Timeline for Recruiting and Hiring.** High-quality teachers are critical for reaching our ambitious end-of-year academic goals. Research suggest that, among school-related factors, teachers matter most.<sup>17</sup> We will recruit from both the local and national levels including: local colleges and universities, Teach For America, TNTTP, and Teach Plus. We will also leverage Building Excellent Schools and Teach For America’s national network of educators. We will routinely work with organizations and list-serves to identify, recruit, and develop teachers that are mission aligned, eager to grow, and willing to work hard on behalf of our students. To amplify our efforts, we will leverage our website, newsletter, and social media accounts to spread the word about current and future staff openings. During the hiring process we look for individuals who: have an unwavering belief that all students can achieve at high levels, demonstrate a deep understanding and respect for challenges that our students/families may face, believe high expectations and structure create a safe learning environment, demonstrate receptiveness to feedback and growth in their profession, and are committed team players.

To identify top teacher talent, we will utilize the following hiring protocol: resume screen, short response to situational questions, phone interview, demonstration lesson and in-person interview. During the demonstration lesson and in-person interview, we will provide lesson feedback and the candidate will be given the opportunity to reflect on their own performance. In some cases, we will provide an opportunity to reteach the lesson following feedback provided. We will also utilize student and adult situational scenario questions to measure instincts and understand how candidates make decisions. This rigorous interview process ensures the teacher is a mission

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<sup>17</sup> Understanding Teachers’ Impact on Student Achievement. (n.d.).  
<http://www.rand.org/education/projects/measuring-teachereffectiveness/teachers-matter.html>.

fit and has the necessary soft and content specific skills to be successful, and that the individual truly wants to be a part of a fast-paced, goal-oriented, feedback-driven organization. We anticipate hiring classroom teachers with a minimum of two years of classroom teaching, and a demonstrated track-record of success in similar settings. For novice teachers, we will grow and develop them in our co-teacher role, giving them the training and coaching to develop into classroom teachers. Regardless of being a classroom teacher or co-teacher, both are required to own student culture and learning to ensure all students are acquiring social and academic skills needed for college success.

**2. Staffing Plan.** We will hire, train, develop, and retain staff able to support our Lower (K-4) and Upper (5-8) school model. Our K-8 will start with and continue to have one Principal, with a Lower Academy Dean of Curriculum and Instruction (DCI) and Dean of Students (DOS) and an Upper Academy Dean of Curriculum and Instruction and Dean of Students by Y5. The School Principal will work directly with the Lower and Upper Leadership teams to ensure academic vertical alignment, teacher development and support, and a stable school culture providing students with structure but gradual growth of student ownership and responsibility as students matriculate to the Upper Academy. The School Principal will identify teachers who have demonstrated exemplar student achievement, a high capacity to grow, professionalism, and have internalized HBHCSA academic and behavior expectations to potentially grow into members of the leadership team. When hiring for a Leadership Team member we will look externally but will prioritize developing talent from within to assume Operational, Instructional, and Cultural leadership positions. The School Principal will work with the leadership team to develop a deep bench of leaders to sustain HBHCSA's model into the future. As the instructional leader of the school, the School Principal will assume coaching teachers in Y1; in subsequent years they will continue to support the DCIs by providing coaching to specific teachers.

Our Reading Teachers are responsible for leading our phonics, phonemic awareness, and fluency components of literacy. Scripted curriculum such as Reading Mastery will allow them to focus their energy on lesson plan internalization and execution. Reading Teachers will work closely with the classroom teacher, and leadership team to minimize the learning curve and move into a classroom teacher position within a few years. HBHCSA will comply with all federal requirements for "highly qualified" for each position, all related documentation (i.e. transcripts, test scores, and Indiana Department of Education Teacher assessment data) related to "highly qualified" status, and a complete background check before hiring.

**3. School Leaders and Teacher Evaluation.** Weekly teacher classroom observations and check-ins are connected to each teacher's semi-annual evaluation. In Y1, the School Principal leads all teacher evaluation meetings; in subsequent years, the School Principal, Dean of Curriculum and Instruction, and Dean of Students manage evaluations based on coaching responsibilities. Our culture is grounded in consistent feedback, teachers are formally observed at least twice per week, with a 30-minute check-in at least once per week. During these meetings, the school leader and teacher have access to a shared document which has a running record of coaching conversations objectives/outcomes, areas of strength and growth. Teachers come to formal evaluation meetings aware of their development and growth in the classroom. Teacher growth and evaluation is also a reflection of our leadership's ability to grow and develop talent.

During Summer PD, the School Principal goes over the six teacher evaluation components: Instruction, Assessment, Curriculum, Classroom Management, Professionalism, and Professional Development. The School Principal is evaluated annually by the Board of Directors. The Board will identify evaluative measures to benchmark performance and determine School Principal

effectiveness. Evaluation metrics include: academic achievement, operational goals, staff retention, talent development, enrollment, attendance, and parent satisfaction based on annual surveys given to parents and families. The Board will provide the School Principal with an annual evaluation; this evaluation will be a part of their personnel file.

**4. Unsatisfactory Leadership and Staff Performance.** Improvement plans will be used for staff and school leaders not meeting performance and/or professional standards outlined in their job description. A Performance Improvement Plan (PIP) will be created to set defined goals for improvement over a specific amount of time. Through the duration of the improvement plan, school leadership will frequently and directly observe the performance of the staff to track progress towards goals. Once an improvement plan has been created, the staff and school leadership will meet formally at least twice during the duration of the improvement plan discuss progress towards achieving outlined goals. In the instance where an employee does not make adequate progress towards identified goals, they will have received frequent observations, coaching, and feedback to improve prior to being terminated. The School Principal would be placed on an improvement plan via the Board's Academic Achievement Committee. The School Principal will directly manage all school staff member improvement plans in Y1; in subsequent years, improvement plans would be created and implemented by DCIs with the School Principal providing oversight. In the case of vacancies, the School Principal would manage this process directly to identify, interview, and hire staff.

**5. Compensation System.** We have used the local school district's pay scale to create competitive starting salaries for our staff. All employees will have the opportunity to enroll in monthly health care insurance program. In addition to compensation we value teacher development and growth, we strategically invest 24 full days of PD for our staff, and 2 hours of PD each Friday. Teachers are also observed weekly and receive specific coaching unique to areas of growth to grow them as leaders in their classrooms.

### Professional Development

**1. Professional Development Offerings.** We strategically invest 24 full days of PD during the academic school year, 15 of these days are prior to the students first day during Summer Orientation. Teachers do not just learn about our culture of high expectations in theory - they practice and receive feedback on everything from giving student(s) directions to stand up behind their desks to ensuring the appropriate questioning is being used in lesson plans to accurately measure students' mastery of the objective. Each week, all members of our staff including the leadership team are observed and receive feedback unique to their role and growth areas. Teachers are observed at least once per week by a member of the leadership team, followed by a 30-minute coaching session to isolate 1-2 specific skills to improve student engagement and academic outcomes. Each Friday we engage in 2 hours of staff when teachers engage in whole group and content specific PD, grade level planning, data analysis, and strategic work-time. The Friday PD calendar objectives are identified over the summer; leadership meets each week to incorporate real-time PD objectives based on school wide trends. Teachers will have the necessary support to become more effective at growing our students toward end-of-year academic and character goals.

**2. Professional Development Builds Teacher Capacity.** Before students' first day of school teachers receive over 100 hours of focused training on school culture expectations, school wide behavior system, curriculum, and lesson plan execution. Teachers welcome students to the school equipped and clear on the skills and mindsets necessary to ensure students reach or exceed

end of year goals. Below is a breakdown of proposed summer orientation and Professional Development during the year that builds teachers capacity to improve student achievement.

**3. Professional Development Before School Opening.** Each school year will begin with three full weeks (15 days) of **Summer Orientation**, structured to ensure that on day one students they are greeted by a unified group of adults prepared to hold students to high academic and behavior expectations. During the three-week orientation, we focus on: Mission and vision alignment, staff unity, culture expectations, teacher taxonomy training, Master Teacher video analysis, systems and procedures, teaching all learners, lesson execution practice, and student orientation practice. Trainings is led by internal staff and external vendors (i.e. STEP training); teachers receive skill building practice, content team time, and structured work time. The Table below provides a sample schedule for Summer Orientation. In Y1 the School Principal represents the “School leader”; starting in Y2 and beyond, the School leader will be a combination of the School Principal and the leadership team.

**Summer Orientation Schedule**

<b>Week</b>	<b>Focus</b>	<b>Activity (Owner)</b>
Week 1	Mission, Vision, Culture	<ul style="list-style-type: none"> <li>• Whole group icebreaker(s) (School Leader)</li> <li>• Vision training in action (School Leader)</li> <li>• Core Value training (School Leader)</li> <li>• Human resources/onboarding (Operations Manager)</li> </ul>
Week 1-2	Taxonomy, Curriculum Instruction Training, and	<ul style="list-style-type: none"> <li>• Taxonomy training (School Leader)</li> <li>• School-wide systems and procedures (School Leader)</li> <li>• Curricular vision and grade-level scopes and sequences (School Leader)</li> <li>• Cognitively guided instruction session (School Leader)</li> <li>• STEP assessment administration (External Provider)</li> <li>• Reading Mastery training (School Leader)</li> <li>• Assessment tools and action plan creation (School Leader)</li> <li>• Structured Classroom set up time (Teachers)</li> </ul>
Week 3	Lesson Special Student practice Execution, Populations, orientation	<ul style="list-style-type: none"> <li>• Teachers practice key elements of week 1 student lessons (Teachers)</li> <li>• Intervention process overview (Special Education Teacher)</li> <li>• IEP, 504s, modifications, accommodations, and referral process overview (Special Education Teacher)</li> <li>• Review ELL referrals and services and SIOP strategies (School Leader/ESL certified teacher)</li> </ul>

		<ul style="list-style-type: none"> <li>• Structured Classroom set up time (Teachers)</li> <li>• Practice for week 1 student orientation (entire staff)</li> </ul>
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To focus and optimize Summer Orientation training, teachers will be provided lesson plans for all content areas unit 1 (Read Aloud, Reading Mastery, Guided Reading, Reading Comprehension, Writing, Science/Social Studies) lessons during the first week of PD. This will allow teachers to focus on mastering the school culture and internalize school wide systems and routines. During the final week of Summer Orientation teachers will execute significant portions of their week 1 lesson plans and receive feedback from the School Principal. This strategic investment allows teachers to focus 100% of their energy on lesson plan execution when students arrive. As teachers start developing lesson plans for subsequent units they have exemplars from the unit 1 plans that were provided to them.

**4. Professional Development During the Year. Weekly Professional Development.**

Every Friday, we have an abbreviated school day for students with dismissal at 2:00 pm, allowing for a 2 hours of PD each week. The leadership team meets during the week to identify school-wide trends that need to be addressed. The weekly Friday PD calendar will be created in advance of the school year and teachers will receive the Friday PD agenda each Thursday so they have time to prepare required materials prior to meeting (i.e. laptops, student data, student work). Friday PD will include a combination of Grade Level Team Meetings, during which teachers work in grade levels to collaborate and address student academic and culture gaps, and action plan accordingly.

**Weekly Observations.** Each teacher is observed at least twice per week and participate in one weekly coaching session with a member of the leadership team (Y1 School Principal, subsequent years School Principal, Dean of Curriculum and Instruction, and Dean of Students). The weekly observation cycle includes a classroom observation to identify what a teacher is doing well and 1-2 growth areas to push classroom culture or student academic growth. During the follow-up weekly coaching session, the leadership team member would have the teacher role-play asking questions from the next lesson to practice an instructional skill. This fast and intentional coaching cycle allows teachers to get individualized and specific feedback that they can apply in class to empower them as the instructional leaders of their classroom.

**Data Days** are held after every MAP and STEP assessment. Teachers come equipped with their latest student assessment data and work in grade level teams to identify what questions students did not master and the underlining skills that still need to be developed. After analyzing student assessments, teachers work to create action plans that outline the steps that will be taken to address gaps identified. Action plans may include re-grouping students’ literacy groups, strategic re-teach, re-ordering sequence of objectives to be taught, identifying additional individual remediation time for specific students. Teachers conclude Data Days with clear action plans to build student skills. Staff will also can attend **External PD** to continue their growth as instructional leaders. For example, a reading teacher may be invited to attend a *Great Habits, Great Readers* training to further develop strategies to effectively teach Reading Comprehension. In later years, teachers will have the opportunity to grow into Grade Level Team Chairs, or members of the instructional or school wide leadership team.

**5. Professional Development Evaluation.**

In addition to the development of individual teachers, as a leadership team we will reflect on our overall PD program once per quarter. Professional Development audits will include all members of the leadership team to reflect on the four levers of PD (weekly PD, classroom observations, Data Days, and external PD). The

leadership team will identify whole-team skill gaps and areas where expectations are not being met. Action plans will be created to address these gaps, for instance if there is a specific group of students that continue to not make adequate progress towards end-of-year reading goals, the leadership team would discuss implementing focused interventions or structural shifts to provide them with more remediation. When solutions are not identified that address gaps in our PD program we will use the Building Excellent School network of schools to solicit feedback to ensure PD inputs are yielding outputs that set the school up to meet end-of-year goals. This internal system of evaluation ensures we continue to provide an excellent college preparatory education for our students and families. We will have a staff survey that provides feedback on our PD program. We will use this feedback to improve internal PD to ensure we are being responsive to teacher input and teacher growth.

## START-UP AND OPERATIONS

**1. Start-Up Plan.** Attachment 14 includes operational start-up, hiring, facility, and curricular planning, Board transition to governance, and other relevant tasks and projects.

**2. Transportation.** HBHCSA is a proposed neighborhood school for students and families in the Martindale-Brightwood and Forest Manor areas of Indianapolis. Students will be dropped off at school by their family each day. In subsequent years as students get older, families may decide to have their children walk to school, or take public transportation. The proposed location is already accessible by public transportation. Arrival to and departure from school will be safe and efficient. We will

plan three **Field Lessons** during the academic school year (one per trimester). One will be a Community Service trip in the Martindale-Brightwood and Forest Manor neighborhoods, and the remaining trips will be outside the Martindale-Brightwood and Forest Manor neighborhoods, such as the Children’s Museum, Conner Prairie, and the like. We have allocated \$15 per student in our Y1 budget for Field Lesson bus transportation. We will identify an appropriate bus vendor to provide this service. In compliance with McKinney-Vento Homeless Assistance Act, the School Principal and Operations Manager in Y1-Y3 (with support from Coordinator of Student Supports in Y4) will work directly with families of **Homeless Students** to ensure we identify solutions so that they are present each day and remain in school.

In accordance with the Disabilities Education Act, we will provide transportation for **Students with Disabilities** as required. We foresee serving a small number of students who may require specific transportation to and from school. The Operations Manager in Y1-Y3 (with support from Coordinator of Student Supports in Y4) will work with vendors to ensure these students’ transportation needs are met.

The Special Education Teacher(s) in Y1-Y3 (Y4 Coordinator of Student Supports) will provide support to ensure all IEP transportation needs are met.

**3. Safety and Security.** Student, staff, and visitor safety is our number one priority. Teachers cannot teach and students cannot learn in unsafe conditions. Our policies will be in accordance with all applicable federal and state health and safety laws in relationship to public school operations. Our school security system will allow for school office staff to identify, confirm, and monitor individuals entering and exiting school grounds. School doors will be locked at all times and visitors will be required to sign-in, wear school provided badges to identify themselves, and sign out before exiting the building. The Board will review and approve policies covering fire protection, accident reporting procedures, warning systems, emergency drills, and

traffic safety as well as any other policies required in compliance with Indiana state law. The Operations Manager will be responsible at the school for ensuring the school is meeting all State, Federal, and Board Safety and Security policies.

**4. Technology Specifications and Requirements. Not Applicable.**

**5. Insurance Coverage.** Please see **Attachment 15** for documentation of the insurance coverage estimate.

## **FACILITY PLAN**

**1. Identified Facility.** We have identified a suitable facility located at 4101 East 30th Street, Indianapolis, IN 46218, which is available for lease and potential purchase, and we are in negotiations with the building owner. In fact, the building in question is a former IPS school building. As a fallback position, other suitable buildings are also being considered. The building owner is motivated as is HBHCSA to reach a suitable contract with HBHCSA in 2019 upon approval of a Charter.

The following are general building attributes of the school building needed to carry out the School's functions. **Facility Components: Classrooms.** 750 feet, classroom is visible from one vantage point, prefer classrooms that have windows/access to natural light, be in the shape of a square, ideally Kindergarten classroom have restroom inside of classroom **Office.** Main office space near entrance of building, room for desk in main office, waiting space in main office, one private conference room, two offices of 600 square feet. **Teacher Work Room.** One open space, room for teacher desks, room for curriculum materials, room for copier, room for laminator. **Bathrooms.** One adult restroom, two student restrooms in Y1 and additional restrooms in Y3-Y5. **Multipurpose Space.** Open space 2,000 square feet (Breakfast, lunch, PE, Community Circle). **Outdoor Play Space.** 5,000 square foot fenced outdoor space (potential playground area). **Parking/Drop-off.** Sparking space for 15 cars (room to grow to 30+). Drop-off area for buses and passenger vehicles. **Occupancy.** Schools require a certificate of occupancy. The landlord will be responsible for providing HBHCSA a current certificate of occupancy. HBHCSA acknowledges that it is subject to the public bid laws for erection, construction, alteration, improvement or repair of a public facility or immovable property, pursuant to Indiana requirements. **ADA Compliance.** We prefer a facility that already meets all requirements as per the regulations of the Americans with Disabilities Act, or HBHCSA Charter School will ensure our facility meets all guidelines prior to the first day of classes. We will consider the following when evaluating sites: Proximity to our target population (low-income, minority, English Language Learners); Transportation options accessibility; Cost to lease, renovate, and maintain over time; Parking availability and outdoor playground options; Safety and security for students; Potential to increase space over time. The Board will provide approvals and oversight of the Facilities search through the Finance and Facility Committee and then the entire Board of Directors.

## **BUDGET AND FINANCE**

**1. Internal Systems and Processes.** HBHCSA will ensure all internal financial systems and processes are in accordance with generally Accepted Accounting Principles (GAAP) and any laws and regulations that govern Charter Schools in Indiana. We will develop, maintain, and evaluate all internal financial policies and procedures to ensure the integrity of our finances. We intend to outsource back-office functions to a local provider such as Goodwill Industries or a

national provider such as EdTec, and contract for full service support services: accounts payable processing, accounting, payroll, and financial statement development. The selected provider will provide additional support on reporting compliance, budgeting and forecasting, cash flow planning, scenario building, and general best practices from their experience working with other charter schools. The School Principal and Operations Manager will primarily manage the relationship with the back-office provider, and will be responsible for working with the provider staff across the transactional areas to ensure the back-office provider has all required information to provide services. **Purchasing and Accounts Payable.** The Operations Manager will manage the purchase order and invoice approval process, and all direct communication with vendors. He or she will solicit bids when applicable and bring contracts to the Board for approval. Approved invoices, based on the adopted budgeted and consultation with School Principal, will be submitted to the back-office provider for processing. Invoices will be submitted with coding based on the adopted budget and the implemented chart of accounts that conforms to state coding standards.

The provider will enter the transactions and generate a report for review and quality assurance. Once the Operations Manager has reviewed the report and School Principal has approved payment, the provider will issue payment to those invoices and vendors. When an invoice needs a second signature and approval, the provider will solicit said approval from the designated second signer such as the Board Chair or Treasurer. Once payments have been issued, the provider will generate a check register which identifies all payments made for reference and an aging report for unpaid invoices. Each month, the Operations Manager will prepare a combined check register for all payments made on behalf of HBHCSA for review by the Board as part of an additional layer of financial oversight. Credit card and debit card transactions will have a separate process for entry to ensure that information is being entered into the accounting system and all back-up and receipts are being collected. In cases of regular invoices, and credit and debit card activity, the school will retain physical copies of all purchase and invoice documentation, filed by vendor, for each fiscal year. The back-office provider will keep electronic versions to ensure HBHCSA has adequate documentation. In the case of payments to independent contractors, the Operations Manager will collect W-9s from all eligible vendors. The provider will then complete all the required tax reporting for vendors to IRS.

**Accounting.** The Operations Manager will submit bank statements and deposit logs each week. Based on the adopted budget and the state chart of accounts, revenue will be entered and coded by the provider. Other financial activity not originating within the accounting system, for example payroll activity, or otherwise not processed through the accounts payable system, will be entered by the provider accounting staff. Regardless of information being submitted or not, the provider will complete weekly cash reconciliations to clear checks issued through accounts payable processing and temporarily recognize banking activity until documentation is supplied. Other ancillary support functions by the provider will include maintaining a fixed asset schedule and ensuring all expenses are capitalized and depreciated as appropriate. The provider will make sure transactions that should be applied to the balance sheet are correctly recognized like prior year accrued revenues and expenses or the recognition of the principal portion of loan payments. Monthly, the general ledger will undergo routine maintenance to ensure items are properly coded. The provider will work closely with the independent audit firm selected by the Board to ensure it has all required documentation and schedules developed each year for the audit process.

**Payroll.** The Operations Manager will maintain employee files, including but not limited to, employment agreements, certifications, credentials, W-2s, W-9s, I-9s, and other payroll information like salaries, wages, deductions, garnishments, and direct deposit information. On a

bi-weekly basis, the Operations Manager will submit any recurring and new payroll information to the provider, who will collate all information, ensuring there are no inconsistencies, potential errors, or missing documentation, and generate a payroll preview through a payroll processor such as Paychex or ADP. This payroll preview will then be sent to the School Principal who will approve or modify payroll as needed. After approval, the provider will process the payroll and coordinates delivery to the school and employees. On a quarterly basis, the provider will be responsible for all required tax reporting to IRS and any state agencies. In addition to the standard payroll processing, the provider will manage reporting related to retirement and plan administration as needed.

**Ongoing Financial Management & Internal Controls.** One compelling reason to contract with a back-office provider is the segmentation of duties and responsibilities otherwise not possible for a smaller school with limited staff. The provider will supply different staff with different permission levels for various back office functions. For example, the staff member who pays vendors will have the ability to reconcile statements. Conversely, the accountant reconciling the books has no access to cut checks. Because depositing of revenue and purchasing is done by school staff and the entry and recording is done by the provider, there will be a natural system of checks and balances that arise from that separation of duties. Each month, the provider will prepare standard financial statements, including an income statement, balance sheet, statement of net assets, and cash flow statement. This information will be completed with a budget vs. actual analysis and trending analysis to ensure the school is on track to meet its adopted budget. The provider will prepare a monthly or quarterly analysis to the Board and School Principal on the ongoing finances of the school. As part of monthly Board and Finance Committee meetings, the School Principal and Board will review these documents. As variances become material between the approved budget and actuals and the projections suggest a new set of circumstances or needs, both staff, the Finance Committee, and the Board will revisit the approved budget and determine if the budget should be amended or if corrective action is required to align activity back within the approved budget. During Finance Committee and Board meetings, the provider will work with the School to identify potential conflicts of interest, contractual issues, and issues requiring board approval. All financial statements will be maintained using generally accepted accounting principles (GAAP) promulgated by the Governmental Accounting Standards Board (GASB), accounting requirements for charter schools, and any other requirements, as outlined in the Indiana Charter School Law.

The fiscal year will be July 1 through June 30. HBHCSA will adopt a set of financial policies and procedures that incorporate internal control measures from various other charter schools and that have been reviewed by several audit firms for adequacy – they have been provided in **Attachment 17**.

**Audit.** HBHCSA will contract with a state-approved audit CPA firm with Indiana charter school experience and expertise. The Board, with the school administration’s assistance, will request proposals for audit and select the audit CPA firm, which will report directly to the Board. After an audit firm is selected, the firm will present to the Board an overview of the audit process, and the roles and responsibilities of all involved parties. When the audit process begins, the School Principal and provider will ensure the audit firm has access to all necessary financial information and records and non-financial records and documents maintained by the school in advance of actual audit field work. During the audit field work, any other documents requested by the firm will be provided in a timely manner. After the audit is complete, the Board, along with the School Principal and provider will review the audit report and management letter. The audit firm will

present the findings to the Board. Should the audit report or management letter include any findings, including but not limited to material weakness or significant deficiencies, the school will address the issues flagged in a formal action plan on how the issues will be resolved. Copies of the final audit report will be forwarded to the state and authorizer, and other required agencies. The annual audit will be done in accordance with all federal, state, and local auditing requirements and standards, including those required of public charter schools in Indiana, in addition to other conditions or criteria required by the Indiana Charter School Board. HBHCSA will retain the selected firm for any other required reporting, including but not limited to, the filing of its annual 990 return with IRS.

**Budget.** The budget cycle will start in early spring with a working draft developed and brought to the Finance Committee of the Board subsequently thereafter. The main role and responsibility of the Board will be to adopt a balanced budget that adequately meets and addresses the strategic vision and mission of the school, as laid out within the charter application and input and information from school leadership and consulting parties. As part of that responsibility, the Board is responsible for ensuring the budget reflects all compliance requirements with respect to federal and state resources and is a prudent and reasonable use of public funds. From there, the responsibility to execute against the budget is delegated to the school administration, including the provider. The budget will reflect the operating and spending parameters around which day-to-day decision making will be managed. The Board will have the responsibility of accountability, ensuring the school team is acting in a manner consistent with the adopted budget, priorities, and restrictions. As part of this accountability framework, the school administration and provider will inform the Board of changes in information, conditions, and other matters that might otherwise inform the Board. The annual budget for the school will be developed by the school administration, in conjunction with the provider. The School Principal will solicit school staff for budget input and engage them in a strategic planning exercise each year to ensure budgeting is aligned to mission and intended outcomes. The School Principal will rely on the strategic priorities and mission identified in the approved charter application to inform the budgeting process. The provider will conduct analysis and provide knowledge and expertise around charter school funding, observed spending trends, and other industry benchmarks. The provider will help to bring the technical work together of the budget pro forma, along with clear assumptions and notes. In a publicly accessible meeting, the Finance Committee will analyze the budget draft and provide recommendations to the broader Board. The proposed budget with recommendations will be brought forward for presentation at a publicized and open Board meeting, and then for approval at a subsequently publicized and open Board meeting after the initial presentation. June 30th will be the absolute cutoff to have a Board-approved budget in place; copies of the approved budget in the required format will be provided to the required agencies by the required deadlines. In all cases, all public meetings will be properly noticed to the public to allow for participation. As a public entity, HBHCSA understands that documents such as the adopted budget, its interim and annual financial reports, and audit reports are considered public records. Such documents will be made available upon request in line with any other standard public records request. Internal Systems are detailed below.

**Accounting.** Used to enter and record all of the schools' transactions; verify that recorded transactions actually took place; create description of transactions that is classified for financial reporting; Ensure transactions are recorded at appropriate amounts; record time period in which transaction was made; ensure transactions were authorized by the appropriate person.

**Purchasing.** School records expense on an accrual basis of accounting; School Principal authorized to execute Board approved budget; School Principal can only make expenditures under \$10K; Expenditures over \$10K must be co-signed by the Treasurer or the Chairperson of the Board; expenditures over \$75K will have a formal RFP submitted to identify the most qualified contractor.

**Payroll.** Payroll will be performed by third-party vendor such as ADP.

**Annual Audit.** Financial statements audited annually by independent audit firm, identified by Board via a recommendation from the Finance Committee; audit firm will be hired by June 30th, will perform audit before the start of the new fiscal year; Audit includes: accuracy of school's financial statements, attendance accounting, revenue accuracy practices, and the school's internal controls.

**Segregation of Duties.** Hierarchical structure to ensure tasks are divided to guard against one individual having ability to make an accounting error (knowingly or unknowingly); compensating control will be developed on school level if budget constraints do not allow a sufficient amount of employees.

**Processing Controls.** Source document matching; clerical accuracy of documents; general ledger account code checking.

**Reconciliation.** Process of checking for errors after transactions have been posted and general ledger has been run.

**Securing Financial Data.** Accounting software accessible to School Principal, Operations Manager, Back Office Provider; each will have separate log-in credentials; hard copies of financial data will be in a locked and secured cabinet within the school.

**Risk Management.** Mitigating risk involving internal and/or external factors that might adversely affect the ability to properly record, process, summarize, and report financial data.

**2. Year Pro-Forma Budget.** Please see **Attachment 16** for the Budget. Please see **Attachment 17** for the Budget Narrative.

**4. Additional Requirement for Pre-Existing Nonprofit Organizations. Not Applicable.**



# ATTACHMENT 1

## APPLICANT GROUP RÉSUMÉS

## **ATTACHMENT 1**

### **APPLICANT GROUP RÉSUMÉS**

In the following pages are résumés and biographies of the members of the HIM By HER Foundation, Inc. (HBHF) Board of Directors, which will govern the HIM By HER Collegiate School for the Arts (HBHCSA). The HBHF Directors are: Hon. John L. Bartlett (Chair); William Benjamin; Terrance M. Bogan, M.B.A.; David “Dave” Calabro; Diana M. Daniels (former Chair); Harry C. Dunn, III; Michelle C. Dunn; Gregory P. Gadson, Esq.; Jason Gardner; Rev. Shonda Nicole Gladden; Larcia S. Warhaw; Keith A. White; Sheryl Alexander, Ph.D.; James L. Leonard; Tasha Phelps; Wayne R. Wellington; and Daryl Williams-Dotson. A résumé for the proposed School Principal, Clete H. Ladd, is also included.

**Harry C. Dunn, III, (pictured below with his wife, Michelle)** is a third-generation homicide detective with Indianapolis Metropolitan Police Department (IMPD). Dunn, who, along with his wife Michelle, is the catalyst behind the HIM By HER Foundation, Inc. Dunn felt a calling to leave his then successful corporate career to enter the “family business”—being a detective—believing that he could make a difference. Following in the footsteps of his father and of his grandfather, he now is seeing an ever-increasing number of homicides in Indianapolis—where the current rate exceeds the per capita rate of New York City and ties that of Chicago—the worst murder rate since reporting ever began in Indianapolis. A native of Indianapolis, Dunn is committed to serving the community and improving the lifepaths of others. Especially serving as a homicide detective, seeing too many young people arrested or murdered, he knew that God was leading him to do something to intervene in this genocide of young marginalized youth—thus, the beginning of Him by Her—



“**H**elping **I**mprove **M**ankind **by** **H**ealing **E**very **R**ace.” Harry’s wife, **Michelle D. Dunn, has worked in law enforcement for 18 years investigating fatal accidents for the State of Indiana.** She is an Indianapolis, Indiana native, raised in a single-family home in the 46218 zip code area—one of the prominent areas HIM By HER Foundation will serve in its mission—where she faced some of the challenges that many youth face today. Dunn earned her AAS in



Accounting, and is currently working on her Bachelor’s degree at Indiana Wesleyan University. Her need for giving back, and making a difference has been her passion for many years. When not working, Michelle enjoys spending time with family, reading, traveling, and watching football. With her deep faith and positive spirit, Michelle Dunn is dedicated to empowering youth and adults through education and jobs.

**The Honorable John L. Bartlett** has served as a State Representative in the Indiana State Legislature

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since 2007. A lifelong Indianapolis, Indiana resident, ties with the City include graduating from Arsenal Technical School and attending Martin University and Ivy Tech. Prior to political career, Bartlett retired after 42 years as a tool-and-die

maker for the Rolls-Royce Corporation. He began his political career as a member of the Mayor's Neighborhood Advisory Council, then served on the Judicial Nominations Commission under Gov. Frank O'Bannon, and was then appointed to the Public Compensation Advisory Commission. Rep. Bartlett currently serves on the Indiana House Elections & Apportionment Committee. He is also a member of the following standing committees of the Indiana House of Representatives: Employment, Labor & Pensions; Family, Children, & Human Affairs; and Government & Regulatory Reform. He is also a member of the Indiana Code Revision Commission. Outside of his legislative responsibilities, Rep. Bartlett is now Chair of the Board of Trustees of Martin University. He also serves as president of the Coalition of Black Trade Unionists and until recently was president of the Devington Community Development Corporation. He was a founding member of the Sheridan Heights Associations for Neighborhood Enhancement (SHANE), serves on the NAACP Executive Committee, and is past Chairman of the Civil Rights Council for United Auto Workers Region Three.

Terrance M. Bogan, M.B.A.

- 3740 Wishbone Blvd, Indianapolis, IN 46268
- (317) 362-5466
- [terrance\\_bogan@hotmail.com](mailto:terrance_bogan@hotmail.com)



**MISSION**

*To utilize the skills and experiences that I have had to lead a team dedicated to help clients become financially fit.*

Education

**Master of Business Administration**, Indiana Wesleyan University, Marion, IN  
December, 2006

**Bachelor of Arts in Business Management and Leadership**, Earlham College, Richmond, IN  
December, 2002

Professional Licenses

	Life/Health Insurance	Property/Casualty
<b>Series 7/63 Insurance</b>	<b>Series 9/10</b>	

Professional Profile

Professional Profile

CHARLES SCHWAB AND CO. INDIANAPOLIS, INDIANA

CUSTOMER SERVICE REPRESENTATIVE (2011-2014) AFFLUENT CLIENT SERVICE PROFESSIONAL (2014-2014) TEAM MANAGER- CLIENT SERVICE AND SUPPORT (BROKERAGE SERVICES) (2014-2015) TEAM MANAGER- CLIENT BANKING SERVICES (2015- 2017) SR. TEAM MANAGER- CLIENT BANKING SERVICES (2017- Present)

Responsible for leading a team of financial professionals to deliver memorable service experiences that promote client loyalty, as well as add additional value to the client with our Service Plus attitude. Also responsible coaching, motivating, and developing employees to passionately strive for success in their current role and in their career

ROCHE DIAGNOSTICS INDIANAPOLIS, INDIANA

ACCU-CHEK CUSTOMER CARE SPECIALIST (2008-2010)

Responsible for answering incoming calls and making outgoing calls, training customers on how to use their products and providing technical support for the products. Also, accurately recording the customer concern, actions taken and resolution of customer inquiry in the entitled system.

CINTAS CORPORATION FRANKFORT, INDIANA

Lost

Business MANAGER/ SERVICE SUPERVISOR/PRODUCTION SUPERVISOR (2005-2007)

Primarily responsible with a special initiative to reduce lost business by two percentage points in a 12 month period. Collected data from AS/400 system queries and exported them to an Excel spreadsheet. Used data collected to identify professionals that struggled with customer service experience, train them with one on one coaching and create competition between route drivers to improve service quality. Also, called or visited detractor clients to ensure service will meet their needs and negotiated contract extensions resulting in reducing lost business from 13% to 8% within 6 months ranking the location #2 in the nation.

**LUTHERAN CHILD AND FAMILY SERVICES (LCFS) INDIANAPOLIS, INDIANA**

RESIDENTIAL MANAGER (2004-2005)

Responsible for managing and leading direct service providers, including Unit Supervisors and all youth specialist, to ensure that the children follow their treatment plans set by their therapist and Residential Treatment Team.

WERNLE CHILDREN'S HOME RICHMOND, INDIANA

RESIDENTIAL DIRECTOR (2002-2004)

Responsible for directing all residential activities, programs, and budgets. Also responsible for leading Program Managers, Unit Supervisors and youth specialist, to ensure that the children follow their treatment plans set by their therapist and Residential Treatment Team.

Professional Development and affiliations

**Indiana CPA Society**

**National Black MBA Association**

**Board Member of HIM by HER Foundation**



**David “Dave” Calabro** often brings comparisons with the mythical “Energizer® Bunny” with his dizzying work as the Sports Director and an on-air personality for WTHR 13, a major Indianapolis, Indiana television station, and his numerous other pursuits, including prolific behind-the-scenes charitable work. Calabro graduated from Indianapolis’

Ben Davis High School, and Butler University, where he met his wife and best friend, Lisa. The Calabros have two sons. Dave has received numerous awards for his sports casting, including four regional Emmy® Awards, and “Best Sportscaster” by Indianapolis Monthly Magazine readers. He covers all levels of amateur and professional sports, and nearly all-manner of sports, including football, basketball, baseball, auto racing, and many others. In his earlier career Calabro was a sports anchor in Dayton, Ohio, covering the likes of the Cincinnati Bengals NFL team and the Cincinnati Reds Major League Baseball team. Interesting trivia: Dave’s older brother is the legendary national sports broadcaster, Kevin Calabro, of “Good golly, Miss Molly!” fame.

**Keith A White**  
**Bulleted Bio:**

- ◆ Retired Educator, 32 years; Superintendent's License  
Instrumental Music Teacher, Elementary & Middle School  
High School Band Director,  
Acting Dean of Students, Northwest HS  
Asst. Principal, New Beginnings Alternative School  
Asst. Principal, Broad Ripple HS  
District Director of Fine Arts\Music
- ◆ Marian University, Music Department
- ◆ St. Vincent's Hospital, Security
- ◆ Lazarus Dept. Store, Retail Security
- ◆ BS degree, Indiana State University in Music Education
- ◆ MS degree (all but 6 hours completed) Indiana State University in Criminology
- ◆ MS degree Indiana Wesleyan University, Instruction & Curriculum
- ◆ Deacon. College Park Church
- ◆ Served on Indianapolis Symphony Orchestra Board of Directors
- ◆ Served on Indianapolis Philharmonic Board of Directors
- ◆ Currently a reserve Lieutenant with Marion County Sheriff's Office
- ◆ Married to Yolanda, 2 adult daughters, 3 grandchildren



**Gregory P. Gadson**, a long-time attorney, has worked for major corporations and in private practice, with experience in such areas as intellectual property law, contracts, corporate law, litigation, and strategic planning. He was born in Savannah, Georgia, and reared in different parts of the country. Gadson received a Bachelor of Aerospace Engineering degree from Georgia Institute of Technology (“Georgia Tech”) in Atlanta, GA and a Juris Doctor degree from Howard University in Washington, DC. He has a passion for education, history, science, reading, sports, and many other eclectic pursuits involving self-improvement and the collective improvement of others. His wife Marcella, an attorney, has inspired him to participate in community and charitable activities. They have two young adult children, Marcus and Laura. Interesting trivia: Mr. Gadson once wrote and helped distribute a coloring book to teach children about the contributions of African-American inventors, and has written a screenplay that he hopes will be a feature film someday.

**William J. Benjamin** was born in Indianapolis in the late 50's. He moved to Los Angeles, Ca. in the late 70's as a teen and upon high school graduation received a full football scholarship to San Jose State University. William J. Benjamin graduated in 1981 from San Jose State as an All P.C.A.A. linebacker receiving a Bachelor of Arts in Radio and Television and a pro football contract with the New York Jets. In 1987 William J. Benjamin was a player for the AFC Eastern Division Champion Indianapolis Colts, while also serving as an IPD Officer. Benjamin was sworn in with the Indianapolis Police Department in 1984 and rose through the ranks holding several assignments as Pal Club Officer, Pal Club Supervisor, Metro Gang Task Force Commander, and Homicide Supervisor. While working in the Homicide Branch he never lost a murder trial. Advancing through the ranks, in 2009 Benjamin was promoted to the rank of Deputy Chief of Criminal Investigations where he reduced crime in the city and led the Homicide Branch for 3 years holding the honor of leading the nation in solving homicide cases with an 81% clearance rate. These efforts brought two TV shows to Indianapolis, "Crime 360" and the "Shift", which depicted the fine work of the IMPD Homicide Branch. Benjamin is a graduate of the National FBI Academy, a graduate of the Southern Police Institute and a graduate of the Senior Management Institute for Police. William J.

Benjamin has earned many honors with the Police Department to include several Medals of Merit, the WRTV Leadership Award, the F.I.L.E. Officer of the Year Investigator of the year Award and numerous other awards. Benjamin retired from the IMPD after 28 years to work with the NCAA as the first investigative Director of Division 1 Football. Currently, Benjamin is serving in his 5th year as the Director of Safety and Security for Tindley Accelerated School.

## IN MEMORIAM

**The Honorable William A. “Bill” Crawford** (January 28, 1936 – September 25, 2015) was a very early supporter and Board Member of HBHF’s mission, and graced it with his wisdom, his public and private support, and his wealth of organizational experience. Bill enthusiastically embraced his commitment to HBHF by becoming one of its first directors.



We will miss him and greatly mourn his passing on September 25, 2015. Bill served for 40 years as an elected Representative in the Indiana State Legislature before retiring in 2012. Crawford’s legislative career saw him rise to the powerful position of Chairman of the Indiana House Ways and Means Committee for six of those years. He and his committee were instrumental in establishing the state’s biennial budget during his leadership. During his stint in the legislature, Crawford managed the delicate balancing act of being a strong advocate for the betterment of Marion County while maintaining a statewide outlook. Mr. Crawford supported numerous charitable and community outreach causes during his life. He was previously the Director of Outreach with Ivy Tech Community College. At the time of his death, Mr. Crawford continued to serve the public as the Chief Deputy Treasurer of Marion County (Indiana). Mr. Crawford was a trailblazer in Indiana government, serving as a legislator longer than any other African American in state history. He helped paved the way for countless others who now follow in his giant footprints.

**Curriculum Vitae**  
**SHERYL ALEXANDER, PhD**  
3545 Shepperton Blvd.  
Indianapolis, IN 46224  
Cell: 317-496-8980  
Email: [kappaka55@hotmail.com](mailto:kappaka55@hotmail.com)

## **PROFESSIONAL PROFILE**

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- Accomplished career demonstrating success as an Administrator, Educator, and Consultant.
- Seasoned in conceiving and building programs from the ground up through proven competencies in grant writing and administration, project and program management, and staff development and empowerment.
- Extensive background in developing and implementing special programs for at-risk and special needs students, racially and ethnically diverse populations, and second language learners.
- Effective communicator with excellent planning organizational, and negotiation strengths as well as the ability to reach consensus, establish goals and attain results.

## **EDUCATION**

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- **Doctor of Philosophy (PhD) Educational Leadership in Administration**, Capella University, Minneapolis, MN, **2011**  
Dissertation- Analysis of the Relationship Between Latino and African American Male High Schools Graduation Rates and Principal Leadership Style
- **Masters of Science (MS) Education Administration**, Butler University, Indianapolis, IN, **1982**
- **Bachelor of Science (BS) Family and Consumer Science**, Ball State University, Muncie, IN, **1976**

## **ACADEMIC HONORS AND AWARDS**

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- Graduated Summa Cum Laude, Capella University, 2011
- New York Public Schools Principals Academy, 2004
- Metropolitan School District Decatur Township-Human Relations Unity Award, Indianapolis, IN 1997

- Assistant Principal Award, Metropolitan School District Decatur Township, Indianapolis, IN 1995-1999

## **ADMINISTRATIVE/ACADEMIC EXPERIENCE**

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**Provider/ Consultant – Family and Community Partners, LLC Indianapolis, IN** **2016-present**

- Provide and assist families from DCS with reunification with their children
- Supervise family visitations
- Facilitator for Father Engagement Program

**Teacher Charter Schools USA Indianapolis, IN** **2014-2017**

Taught Family and Consumer Science grades 9-12

**Academic Dean & Assistant Principal Northwest & Manual High Schools Indianapolis, IN** **2004-2009**

- Co-constructed agendas and co-facilitated small school meetings and professional development sessions.
- Worked with the Site Based Decision Making Team in forming decisions and recommendations which impact teaching and learning.
- Shared responsibility for the campus master schedule.
- Monitored and evaluated the performance of teachers and other licensed staff.
- Provided teachers regularly scheduled professional development activities.

**Principal PS 136 Roy Wilkins School Queens, NY** **2003-2004**

- Increased ELA Test scores for Grade 4 by 13 points over the target test score.
- Implemented Balance Literacy Program as required by NYC Schools reform policy.
- Provided leadership during the transition into the new Balance Literacy Program
- Managed annual school year budget of 4.5mm
- Responsible for providing a safe environment for 80 staff members and 868 students.

**Interim Dean & Teacher Arlington High School Indianapolis, IN** **2003-2001**

- Interim Dean of Students
- Provided assistance in reorganizing the high school into “Small Schools Reforms”
- Taught Family and Consumer Science Grades 9 -12.

**Principal Mount Carmel Christian Academy Indianapolis, IN** **1999-2001**

- The Academy received Performance Base Accreditation from the state of Indiana in two years. The Academy had only been open one year prior.
- Initiated student improvement for instruction through the proper alignment of the curriculum with state proficiencies.
- Provided leadership and development in curriculum, instruction assessment and data analysis.

**Assistant Principal Decatur Middle School Indianapolis, IN**

**1992-2001**

- Provided leadership in continue growth and development for the staff, parents and student body of 1,200 students.
- Every 3 years the assistant principals would rotate with the student body. This allowed the AP's to follow six graders through to the 8<sup>th</sup> grade.
- Provided leadership for the implementation of Curriculum and Instruction
- Provided leadership and development in strategic planning

**Teaching Career**

- Commercial Foods, Arsenal Technical HS School Indianapolis, IN **1986-1987**
- Home/School Advisor, Rhoades Elementary School Indianapolis, IN **1987-1992**
- Family and Consumer Science, Madison Heights HS and North Side Middle School Anderson, IN **1977-1986**

**HIGHLIGHTS OF PROFESSIONAL EXPERIENCE**

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**Principal**

- Select, manage and retain high performing teachings and school staff
- Formal and informal teacher evaluations
- Embody, and advocate the school districts, vision, mission and strategic directions
- The development of structures and systems to build consistency within the schools
- Manage educational program; including professional development, curriculum, assessment, and instructional methodologies
- Serve as test coordinator for yearly high stakes test, provide testing and placement services, maintain updated student records, plan
- Manage discipline and school systems that promote a structured, safe and orderly environment for learning
- Provide counseling to students with infractions leading to suspension/expulsion
- Weekly lesson plan review
- Grant writing
- Reside over monthly faculty and PTO meetings

- Manage school fiscal finances and budget

## **PROFESSIONAL LEADERSHIP**

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### **Supervised, designed and implemented the following programs for grades K-12:**

- Flexible block scheduling
- Advise /Advisee Program
- Student-Led Conferences
- Secondary & Elementary Master Schedule to foster a feeling of inclusion
- Inclusion Program
- Student Portfolios
- Drop Everything and Read Program

### **Principal of PS 136 Roy Wilkins School Queens, NY**

- Increased ELA Test scores for Grade 4 by 13 points
- Balance Literary Program

### **Director of Elementary and Secondary Summer School Program**

- Responsible for all aspects of student discipline
- Supervised and evaluated summer school personnel

### **Supervisor of Middle School Alternative Program**

### **Coordinator of Title 1 Programs for Elementary and Secondary**

### **Supervisor of International Baccalaureate Program for Secondary**

### **Committee Involvement**

- Academic Intervention Services Committee/Chairperson
- School Violence/Gang Task Force Committee
- Multi-Cultural Committee/Chairperson
- Human Relations Committee /Chairperson

- District-Wide Alternative School Program
- District-Wide Committee for Extra-Curriculum Assessment & Evaluation

## **CURRENT ADMINISTRATION and TEACHING LICENSES**

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- **New York State Administrative/ Supervision Elementary and Secondary** **2003**
- **Indiana Administration/Supervision Elementary and Secondary** **2006**
- **Indiana Teacher’s License** **1977**

## **COMMUNITY SERVICE**

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- Out-Reach Counselor, Indianapolis Women’s Crisis Center Indianapolis, Indiana 2002 - 2005
- Volunteer/ Academic Tutor Jackie Robinson Center, Pasadena, CA 2011- 2012
- Alpha Kappa Alpha Sorority Inc. 2017-2018



**Chief of the Fund Control Branch - Budget Division**

**U S Army Forces Command**

**Jun 00 – Aug 01**

**Atlanta, GA**

Managed a \$4.2 billion multiple appropriations budget of Base operations (BASOPS) and Operations and Maintenance-Army (OMA) funds distributed for all 24 Forces Command installations. Monitored execution and actually controlled the monthly and quarterly release of spending authority for the purpose of ensuring adequate funds were available and that the budget execution was balanced across the entire command. Prepared reports for HQDA and requested funding authority for special mission related programs. Developed annual obligations spending plan for the entire Forces Command for HQDA approval, helped develop the seven-year Program Objective Memorandum (POM), participated in the Planning Program Budget Execution system (PPBES) as well as develop Plans of Action and Milestones (POAM) for all fiscal control and spending plan issues within the command.

**Commander, U S Army Finance Command**

**Secretary of the Army for Financial Management & Comptroller**

**Jan 96 – May 00**

**Indianapolis, IN**

Led, managed and directed the U S Army's only Strategic Level Finance Command; Responsibilities included on-site liaison with DFAS on all military, travel and civilian pay support matters. Also served as the focal point for the Total Army (requiring a special top-secret clearance) for developing and implementing plans, policies, systems and procedures for worldwide classified finance and accounting operations. These procedures approved by OSD and National Security Agency (NSA), have proven to be impenetrable and are used today in providing financial support of worldwide intelligence gathering and special operations missions. Revolutionized the finance command "Go to War" doctrine by obtaining the Department of Treasury approval to implement smart-card technology to prevent black marketing and to help bring about economic stability in Bosnia. Traveled to Bosnia to lay the foundation and implement this technology and today the same is being used by U.S. soldiers and contractors in Iraq and Afghanistan. Thus, significantly reducing the requirement for U.S. currency in these war-torn areas saving the U.S. government millions.

**Director, Resource Management**

**Headquarters, US Army Garrison**

**May 94 – Dec 95**

**Ft Ben Harrison, IN**

Principal staff advisor to the CG (Commanding General) on all resource management related matters. Responsible for programming and budget execution for approximately \$50M annually, manpower, equipment and management support of over 1600 permanent personnel and approximately 14,000 students. Administered the Financial Management Fiscal Integrity Act (FMFIA) program and performed non-appropriated fund accounting. While serving as Resource manager at this closing military base, was responsible for the litany of transition issues such as unique BRAC (Base Realignment and Closure) funding, environmental dollars, mission transfer funding, establishing sub-installation support agreements, reduction in force funding matters, facility closures and numerous other base closure actions. Gained an understanding and used all of the civilian personnel management laws, rules and regulations to lead the reduction and placement effort on behalf of the CG yielding less than one percent civilian involuntary separation. A tough task made tougher due to very turbulent conditions, nevertheless was able to keep the staff motivated and focused on the execution of multiple complex budget appropriations and tasks which yielded critical path results, a model budget execution plan, and personnel reduction strategy.

**Education**

MBA - Accounting (Summa Cum Laude)

Butler University

Indianapolis, IN

MSBA - Management

Boston University

Frankfurt, Germany

BS - Business Administration

University of North Florida

Jacksonville, FL

**Awards and Recognitions**

Defense Meritorious Service Medal

Joint Achievement Medal

Comptroller of the Year – ASMC

Army Meritorious Service Medal

Boss of the Year

Physical Fitness Achievement

Army Commendation Medal

OK(Our Kids) Teammate of the Year



# Tasha Phelps, MSCJPS, CISSP

President & CEO, Phelco Technologies, Inc  
9801 Fall Creek Rd, # 131 | Indianapolis, IN 46256  
[www.phelco.com](http://www.phelco.com) :: (317) 442-7842 :: [tasha@phelco.com](mailto:tasha@phelco.com)



Tasha Phelps is significantly experienced in using technology to manage information. Being able to FIRST understand the nature of an issue, followed with the capacity to RESOLVE it, has created a competitive advantage for her company. Protecting the integrity of information continues to be a strategic focus within Ms. Phelps' Cyber Security efforts. She has seen the impact of businesses being compromised by malicious threats, and shares how building contingency plans can be of value. Her approach is to align business processes with technical solutions to create powerful plans for sustainability.

Her experience detecting, responding to, and prevention of cyber threats in online environments, grants a unique perspective to ensure the security of information assets with industry accepted risk management techniques. In short, she leads a team to implement organizational awareness for cyber actors. Upon completing the Level 1 Anti-Terrorism Awareness training from the US Department of Homeland Security, she became even better positioned to create strategies for success – knowing WHAT to do is equally as important as HOW to do it.

Civically, Ms. Phelps has been involved with her community for over 30 years. She often shares her knowledge of the US Constitution and the public's civic responsibility. As a requested speaker and panelist in business development initiatives, Ms. Phelps is also eager to share her experiences and knowledge of her industry and her journey into business ownership.

## Education

2015	MS Criminal Justice & Public Safety (IU School of Public & Environmental Affairs)
2012	Graduate Certificate - Homeland Security & Emergency Management (Indiana University)
1998	BS Business (IU Kelley School of Business)

## Qualifications / Training

2015	Constitution 101
2014	Security+
2014	CHFI – Certified Hacking Forensics Investigator
2014	CISSP – Certified Information Systems Security Professional
2014	Indiana Intelligence Fusion Center / Private Sector Outreach Conference
2013	Threat and Risk Assessment (FEMA)
2012	Level I Anti-Terrorism Awareness Training (US Department of Defense)
2011	FBI Citizens Academy – Graduate (Federal Bureau of Investigation, Indianapolis)

## Government Appointments / Affiliations

- (2017) Indiana Executive Cyber Security Council
- (2017) Executive Women's Forum – a discussion with Women in CyberSecurity on Capitol Hill
- (2014) Indianapolis Metropolitan Police Department Efficiency Team
- (2013) Indianapolis Division of Homeland Security CERT Alumni Association, Co-Founder (*a 501c3 organization*)
- (2010 – 2012) Commissioner, Indianapolis Metropolitan Development Commission

## Awards / Recognition / Honors

2018 – Featured TV Guest on WHMB-TV “Real People, Real Voices”  
 2018 – Mayor’s Minority Business Enterprise of the Year  
 2016 – IBJ Most Influential Women (nominee)  
 2016 – Stanley K Lacy Leadership Series  
 2014 – Distinguished Woman in Economic Development (National Coalition of 100 Black Women)  
 2010 – Leading Light Award Winner – Distinguished Use of Technology in Non-profit or Govt Agency (Women & HiTech)  
 2010 – MIRA Award Nominee (TechPoint)  
 2010 – Center for Leadership Nominee  
 2009 – Mayor’s Diversity in Business Award  
 2009 – Indiana Torchbearer Award Recipient  
 2008 – Indy’s Best & Brightest Finalist (Technology)  
 2008 – Indianapolis Woman Business columnist  
 2007 – Indianapolis Business Journal “40 Under Forty”  
 2005 – 06 Who’s Who in Black Indianapolis

## Speaking Engagements

*(April 26, 2018)* – Cybersecurity Terms & Conditions. Keynote Speaker  
**Hamiton Co. Republican Womens Club – Westfield, IN**

*(April 4, 2016)* – Women in Cyber Security, Webinar  
**National Cyber Security Institute – Washington, DC**

*(August 18, 2015)* – Cyber Protection for the Title Industry, Panel Discussion  
**Indiana Land Title Association Annual Conference – Indianapolis, IN**

*(July 28, 2014)* – FBI Information Sharing Initiative Briefing  
**Indiana Infragard – Indianapolis, IN**

*(July 09, 2014)* – Cyber Security for the Title Industry  
**Indiana Land Title Association – Indianapolis, IN**

*(July 16, 2013)* – Cyber Security: 101  
**Indiana Black Expo – Indianapolis, IN**

*(June 9, 2011)* – Business Continuity as a Professional Morality  
**ISSA (Information Systems Security Association) – Indianapolis, IN**

*(April 21, 2011)* – Keynote presentation – Fearless Females in Engineering & Technology  
**Vincennes University – Indianapolis, IN**

*(March 2011)* - The Corporate Responsibility in Business Continuity  
**US Small Business Administration – Dayton, OH**

*(September 2010)* - Business Continuity as a Professional Morale  
**Rolls-Royce International Supplier Conference – Indianapolis, IN**

*(November 2009)* - Positioning Your Business for Growth with Corporate America  
**HUsB Coordinators Annual Meeting – Indianapolis, IN**

*(November 2008)* – Panel Discussion – Maximizing Opportunity & Minimizing Liability  
**Indiana Department of Administration – Indianapolis, IN**

*(June 2008)* - Flirting With Disaster: Business Continuity in 2008  
**ITEC 2008 – Indianapolis, IN**

## Personal Interests

Martial Arts ( Tae Kwon Do Black Belt)

Billiards (Competitive League play)

## Community & Board Service



**FBI Citizens Academy**  
(2016 – present)



**Business Ownership Initiative (BOI) – Indianapolis Chamber**  
(2016 – present)



**Winning Experiences**  
(2016 – present)

- Board of Directors



**Greater Indianapolis Republican Womens Club (GI RWC)**  
(2018 – present)

**“Planet STEM”**  
(2016 – present)

[no logo available ]



**HIM By HER Foundation (Helping I mprove Mankind By Healing Every Race)**  
(2014 – 2015)



**Techpoint Foundation for Youth**  
(2010 - 2012)



**Muscular Dystrophy Family Foundation**

- National Board President (2002)
- Board of Directors (1999 – 2002)
- Chair, Strategic Long-Range Planning Committee (2001)

### Other Civic Participation & Volunteer Efforts (Expired)

- Columbia Club of Indianapolis, Membership committee
- 2012 Indianapolis XLVI NFL Superbowl Host Committee
- IndyMet High School LTI Advisory Board (2009 – 2010)
- Indianapolis Rotary Northeast, member (2005 – 2007)
- Fall Creek Valley School, Improvement Committee (2005-2006)
- National Coalition of 100 Black Women, Volunteer (2004)
- American Marketing Association - VP, Database Services (1999 – 2001)
- Mt. Pleasant Baptist Church, Youth Mentor (1997)
- Dallas County Court Appointed Special Advocate – C.A.S.A., (Dallas, TX – 1995)

## Professional Affiliations



**FBI InfraGard Indiana Members Alliance**  
(2009 - present)

- Scholarship Fund Administrator
- Board of Directors, Secretary (2014-2016)



**AFCEA International (Armed Forces Communications & Electronics Association)**  
(2010 - present)

- Member



**Midwest Contingency Planners**  
(2010 - present)

- Member



**GRAMMYS (National Academy of Recording Arts & Sciences)**  
(2003 – present )

- Member



**National Association of Women Business Owners**  
(2006 – present)

- Board of Directors (2005 – 2008)
- Education & Training Committee (2008)



**Women & Hi-Tech**  
(present)

- Member



**Greater Indianapolis Chamber of Commerce**  
(2008 – present)

- Education & Workforce Task Force



**Indiana University – Kokomo**

- Adjunct Faculty (2004 - 2010)
- Kelley School of Business Advisory Board (2006 – 2010)
- Entrepreneur & Technology Steering Committee (2004 - 2007)
- Lilly Grant Advisory Committee (2004)

**Wayne R. Wellington**  
**5472 N. Park Drive**  
**Indianapolis, IN 46220**

**PERSONAL**

Married and have two daughters, one son, and five grandchildren. I am a proud recipient of the Indianapolis Public Schools, graduating from Hazel Hart Hendricks School 37 and Arsenal Technical High School. I have served two years in the United States Army and have over 40 years of experience as an educator and administrator within the Indianapolis Public Schools District.

**PHILOSOPHY**

Whatever you do, become part of the solution, not the problem.

**PROFESSIONAL EXPERIENCE**

DIRECTOR OF STUDENT SERVICES—Martin University (February 2016 to October 2016)

ASSISTANT TO SUPERINTENDENT—Adult Education, Vocational Education, and JROTC  
(July 2005 to August 2013 Retired)

REGIONAL DIRECTOR—Manual High School Boundary Area  
(July 2002 to June 2005)

PRINCIPAL—Broad Ripple High School  
(July 1997 to June 2002)

DIRECTOR SUPERVISOR –Adult Evening Division  
Arsenal Technical High School  
(November 1994 to July 1997)

VICE PRINCIPAL/DIRECTOR –Day Adult High School  
Arsenal Technical High School  
(August 1992 to July 1997)

VICE PRINCIPAL—Arlington High School  
(August 1991 to August 1992)

DIRECTOR—Adult Evening Division  
Thomas Carr Howe High School  
(August 1989 to August 1991)

DEPARTMENT HEAD, INDUSTRIAL TECHNOLOGY  
Thomas Carr Howe High School  
(November 1979 to 1989)

TEACHER, INDUSTRIAL TECHNOLOGY  
(September 1970 to October 1979)

## **EDUCATION**

M.A. Plus 55 hours, Administration and Supervision of Secondary Schools  
Ball State University, Muncie, Indiana 1977

M.A. Industrial Education: Administration and Supervision of Industrial Education  
Ball State University, Muncie, Indiana 1975

B.S. Industrial Arts and Health & Safety Education  
Indiana State University, Terre Haute, Indiana 1970

## **COMMUNITY ACTIVITIES**

United Way of Central Indiana ReadUP Program, Volunteer Tutor  
IPS School 37 Alumni Committee, Director  
Martin University, Student Success Center, Volunteer  
Indiana Commission on the Social Status of Black Males, Chairman  
Freetown Village Living History Museum, Member, Volunteer  
Galilee Baptist Church, Assistant Sunday School Superintendent  
Galilee Baptist Church, Sunday School Teacher  
Galilee Baptist Church, Men's Fellowship, Treasurer  
Galilee Baptist Church, Men's Day, Chairman  
Trusted Partners National Baptist Convention, USA  
Boulevard Manor Neighborhood Association, Member/Participant  
NAACP, Member

## **HOBBIES**

Traveling  
Listening to jazz  
Exercising  
Fishing  
Hunting  
Reading



**Daryl Williams-Dotson, AIA, NCARB, RID**  
**WDi Architecture, Inc. CEO/President**

Daryl Williams-Dotson is a native of Daytona Beach, Florida and a graduate of Southern University an HBCU (Historic Black College & University). After graduation she relocated to Phoenix, Arizona where she established her initial Architectural Registration before moving to Indianapolis, Indiana in 1991. She has worked on a large variety of assignments ranging from medical, commercial, education, public safety, multi-family housing and child care. She is the President of WDi Architecture, Inc., which she founded in 1995. Ms. Williams-Dotson accomplishments have been featured in such publications as "Essence Magazine" and recognized in the Daytona Times, Indianapolis Star, NUVO, and Indianapolis Business Journal.

Daryl portfolio includes architectural design, planning, programming, project management, building analysis, and feasibility work nationwide. She has extensive project experience with the design and construction of high-performance sustainable buildings and research data for sustainable solutions. Daryl brings past and current prime and associate experience in the design and renovation of buildings ranging from \$200k to 27m. In addition to architecture, she brings recent and past experience as a general contractor and real estate developer.



**Education**

BArch, Southern University A&M College, Baton Rouge, Louisiana

**Professional Registrations & Affiliations**

2007 A Monumental Award for IAA Airport Emergency Operations Center

2008 Honor Award Midwest Construction Best in Architecture

2008 LEED Award in Architecture for IU Teaching Research Lab

2009 Monumental Award in Architecture (ARCHorsortium) for IAA Garage and GTC

2011 Recognition Award from the Indiana Parks & Recreation Association Park Development for Wes Montgomery Spray Park

**Architectural Registration:** Indiana, Illinois and Ohio

**Interior Design Registration:** Indiana

Indiana Interior Design Coalition (IIDA)

American Institute of Architects (AIA)

National Council of Architects Registration Board (NCARB)

Daryl has been honored by the number of repeat clients. Her firm has been recognized by clients' and peers for its constructability and sustainable designs as well as its meticulous attention to details. Her portfolio and design approach demonstrate high quality architectural planning and design services for a wide variety of projects.

**The following is a Partial List of Repeat Clients:**

- ✓ Indiana University Purdue University
- ✓ Indiana Department of Natural Resources (DNR)
- ✓ City of Indianapolis - Indy Parks & Recreation
- ✓ IVY TECH Community College (Fort Wayne)
- ✓ Indianapolis Public Schools (IPS)
- ✓ Indianapolis International Airport Authority
- ✓ Martin University

Daryl provides the highest quality of work while delivering prompt results. She has the knowledge, technical skills, and expertise to successfully complete assignment.

## Shonda Nicole Gladden, M.Div., M.T.S.

2315 N. New Jersey Street  
Indianapolis, IN 46205  
(765) 831-2129

### OBJECTIVE

To join and add value to an inclusive team where I can maximize my skills as a community innovator and social entrepreneur with more than twenty-seven years of experience in leading and supporting organizations that specialize in mitigating impediments to human flourishing.

### EXPERIENCE

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Aug. 2016 -  
Present

COLUMBIA UNIVERSITY (CONTRACTOR) | NEW YORK, NY  
**Center on African American Religion, Sexual Politics, and Social Justice (CARSS) Content Development Workgroup Member**

- Currently working as a consultant in the development of a culturally relevant, multi-faceted, and holistic toolkit on sexual and gender politics for use throughout the Black Church ecosystem.

Dec. 2017 -  
Present

VIBRANT FAITH (CONSULTANT) | MINNEAPOLIS, MN  
**Coach Consultant**

- Currently working as a coach on the *Creating a Culture of Vocation Initiative* (funded by Lilly Endowment, Inc.) wherein I partner with Christian leaders and the communities they serve in removing obstacles and bringing transformation to the church.
- Provide adaptive leadership, performance and developmental coaching to four congregations as they create new resources and experiences centered on their understanding of calling.

Nov. 2017 -  
Sept. 2018

ST. PAUL AME CHURCH | INDIANAPOLIS, IN  
**Senior Pastor**

- Served as the “Class A” pastor of this local congregation in the historic Martindale-Brightwood neighborhood of Indianapolis, IN.
- Responsible for performing regular ministerial duties of a pastor, i.e. supervising all non-paid staff and volunteer workers, planned and executed various services and events, performed regular home visits, presiding over funerals, baptisms and other liturgical services.
- Analyzed physical, fiscal and membership health of the church and developed innovative processes to recruit new members and retain existing members.
- Developed five-point vision for community engagement, congregational health, fiscal solvency and membership management, and leadership development.
- Represented the congregation in civic duties with various community stakeholders, including the Indianapolis Public Schools, National Council of Negro Women (NCNW), NAACP Branch #3053, and Families Against Violence and Injustice, Inc.

May 2013 -  
Nov. 2017

ALLEN TEMPLE AME CHURCH | MARION, IN  
**Senior Pastor**

- Served as the “Class A” pastor of this local congregation in the vicinity of Indiana Wesleyan University.
- Responsible for performing regular ministerial duties of a pastor.
- Represented the congregation in civic duties with the Marion Community Schools, NAACP Branch #3059, and the Marion Christian Ministerial Association.

June 2013 -  
Dec. 2016

PRINCETON THEOLOGICAL SEMINARY (CONTRACTOR) | PRINCETON, NJ  
**The Confirmation Project Graduate Research Assistant (AME Church)**

- Conducted site visits and interviews to multiple AME Churches to collect data for “The Christian Youth: Learning and Living the Faith Project (CY: LLF).”

- Nov. 2012 -  
May 2013
- BETHEL AME CHURCH | LAFAYETTE, IN**  
**Senior Pastor**
- Served as the “Class B” pastor of this local congregation in the vicinity of Purdue University.
  - Responsible for performing regular ministerial duties of a pastor, most notably, responsible for assisting in the restructuring and stabilization of the Lafayette Pastors Alliance during my brief time of service.
  - Assisted in the restructuring and stabilization of the Lafayette Pastors Alliance.
- Nov. 2010 -  
Nov. 2012
- ST. PAUL AME CHURCH | GLENCOE, IL**  
**Assistant to the Pastor**
- Served this historic African American congregation in the heart of Glencoe, IL while matriculating through graduate coursework.
  - Responsible for programmatic design, implementation and oversight, regular worship leading, preaching, bible study facilitation, leadership development and congregational care.
- Nov. 2011 -  
Nov. 2012
- ST. JOHN AME CHURCH | AURORA, IL**  
**Senior Minister to Young Adults**
- Provided spiritual and administrative direction for the Ministries to Young Adults.
  - Facilitated weekly worship service,
  - Taught monthly Church School.
  - Served as the ministerial staff liaison to all ministries related to young adults.
- Aug. 2010 -  
Mar. 2012
- GARRETT-EVANGELICAL THEOLOGICAL SEMINARY (CONTRACTOR) | EVANSTON, IL**  
**Chapel Assistant, Administrative Assistant (Office of Admissions), Proofreader (Office of the Dean)**
- Facilitated student and faculty participation in coordinating and conducting weekly community chapel service.
  - Provided administrative support, including confidential data entry to Jenzabar data management system, to four Enrollment Management staff persons.
  - Proofread and edited graduate level academic papers primarily for students for whom English is a secondary language.
- Jun 2010 -  
Aug. 2010
- BROWN MEMORIAL AME CHURCH | WASHINGTON, DC**  
**Senior Minister to Youth and Young Adults**
- Spearheaded “Back to School Power Jam,” an event which garnered sponsorship from three District of Columbia Councilpersons, enabling the church to provide school supplies and gifts to more than two hundred school aged children in Ward 6 of the District of Columbia; the first of its kind in the one hundred and twenty-seven-year history of the church.
- Jan. 2005 -  
May 2008
- MORGAN STATE UNIVERSITY (CONTRACTOR) | BALTIMORE, MD**  
**Department of Philosophy, Adjunct Professor**
- Instructor of Record: Course: Phil 109- Introduction to Logic
  - Developed and facilitated multiple semester-long sections of undergraduate level CORE Course in syllogistic Logic through lecture, seminar discussion and small group work.
- Aug. 2002 -  
Dec. 2007
- REID TEMPLE AME CHURCH | GLENN DALE, MD**  
**Executive Office Assistant/Commissioner of Youth and Young Adults**
- Responsible for administrative oversight of eight ministries engaging in services to and/or with the congregation’s youth and young adult membership population of more than 2,800 individuals.
  - Regularly preached, taught Bible classes, coordinated and led youth worker trainings.
  - Represented the church in regional youth ministry gatherings.
- Aug. 2002 -  
May. 2004
- CRISIS AND FAMILY STRESS HOTLINE | WASHINGTON, DC**  
**Volunteer**
- Service to knowledgably, calmly, and resourcefully, assist individuals experiencing crisis through telephone consultation and referrals.
  - Completed a thorough three-month training program that emphasized developing reflexive listening skills, demonstrating a calm and nonthreatening telephone presence as well as learning suicide prevention strategies.

- Aug. 2002 - May 2004      **HOWARD UNIVERSITY (CONTRACTOR) | WASHINGTON, DC**  
**Departmental Assistant (Office of the Provost)**
- Coordinated University-wide conferences and workshops.
  - Prepared dynamic presentations using PowerPoint.
  - Assisted in developing and editing University publications.
  - Consistently met challenges associated with promotion to lead temporary employee with responsibility to train/oversee temporary staff.
- Aug. 2002 - May 2005      **WESLEY THEOLOGICAL SEMINARY | WASHINGTON, DC**  
**Teaching Assistant**
- Assisted instructors of record in preparing small group sessions, graded papers, lectured and researched current trends in field to complement course syllabi. (Courses: Systematic Theology, Church History; Primary Instructors: Dr. Beverly Mitchell, Dr. Josiah U. Young)
- Dec. 2000 - Jan. 2001      **YOUTH ENGLISH SCHOOL | INCHEON, SOUTH KOREA**  
**English Teacher**
- Developed curriculum and taught introductory conversational English and basic grammar to grade school students for whom English was a secondary language.
- October 2000 - August 2010      **OPTIMUM HOMES, INC. AND URBAN LIVING REALTY | LANHAM, MD AND BALTIMORE, MD**  
**Realtor**
- Recognized as a Million-Dollar Producer for analyzing market conditions, equipping buyers and sellers with sufficient knowledge, to effectively negotiate time sensitive and detail-oriented contracts while navigating a fast-paced environment.

## SKILLS

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- Decisiveness
- Highly self-motivated
- Entrepreneurial
- Critical thinking
- Listening, coaching and communications skills
- Culturally competent
- Computer savvy
- Reading knowledge: Latin and French

## EDUCATION

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- May 2011      **Master of Theological Studies**  
**GARRETT-EVANGELICAL THEOLOGICAL SEMINARY | EVANSTON, IL**
- Major: Theology & Ethics      Concentrations: Systematic Theology, 19th & 20th Century Black History, Literature and Identity, Womanist Methodology
  - Thesis: “*A Theological Reflection on Normative Whiteness*”
- May 2004      **Master of Theological Studies**  
**WESLEY THEOLOGICAL SEMINARY | WASHINGTON, DC**
- Major: Systematic Theology      Minor: Black Studies  
Concentrations: Martin Luther King, Jr., Negro Spirituals as Theological Works
  - Thesis: “*A Theological Quest for Truth Through an Examination of Egyptian Religious Symbols and Related Christian Symbols and Practices*”
- May 2004      **Master of Divinity**  
**WESLEY THEOLOGICAL SEMINARY | WASHINGTON, DC**
- Major: Systematic Theology      Concentrations: Pneumatology, Jürgen Moltmann
- May 2000      **Bachelor of Arts**  
**MORGAN STATE UNIVERSITY | BALTIMORE, MD**
- Major: Philosophy      Minor: Religious Studies  
Concentrations: Writings of Paul, Logic, Philosophy of Religion, Clergy Women
- May 1995      **Diploma (University High School Program)**  
**SUITLAND SENIOR HIGH SCHOOL | FORESTVILLE, MD**
- Major: Behavioral and Social Sciences (TAG/MAGNET)

## PROFESSIONAL REFERENCES

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Mrs. Kiahna Davis, CFO/COO  
TeenWorks  
2820 N. Meridian St., Suite 1250, Indianapolis, IN 46208 (317) 916-7651

Mr. Stephen Lewis, President and Creator  
Forum for Theological Exploration and Do Good X  
160 Clairemont Avenue, Suite 300, Decatur, GA, 30030 (678) 369-6755

Rev. Dr. Reginald Blount, Assistant Professor of Youth, Formation and Culture  
Garrett-Evangelical Theological Seminary  
2121 Sheridan Road, 322-P, Evanston, IL 60201 (847) 866-3962

Rev. Dr. Beverly Mitchell, Professor of Historical Theology  
Wesley Theological Seminary  
4500 Massachusetts Avenue, Washington, DC 20016 (202) 885-6484

Rev. Libby Davis Manning, Associate Director, Wabash Pastoral Leadership Program  
Wabash College  
P.O. Box 352, Crawfordsville, IN 47933 (765) 361-6327

# RESUME

**Clete Hassan Ladd**  
9181 Amberleigh Drive  
Plainfield, Indiana 46168  
(317) 292-7042 (cell)  
[clete.ladd@aol.com](mailto:clete.ladd@aol.com)

## OBJECTIVE

Utilize my more than 30 years, plus experience and exemplary leadership skills to serve students, families and communities in traditional, public charter and private school settings, and to support an institution's mission.

## EMPLOYMENT HISTORY

- \* **School Administrator/Director of Leadership Development Kindezi Academy @ Joyce Kilmer IPS 69, 2018 - Present**
- \* Dean of Culture/Academic Dean: Kindezi Academy @ Joyce Kilmer IPS 69, 2016 - 2018
- \* Adjunct Professor: Brightwood College 2018 – Present
- \* Director of Enrollment Services/Adjunct Professor: Martin University, 2015 - 2016
- \* Director of Community Relations: *The Excel Centers*, Goodwill Education Initiatives, 2015 - 2015
- \* Principal/School Director: *The Excel Center - Decatur*, Goodwill Education Initiatives, 2011 – 2015)
- \* Advanced Faculty/Faculty Supervisor: *University of Phoenix*, Indianapolis campus 2007 to Present
- \* Grade-Level Principal: *Indianapolis Metropolitan high school* classes of 2009 and 2013
- \* Assistant Principal: *Flanner House Higher Learning Center* (2003 – 2004)
- \* Adjunct Instructor: *Indiana University*, Bloomington (2002 – 2005)
- \* Lead Teacher, Alternative Schools: *Indianapolis Public Schools* (1998 – 2002)
- \* YouthBuild Director: *Eastside Community Investments (ECI)* (1997 – 1998)
- \* Teacher: *True Belief Christian Academy* (1996 – 1997)
- \* Teacher: *Zion Hope Christian School* (1993 – 1996)
- \* Coordinator, College and Cultural tours and immersion program, *Wheeler-Dowe Boys and Girls Clubs* (1990 – 1997)

## EDUCATION

- \**Martin University*, BA (1992)
- \**Martin University*, MA (1994)
- \**Indiana University*, English 5 -12, Teacher Certification (2000)
- \**Oakland City University*, School Building Administrator certification (2005)
- \**American College of Education*, Ed.D. Education Leadership Administration (anticipated 2018)

## PROFESSIONAL CERTIFICATIONS

- 2015 – Council for Adult Experiential Learning (CAEL) Certification

- 2014 – Teaching English as a Foreign Language/Teaching English as a Second or Other Language (TEFL/TESOL)
- 2010 – State of Indiana Professional Educators License: Proficient Practitioner, Building Administrator (All Schools) Expires 12/20/2020
- 2011 – State of Indiana Professional Educator’s License: Proficient Practitioner, English (grades 5 - 12) Expires 03/10/2021
- 2007 – Indiana Proprietary Colleges Facilitator/Instructor Certification. No expiration.
- 2003 – State of Indiana Teachers License, Special Education (All grades). Renewal Pending

## **MILITARY**

- *Indiana Army National Guard, 120th Public Affairs Detachment. Photojournalist, E4, (1975 – 1979)*

## **VOLUNTEER SERVICES**

- Club Sponsor, *100 Black Men of Indianapolis African American History Challenge (2008 – 2010\_*
- Guest speaker for Indiana Department of Corrections, Pendleton Reformatory inmate graduations:
  - Black History Month Celebration, February 11, 2009
  - G.E.D. Horticulture class graduation July 9, 2009
  - Inside Out Dads graduation, October 6, 2009.
- \* Board Member: *Etheridge Knight Festival of the Arts (2004 to 2007)*
- \* Committee Chairperson: *North Central Association, Committee on Accreditation and School Improvement 2002 - 2004*
- \* Board-member/Vice President: *Community Choice Federal Credit Union (1999 – 2003)*
- \* President: *Wheeler Boys and Girls Club Alumni Association (1996 – 1998)*
- \* Vice President: *Martin University, Alumni Association (1995 – 1996)*
- \* Mediator: *Indianapolis Metro Gang Task Force (1995 – 1996)*
- \* Researcher: *Martin University, Intervention of Violence in Our Community Study (1992 – 1993)*
- \* Immunizations Researcher: *Marion County Health and Hospital Corporation. (1981 – 1982)*

## **EDUCATIONAL GRANT WRITING/FUND RAISING**

- \*Kroger Community Grant, Vex-Robotics team, The Excel Center Decatur \$2,200 (2013)
- \*Title 1 Grant writer, Indianapolis Metropolitan high school. \$300,000 (2008)
- \*Title 1 Grant writer, Indianapolis Metropolitan high school. \$280,000 (2007)
- \*Indiana Black Expo – African American Male Reading Initiative \$5,000 (2000)
- \*Lilly Endowment – Rites of Passage, Wheeler Boys and Girls Club \$5,000 (1997)
- \*Indiana Youth Institute – Rites of Passage, Wheeler Boys and Girls Club \$3,500 (1995)

## **KEYNOTE SPEAKING OPPORTUNITIES**

- \***Brightwood College:** Commencement, keynote speaker (2016)
- \***The Excel Centers:** Commencement guest speaker (2015)
- \***University of Phoenix:** Faculty of the Year, Commencement guest speaker (2014)
- \***Indianapolis Metropolitan high school:** Commencement, keynote speaker (2013)
- \***Indiana Department of Corrections:** Keynote and Special guest speaker (2009, 2011, 2012, 2013)
- \***True Belief Christian Academy:** Graduation guest speaker (2004, 2008)

#### **EXPERT PANELIST: Education**

- **Stressed Brains Can't Learn:** A conversation about education WFYI Television (2016)
- **Bullying Prevention:** Creating a culture of acceptance. Indiana Convention Center (2013)
- **What does the future hold for Urban Education in Marion County?** Public, Private or Charter schools. IABSE (Indianapolis Alliance of Black School Educators) (2011)

#### **PRESENTER/LECTURER/BOOK SIGNINGS**

- \***Scott United Methodist Church:** Generation 2 Generation Conference, Indianapolis (2014, 2016)
- \***Center for Leadership Development (CLD):** Role Model Conference (2014, 2015)
- \***Indiana Black Expo:** Parent Empowerment Conference (2009)
- \***Indiana Department of Education:** Alternative Education Conference (2004)
- \***Indiana, Department of Corrections:** Governors' Task Force on the Social Status of Black Males: Gang intervention/prevention (2000) (2002)
- \***Indianapolis Public Schools:** Infusion Conferences: Teaching minority males (1996) (2000) (2001)
- \***Martin University:** Meet the Authors, (1996)
- \***A Taste of Indianapolis:** Meet the Authors. Palmer House Hilton, Chicago, (1995)
- \***Indianapolis Marion County Public Library (IMCPL):** Meet the Authors, 1995
- \***Africa World Press:** Featured author book signing, Chicago (1995)
- \***Civic and Faith-Based Institutions**
  - Scott United Methodist Church, Indianapolis (2014, 2016)
  - Martin Luther King, Jr, Multi-service center, Indianapolis (2012)
  - Emmaus Christian Church, Indianapolis (2011)
  - Al-Fajr Masjid, Indianapolis (2009)
  - St. Paul United Methodist Church, Indianapolis (2005)
  - G.T. Haywood Memorial Pentecostal Church, Greencastle, IN (1999, 2003, 2010)
  - Son-shine Community Center, Brazil, Indiana (1999)

#### **AWARDS/HONORS**

- \* **Community Service Awards:** Martin University, Wheeler-Dowe Boys & Girls Club (1992, 1994, 1997)
- \* **NIKE Coaches Award:** Life Skills curriculum developed life skills for Indianapolis basketball camps (1997)
- \* **Distinguished Alumni:** Martin University (1997)
- \* **Presidential Citation:** Martin University and Historically Black Institutions, National Association for Equal Opportunity in Higher Education (1997)
- \* **Wheeler-Dowe Boys & Girls Clubs:** Alumnus of the year (1997)
- \* **Project E:** Excellence in Education Teacher Award, honoree (2001)
- \* **Center for Leadership Development:** Nominee, minority professional of the year (2006)

- \* **Martin University:** Alumni Hall of Fame inductee (2008)
- \* **University of Phoenix:** Indiana Campuses Faculty of the year, 2014

**REFERENCES:**

Available on request



## ATTACHMENT 2

### STATEMENT OF ECONOMIC INTEREST & CONFLICT OF INTEREST FORMS (EXHIBIT C)

## **ATTACHMENT 2**

### **STATEMENTS OF ECONOMIC INTEREST & CONFLICT OF INTEREST FORMS**

The following documents are the completed and executed “Statement of Economic Interest & Conflict of Interest” (Exhibit C) Forms of the Board Members of Board of HIM By HER Foundation Inc., which governs the proposed HIM By HER Collegiate School for the Arts charter school.

Exhibit C

**Statement of Economic Interest & Conflict of Interest Form**

*(Must be completed individually by each Board member)*

**Background**

1. Name of charter school on whose governing board you serve: HIM By HER Collegiate School for the Arts
2. Your full name: Tasha Phelps
3. Your spouse's full name: Ronald Baker

**Employment**

4. Brief educational and employment history (no narrative response is required if your resume is attached to the charter application).  
 My resume is attached.  
 My resume is not attached. Please provide a narrative response:
5. List the name(s) of your current employer(s) and the nature of the business (an "employer" is defined as "any person from whom the board member or the board member's spouse receives more than thirty-three (33%) of their income"): Phelco Technologies, Inc. - IT professional services
6. List the name(s) of your spouse's employer(s) and the nature of the business: Retired
7. Do you and/or your spouse currently operate a sole proprietorship or professional practice?  
 No.  
 Yes. Please provide the name and describe the nature of the business: Phelco Technologies, Inc. - IT profesional services
8. Are you and/or your spouse a member of a partnership and/or limited liability company?  
 No.  
 Yes. Please provide the name and describe the nature of the business:
9. Are you and/or your spouse an officer or director of a corporation?  
 No.  
 Yes. Please provide the name and describe the nature of the business: Phelco Technologies, Inc. - IT professional services

**Conflict of Interest Disclosures**

1. Do you or your spouse have a personal or business relationship with any other board member for the proposed school?  
 No.  
 Yes. Please identify the board member and indicate the nature of the relationship:

2. Do you or your spouse have a personal or business relationship with anyone who is conducting, or who plans to conduct, business with the charter school (whether as an individual or as a director, officer, employee or agent of another entity)?
- No.
- Yes. Please identify the business and indicate the nature of the relationship:
3. Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the school?
- No.
- Yes. Please describe the nature of the business that is being, or will be, conducted:
4. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a personal or business relationship with any employees, officers, owners, directors or agents of the service provider?
- Not applicable.
- No.
- Yes. Please describe the relationship:
5. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a direct or indirect ownership, employment, contractual or management interest in the service provider?
- Not applicable.
- No.
- Yes. Please provide a description of the interest:
6. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the provider?
- Not applicable.
- No.
- Yes. Please describe the nature of the business:
7. Are you, your spouse, or any other immediate family members, a director, officer, employee, partner or member of, or are otherwise associated with, any other organization that is partnering, or plans to partner, with the charter school?
- No.
- Yes. Please describe the relationship and the nature of the partnership:
8. Are there any other potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board?
- No.
- Yes. Please describe the nature of the potential conflict(s):

10. Do you understand the obligations of a charter school's board of directors to comply with Indiana's Public Access laws, including the Open Door Law and the Access to Public Record Act?

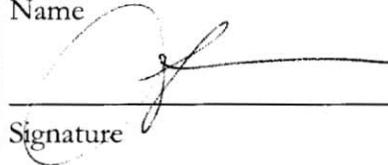
Yes.

Don't Know/ Unsure.

I, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for the above charter school is true and correct in every respect.

KATHA PITKINS

Name



Signature

02-13-2019

Date

Exhibit C

**Statement of Economic Interest & Conflict of Interest Form**

*(Must be completed individually by each Board member)*

**Background**

1. Name of charter school on whose governing board you serve: HIM By HER Collegiate School for the Arts
2. Your full name: Wayne R. Wellington
3. Your spouse's full name: Ophelia A. Wellington

**Employment**

4. Brief educational and employment history (no narrative response is required if your resume is attached to the charter application).  
 My resume is attached.  
 My resume is not attached. Please provide a narrative response:
5. List the name(s) of your current employer(s) and the nature of the business (an "employer" is defined as "any person from whom the board member or the board member's spouse receives more than thirty-three (33%) of their income"): N/A
6. List the name(s) of your spouse's employer(s) and the nature of the business: Freetown Village Living History Museum
7. Do you and/or your spouse currently operate a sole proprietorship or professional practice?  
 No.  
 Yes. Please provide the name and describe the nature of the business:
8. Are you and/or your spouse a member of a partnership and/or limited liability company?  
 No.  
 Yes. Please provide the name and describe the nature of the business:
9. Are you and/or your spouse an officer or director of a corporation?  
 No.  
 Yes. Please provide the name and describe the nature of the business: Freetown Village Living History Museum

**Conflict of Interest Disclosures**

1. Do you or your spouse have a personal or business relationship with any other board member for the proposed school?  
 No.  
 Yes. Please identify the board member and indicate the nature of the relationship:

2. Do you or your spouse have a personal or business relationship with anyone who is conducting, or who plans to conduct, business with the charter school (whether as an individual or as a director, officer, employee or agent of another entity)?
- No.
- Yes. Please identify the business and indicate the nature of the relationship:
3. Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the school?
- No.
- Yes. Please describe the nature of the business that is being, or will be, conducted:
4. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a personal or business relationship with any employees, officers, owners, directors or agents of the service provider?
- Not applicable.
- No.
- Yes. Please describe the relationship:
5. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a direct or indirect ownership, employment, contractual or management interest in the service provider?
- Not applicable.
- No.
- Yes. Please provide a description of the interest:
6. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the provider?
- Not applicable.
- No.
- Yes. Please describe the nature of the business:
7. Are you, your spouse, or any other immediate family members, a director, officer, employee, partner or member of, or are otherwise associated with, any other organization that is partnering, or plans to partner, with the charter school?
- No.
- Yes. Please describe the relationship and the nature of the partnership:
8. Are there any other potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board?
- No.
- Yes. Please describe the nature of the potential conflict(s):

10. Do you understand the obligations of a charter school's board of directors to comply with Indiana's Public Access laws, including the Open Door Law and the Access to Public Record Act?

Yes.

Don't Know/ Unsure.

I, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for the above charter school is true and correct in every respect.

Wayne R. Wellington

Name

Wayne R. Wellington

Signature

02/18/2019

Date

Exhibit C

**Statement of Economic Interest & Conflict of Interest Form**

*(Must be completed individually by each Board member)*

**Background**

1. Name of charter school on whose governing board you serve: HIM By HER Collegiate School for the Arts
2. Your full name: Ms. Daryl Williams-Dotson
3. Your spouse's full name: N/A

**Employment**

4. Brief educational and employment history (no narrative response is required if your resume is attached to the charter application).  
 My resume is attached.  
 My resume is not attached. Please provide a narrative response:
5. List the name(s) of your current employer(s) and the nature of the business (an "employer" is defined as "any person from whom the board member or the board member's spouse receives more than thirty-three (33%) of their income"): WDi Architecture, Inc. - Architectural Firm
6. List the name(s) of your spouse's employer(s) and the nature of the business: N/A
7. Do you and/or your spouse currently operate a sole proprietorship or professional practice?  
 No.  
 Yes. Please provide the name and describe the nature of the business:
8. Are you and/or your spouse a member of a partnership and/or limited liability company?  
 No.  
 Yes. Please provide the name and describe the nature of the business: WDi Investment Group, LLC - General Contractors
9. Are you and/or your spouse an officer or director of a corporation?  
 No.  
 Yes. Please provide the name and describe the nature of the business: WDi Architecture, Inc. - Architects

**Conflict of Interest Disclosures**

1. Do you or your spouse have a personal or business relationship with any other board member for the proposed school?  
 No.  
 Yes. Please identify the board member and indicate the nature of the relationship:

2. Do you or your spouse have a personal or business relationship with anyone who is conducting, or who plans to conduct, business with the charter school (whether as an individual or as a director, officer, employee or agent of another entity)?  
 No.  
 Yes. Please identify the business and indicate the nature of the relationship:
3. Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the school?  
 No.  
 Yes. Please describe the nature of the business that is being, or will be, conducted:
4. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a personal or business relationship with any employees, officers, owners, directors or agents of the service provider?  
 Not applicable.  
 No.  
 Yes. Please describe the relationship:
5. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a direct or indirect ownership, employment, contractual or management interest in the service provider?  
 Not applicable.  
 No.  
 Yes. Please provide a description of the interest:
6. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the provider?  
 Not applicable.  
 No.  
 Yes. Please describe the nature of the business:
7. Are you, your spouse, or any other immediate family members, a director, officer, employee, partner or member of, or are otherwise associated with, any other organization that is partnering, or plans to partner, with the charter school?  
 No.  
 Yes. Please describe the relationship and the nature of the partnership:
8. Are there any other potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board?  
 No.  
 Yes. Please describe the nature of the potential conflict(s):

10. Do you understand the obligations of a charter school's board of directors to comply with Indiana's Public Access laws, including the Open Door Law and the Access to Public Record Act?

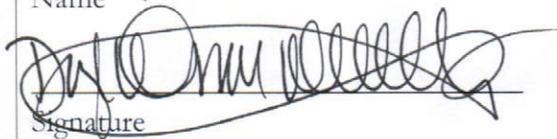
Yes.

Don't Know/ Unsure.

I, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for the above charter school is true and correct in every respect.

Daryl Williams-Dotson

Name



Signature

February 13, 2019

Date

Exhibit C

**Statement of Economic Interest & Conflict of Interest Form**

*(Must be completed individually by each Board member)*

**Background**

1. Name of charter school on whose governing board you serve: HIM By HER Collegiate School for the Arts
2. Your full name: James L. Leonard
3. Your spouse's full name: NA

**Employment**

4. Brief educational and employment history (no narrative response is required if your resume is attached to the charter application).  
 My resume is attached.  
 My resume is not attached. Please provide a narrative response:
5. List the name(s) of your current employer(s) and the nature of the business (an "employer" is defined as "any person from whom the board member or the board member's spouse receives more than thirty-three (33%) of their income"): J2 Systems and Supply, LLC
6. List the name(s) of your spouse's employer(s) and the nature of the business: NA
7. Do you and/or your spouse currently operate a sole proprietorship or professional practice?  
 No.  
 Yes. Please provide the name and describe the nature of the business: See resume
8. Are you and/or your spouse a member of a partnership and/or limited liability company?  
 No.  
 Yes. Please provide the name and describe the nature of the business: See resume
9. Are you and/or your spouse an officer or director of a corporation?  
 No.  
 Yes. Please provide the name and describe the nature of the business: See resume

**Conflict of Interest Disclosures**

1. Do you or your spouse have a personal or business relationship with any other board member for the proposed school?  
 No.  
 Yes. Please identify the board member and indicate the nature of the relationship:

2. Do you or your spouse have a personal or business relationship with anyone who is conducting, or who plans to conduct, business with the charter school (whether as an individual or as a director, officer, employee or agent of another entity)?
- No.
- Yes. Please identify the business and indicate the nature of the relationship:
3. Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the school?
- No.
- Yes. Please describe the nature of the business that is being, or will be, conducted:
4. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a personal or business relationship with any employees, officers, owners, directors or agents of the service provider?
- Not applicable.
- No.
- Yes. Please describe the relationship:
5. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a direct or indirect ownership, employment, contractual or management interest in the service provider?
- Not applicable.
- No.
- Yes. Please provide a description of the interest:
6. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the provider?
- Not applicable.
- No.
- Yes. Please describe the nature of the business:
7. Are you, your spouse, or any other immediate family members, a director, officer, employee, partner or member of, or are otherwise associated with, any other organization that is partnering, or plans to partner, with the charter school?
- No.
- Yes. Please describe the relationship and the nature of the partnership:
8. Are there any other potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board?
- No.
- Yes. Please describe the nature of the potential conflict(s):

10. Do you understand the obligations of a charter school's board of directors to comply with Indiana's Public Access laws, including the Open Door Law and the Access to Public Record Act?

Yes.

Don't Know/ Unsure.

I, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for the above charter school is true and correct in every respect.

JAMES L. LEONARD

Name



Signature

8/28/18

Date

Exhibit C

**Charter School Board Member Information Form**

*(To be completed individually by each proposed board member for the charter holder)*

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the Indiana Charter School Board requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant group behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

**Background**

1. Name of charter school on whose board of directors you intend to serve:  
HIM By HER Collegiate School for the Arts
2. Your full name:  
Dave Calabro
3. Brief educational and employment history (no narrative response is required if your resume is attached to the application as part of Attachment 1).  
 Resume is attached. Please do not include a resume in both Attachment #1 and #2.
4. Describe any previous experiences relevant to serving on the board of a charter school (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous board experience, explain why you believe that you will be an effective board member.

Help support and development youth and marginalized families”

5. Do you understand the obligations of a charter school's board of directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?  
 Yes     Don't Know/ Unsure

**Disclosures**

1. Indicate whether you or your spouse knows any other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.  
 I/we do not know any such trustees     Yes
2. Indicate whether you or your spouse knows anyone who is conducting, or plans to conduct, business with the charter school (whether as an individual or as a director, officer, employee or agent of another entity). If so, indicate and describe the precise nature of your relationship and the nature of the business.

I/we do not know any such persons.  Yes

3. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

I/we do not anticipate conducting any such business  Yes

4. If the school intends to contract with an Education Service Provider, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship

Not applicable  I/we do not know any such persons  Yes

5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

Not applicable  I/we have no such interest  Yes

6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

Not applicable  I/we or my family do not anticipate conducting any such business  Yes

7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family  Yes

8. Describe any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.

None  Yes

I, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for the above proposed charter school is true and correct in every respect.

Name and Title

Dave Calabro

Signature

/s/ Dave Calabro

Date

02/25/2018

Exhibit C

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Charter School Board Member Information Form

*(To be completed individually by each proposed board member for the charter holder)*

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

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The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant group behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

**Background**

1. Name of charter school on whose board of directors you intend to serve: HIM By HER Collegiate School for the Arts
2. Your full name: John Bartlett
3. Brief educational and employment history (no narrative response is required if your resume is attached to the application as part of Attachment 1).

**D** Resume is attached. Please do not include a resume in both Attachment #1 and #2.

4. Describe any previous experiences relevant to serving on the board of a charter school (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous board experience, explain why you believe that you will be an effective board member.

Help, support and development of youth and marginalized families

5. Do you understand the obligations of a charter school's board of directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?

**[j]** Yes     **D** Don't Know/ Unsure

**Disclosures**

1. Indicate whether you or your spouse knows any other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

I/we do not know any such trustees  Yes

2. Indicate whether you or your spouse knows anyone who is conducting or plans to conduct business with the charter school (whether as an individual or as a director, officer, employee or agent of another entity). If so, indicate and describe the precise nature of your relationship and the nature of the business.

I/we do not know any such persons.  Yes

3. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

I/we do not anticipate conducting any such business  Yes

4. If the school intends to contract with an Education Service Provider, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship

Not applicable  I/we do not know any such persons  Yes

5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For

any interest indicated, provide a detailed description.  Not applicable  I/We have no such interest  Yes

6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

Not applicable  I/we or my family do not anticipate conducting any such business  Yes

7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.  Does not apply to me, my spouse or family  Yes

8. Describe any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.

None  Yes

I, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for the above proposed charter school is true and correct in every respect.	
Name and Title	Date
<i>State Representative</i> <i>John Bartlett</i>	<i>Feb 27, 2018</i>

of a public school you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

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The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant group behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes and obligations at the earliest stage of school development.

#### **Background**

1. Name of charter school on whose board of directors you intend to serve:

HIM By HER Collegiate School for the Arts

2. Your full name:

Harry Dunn

3. Brief educational and employment history (no narrative response is required if your resume is attached to the application as part of **Attachment 1**).

Resume is attached. **Please do not include a resume in both Attachment #1 and #2.**

4. Describe any previous experiences relevant to serving on the board of a charter school (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous board experience, explain why you believe that you will be an effective board member.

Help support and development youth and marginalized families"

5. Do you understand the obligations of a charter school's board of directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?

I] Yes  Don't Know/ Unsure

#### **Disclosures**

1. Indicate whether you or your spouse knows any other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

I] I/we do not know any such trustees  Yes

2. Indicate whether you or your spouse knows anyone who is conducting, or plans to conduct, business with the charter school (whether as an individual or as a director,

officer, employee or agent of another entity). If so, indicate and describe the precise nature of your relationship and the nature of the business

3. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or **will** be conducted.

I/we do not anticipate conducting any such business  Yes

4. If the school intends to contract with an Education Service Provider, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship

Not applicable  I/we do not know any such persons  Yes

5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

Not applicable  I/we have no such interest  Yes

6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

Not applicable  I/we or my family do not anticipate conducting any such business   
Yes

7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.  Does not apply to me, my spouse or family  Yes

8. Describe any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.

None  Yes

I, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for the above proposed charter school is true and correct in every respect.

**Name and Title**  
**Harry Dunn Signature**

**Date 02/25/2018**

**/s/ Harry Dunn**

a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

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**Background**

1. Name of charter school on whose board of directors you intend to serve:

HIM By HER Collegiate School for the Arts

2. Your full name:

Michelle Dunn

3. Brief educational and employment history (no narrative response is required if your resume is attached to the application as part of **Attachment 1**).

**D** Resume is attached. **Please do not include a resume in both Attachment #1 and #2.**

4. Describe any previous experiences relevant to serving on the board of a charter school (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous board experience, explain why you believe that you will be an effective board member.

Help support and development youth and marginalized families"

5. Do you understand the obligations of a charter school's board of directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?

Yes  Don't Know/ Unsure

**Disclosures**

1. Indicate whether you or your spouse knows any other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

i] I/we do not know any such trustees **D** Yes

2. Indicate whether you or your spouse knows anyone who is conducting, or plans to conduct business with the charter school (whether as an individual or as a director, officer, employee or agent of another entity). If so,

**[i]** I/we do not know any such persons. **D** Yes

3. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted. **Iii** I/we do not anticipate conducting any such business **D** Yes

4. If the school intends to contract with an Education Service Provider, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship

**Iii** Not applicable **D** I/we do not know any such persons **D** Yes

5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description,

**Iii** Not applicable **D** I/we have no such interest **D** Yes

6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

**Iii** Not applicable **D** I/we or my family do not anticipate conducting any such business **D** Yes

7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate. **[j]** Does not apply to me, my spouse or family **D** Yes

8. Describe any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.

None       Yes

I, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for the above proposed charter school is true and correct in every respect.

<p><b>Name and Title</b> Michelle Dunn <u>Signature</u> <b>/s/ Michelle Dunn</b></p>	<p><u>Date</u> 02/25/2018</p>
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Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the Indiana Charter School Board requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant group behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

## Background

1. Name of charter school on whose board of directors you intend to serve:  
HIM By HER Collegiate School for the Arts
2. Your full name:  
Gregory Gadson
3. Brief educational and employment history (no narrative response is required if your resume is attached to the application as part of **Attachment 1**).

Resume is attached. Please do not include a resume in both Attachment #1 and #2.

4. Describe any previous experiences relevant to serving on the board of a charter school (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous board experience, explain why you believe that you will be an effective board member.

Help support and development youth and marginalized families"

5. Do you understand the obligations of a charter school's board of directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?

Yes     Don't Know/ Unsure

## Disclosures

1. Indicate whether you or your spouse knows any other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

[j] I/we do not know any such trustees  Yes

2. Indicate whether you or your spouse knows anyone who is conducting, or plans to conduct, business with the charter school (whether as an individual or as a director, officer, employee or agent of another entity). If so,

Ii] I/we do not know any such persons.  Yes

3. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted. Ii] I/we do not anticipate conducting any such business  Yes

4. If the school intends to contract with an Education Service Provider, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship

[i] Not applicable  I/we do not know any such persons  Yes

5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

Ii] Not applicable  I/we have no such interest  Yes

6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

Ii] Not applicable  I/we or my family do not anticipate conducting any such business  Yes

7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate. [i] Does not apply to me, my spouse or family  Yes

8. Describe any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.

Ii] None  Yes

I, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for the above proposed charter school is true and correct in every respect.

<p><b>Name and Title</b> Gregory Gadson <b>Signature</b> <b><i>/s/ Gregory Gadson</i></b></p>	<p style="text-align: right;"><b><u>Date</u></b> 02/25/2018</p>
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## ATTACHMENT 3

### GOVERNANCE AND OPERATIONAL STRUCTURE (EXHIBIT D)

**ATTACHMENT 3**

**Exhibit D**

**Governance and Operational Structure**

<b>Function</b>	<b>Governing Board**</b>	<b>ESP</b>	<b>School</b>
Performance Goals	Approves the School performance goals as part of the School Accountability Plan. Receives performance data from the School and issues corrective action and commendation edicts to the School in response.	N/A.	Management develops the School performance goals. The School Principal is responsible for at least meeting the performance goals and providing progress data reports to the Governing Board.
Curriculum	Allocates sufficient resources for the development or purchase of a compliant school curriculum aligned with the School's mission, and for revisions as needed.	N/A.	Management ensures that curriculum comports with federal, state and any local standards, and revises the curriculum as needed to meet school expansion and evolution in accordance with the School mission.
Professional Development	Governing Board allocates sufficient resources in the School's budget for School Management to carry out Professional Development.	N/A.	Management plans, monitors and oversees appropriate and compliant Professional Development (PD) of the School as a whole, and all School staff, and establishes and monitors weekly, monthly and yearly PD goals.
Data Management and Interim Student Assessments	Receives and reviews monthly student assessment data, and	N/A.	Management responsible for supporting teachers in

	reviews action plans to address academic underperformance.		collecting and analyzing student assessment data, and creating action plans from student underperformance for monthly presentation to the Governing Board.
Grade Level Promotion Criteria	Approves student grade promotion and retention criteria for promotion and retention as outlined in the Student and Family Handbook. Receives monthly update from the School Principal of projected student promotions and retentions. Approves the Student and Family Handbook.	N/A.	Management develops student promotion criteria for inclusion in the Student and Family Handbook. Supports teachers towards leading students towards end-of-year promotion goals. The School Principal, with input from teachers, makes the final student grade promotion and retention decisions. Provides monthly updates to Governing Board of projected student promotions and retentions.
Culture	Receives monthly behavior issue documentation (including student suspensions) from the School Principal, including cumulative numbers.	N/A.	Management trains staff regarding cultural and student behavioral expectations, and maintains documentation of student behavioral issues and infractions. School Principal regularly supplies the Governing Board with related documentation.
Budgeting, Finance, and Accounting	Approves School budgets and fiscal	N/A.	Supplies monthly School financial

	<p>policies, and oversees and ensures the ongoing financial viability of the School. Collaborates with School Management to ensure the School's required financial documents are filed.</p>		<p>reports to the Governing Board. Develops, with outside support if needed, proposed periodic School budgets (e.g., annual) for School operation.</p>
<p>Student Recruitment</p>	<p>Oversees, and supports the School Principal in revising and implementing the Student Recruitment Plan.</p>	<p>N/A.</p>	<p>Develops, revises and implements the Student Recruitment Plan.</p>
<p>School Staff Recruitment and Hiring</p>	<p>Recruits, evaluates and hires School executive staff, including the School Principal, and establishes compensation for all School executives and staff., with the exception of the School Director, who is hired by the Governing Board. Allocates sufficient resources to compensate School personnel. Approves personnel policies and handbooks, and approves personnel organization and re-organization.</p>	<p>N/A.</p>	<p>The School Principal recruits, evaluates and hires teachers and staff.</p>
<p>HR Services (payroll, benefits, etc.)</p>	<p>Approves contracts for outside Human Resource (HR) service providers as recommended by Management.</p>	<p>N/A.</p>	<p>Management assesses whether to contract out certain HR services, such as payroll, benefits, etc., makes recommendations to the Governing Board</p>

			if outside services are needed and supports the outside service providers.
Development	With input from School Principal, identifies annual fund-raising goals, and maintains a Development Committee to collaborate with the School Principal to identify donors and grants.	N/A.	The School Principal develops fundraising plans to support academic expansion and expansion of other School programs where feasible.
Community Relations	Supports the School Principal in community relation endeavors.	N/A.	The School Principal creates, revises as needed, and implements a Community Engagement Plan.
Information Technology	Approves the Information Technology (IT) resource requests of the School and approves IT vendors, IT vendor contracts and Requests for Proposals (RFPs).	N/A.	Determines the IT needs of the School consistent with the Technology Plan, makes recommendations to the Governing Board, seeks IT vendors as needed, and collaborates with approved IT vendors to carry out the IT function.
Facilities Management	Allocates sufficient resources for routine facility security, upkeep and maintenance, and works with Management to develop facility security plans, and major facility improvements and repairs.	N/A.	Management is responsible for the day-to-day security, upkeep and maintenance of the School facilities and brings to the Governing Board's attention, the need or desire for major facility improvements and/or repairs.

Vendor Management / Procurement	Approves contracts either requiring Requests for Proposals (RFPs) or those required because of the dollar amount.	N/A.	Management identifies the need for vendor goods and services, and monitors deliverables supplied by vendors to ensure compliance with vendor contracts.
Other Operational Functions, if any			

\*\* The Governing Board of HIM By HER Collegiate School for the Arts is the Board of Directors of HIM By HER Foundation, Inc.



# ATTACHMENT 4

## COURSE SCOPE AND SEQUENCE

## **ATTACHMENT 4**

### **COURSE SCOPE AND SEQUENCE**

#### **General Academic Curriculum Plan**

HIM By HER Collegiate School for the Arts (HBHCSA) will provide all of its students (beginning with Kindergarten through 5th Grade in Year 1 (2020-21), and reaching Kindergarten through 8th Grade at full capacity in Year 5) with a safe, supportive and intellectually challenging educational environment. Every student will be provided with the necessary skills needed to attend and graduate from the college of their choice. The foundation of our instructional program is built upon a culture of high academic and behavior expectations for all students. Our instructional framework is informed by and aligned with the Indiana Academic Standards, the unique needs of students, and proven best practices that have yielded significant student achievement results at charter schools across the country serving a similar population of students. Our school model is based on the design of proven instructional models at other high performing schools across the country, implementing the following design element: Supportive Educational Environment, Rich, Rigorous, and Engaging Curriculum aligned to the Indiana State Standards, Extended Learning Opportunities, Authentic Family Involvement, Data Informed Instruction, Focused Professional Development and School Culture.

#### **Focus on Literacy and Mathematics**

HBHCSA will implement the EngageNY Curriculum, which is aligned with the Indiana State Standards and Common Core Learning Standards for ELA and Math.

#### **Rationale for using EngageNY**

1. EngageNY offers differentiated instruction to meet various student needs that will be appropriate for their individual levels of instruction and reading and/or English language abilities.

- EngageNY offers an equitable access to a safe and inclusive learning environment where the language and cultures of all students are valued and used as bridges from prior knowledge to new knowledge.
- Integrated language and content instruction to support language development is offered through scaffolding and learning ladders for all students, including special populations that includes G & T, ELL and MLL students.
- EngageNY has bilingual instructional models in Spanish/English and the four other most spoken foreign languages. Translated modules in Spanish for Language Arts and Math are available, especially appropriate for the rapidly-growing Latino population in Indianapolis.

2. EngageNY supports the federal and state laws ensuring that students with disabilities receive the same general education curriculum and content as all other students and provides appropriate services and supports, including accommodations, modifications, and scaffolding.

- Students are assisted in engaging in self-advocacy and are involved in determining their own educational goals and plans.

- Parents and family members are engaged as meaningful partners.
  - Significant changes have been made in the last year to the mathematics standards instruction in order to ensure students can successfully transition to post-secondary education and the workforce, including
    - i. Maintaining the rigor of the standards by balancing the need for conceptual understanding, procedural skill and application; and,
    - ii. Creating a glossary of verbs associated with the math standards, such as “explore” rather than “master” --to allow for first year acquaintance with building a foundation--toward mastering the concept in subsequent grade levels.
3. EngageNY provides appropriate instructional curriculum for all students in career development and opportunities to participate in work-based learning.
    - Citizenship concepts are woven throughout their K-8 Social Studies curriculum, including such topics as slavery/Civil Rights, women’s rights, and corporate and social responsibility that match the HBHCSA character development/citizenship class to be taken by all students.
  4. EngageNY is an evidence-based curriculum utilized in schools across the country and specifically shown to be successful with students struggling with more textbook-oriented traditional, pedantic classrooms.
  5. The Engage NY curriculum has processes for each grade level. “There is a summary for the year, the rationale for the module sequence, the major emphasis clusters, and an alignment chart which provides the length of each module and the associated standards (Engage NY).”
  6. EngageNY recommends the principles of Universal Design for Learning (UDL) to promote equal opportunities to learn.
    - UDL incorporates flexibility in the classroom design, instructional methodology, and instructional materials.
    - UDL supports a variety of learning styles and reduces traditional barriers to learning.
    - UDL fits with the varying instructional strategies that will be utilized at HBHCSA.

### **Curricular Development Timeline**

If authorized, the School Principal will work during the planning year (Summer 2019-Fall 2020) to (1) develop, purchase, and adapt K-5 curriculum and (2) build our Course Scope and Sequence aligned to Indiana Academic Standards, for each content area. In subsequent years, the Leadership team will begin building the new grade level scope and sequence the winter of the previous year (i.e. 6th Grade Scope and Sequence would start being built in the winter of 2020-21 school year in preparation for 2021-22 school year). This team will include members of the academic leadership team, teachers, and external curriculum experts. Each summer the Academic Leadership team will engage in a two-day retreat to evaluate the previous year’s scope and sequence and make revisions as needed. The Table below provides a timeline for curriculum development for Year 1. For any purchased or open source curriculum not directly aligned to the Indiana Academic Standards, HBHCSA will create an alignment guide to the Indiana Academic

Standards, ensuring all Scope and Sequence, Unit Plan, and Daily Lesson Planning Documents are in alignment with the Indiana Academic Standards.

### Proposed Curriculum Development Guideline

Time	Action
June-September 2019	<ul style="list-style-type: none"> <li>• School Principal recruits and develops curriculum development team to provide consultation on curriculum throughout the year.</li> <li>• School Principal takes Indiana Academic Standards and college readiness standards and groups them by grade and subject along the K-8 grade continuum.</li> </ul>
October, 2019	<ul style="list-style-type: none"> <li>• Curricular Review Team hired, as teachers are hired for Y1, and are encouraged to participate. 3,200 is proposed for allocation in the planning year for the Curricular Review Team as consultants, consisting of proven elementary school instructional leaders.</li> </ul>
November, 2019	<ul style="list-style-type: none"> <li>• Curricular Review Team reviews standards School Principal has created and provided input.</li> <li>• School Principal finalizes K -5 standards.</li> <li>• Curricular Review Team members distribute subjects, ELA, Math, Science, and Social Studies, and create pacing guides for K-5.</li> </ul>
December, 2019	<ul style="list-style-type: none"> <li>• Curricular Review Team creates assessment bank, which illustrates types of questions appropriate and to what depth for each grade level/subject. They draw on criterion and norm referenced tests and work from most successful college preparatory schools.</li> <li>• Pacing Guides Completed, K-5.</li> </ul>
January, 2020	<ul style="list-style-type: none"> <li>• Curricular Review Team continues assessment bank work and create sample interim 1 assessment for K - 5: ELA, Math, Science, Social Studies.</li> <li>• Curricular Review Team creates writing rubrics for grades K - 5.</li> <li>• School Principal finalizes curricular choices.</li> </ul>
February-March, 2020	<ul style="list-style-type: none"> <li>• Curricular Review Team creates remaining interim assessments for Math, ELA, Science, and Social Studies for K-5.</li> <li>• School Principal drafts enrichment standards and exit requirements for K-8.</li> <li>• School Operations Manager orders upcoming pre-created curriculum such as Reading Mastery. School Operations Manager purchases all external assessments, such as NWEAMAP testing and STEP.</li> <li>• School Principal creates Unit Plan template and accompanying PD</li> </ul>

	<ul style="list-style-type: none"> <li>School Principal vets and approves interim assessments.</li> </ul>
April-June, 2020	<ul style="list-style-type: none"> <li>Curricular Review Team creates Unit 1 plans and scripted Unit 1 lesson plans for instructional blocks. Read Aloud, Guided Reading, Independent practice (ELA), Writing, Problem Solving, Calendar Math, Math Block, Science, and Social Studies.</li> <li>School Principal vets and approves Unit Plans and corresponding lesson plans.</li> </ul>
July-August, 2020	<ul style="list-style-type: none"> <li>Teachers work with standards and interim assessments to create Unit 2 plans for assigned subjects for K - 5.</li> <li>School Principal provides feedback and approval.</li> <li>School Principal leads teacher training in execution of Math, Science, Social Studies, CGI, phonics, and guided reading. Teachers are trained in STEP execution and grading.</li> </ul>
Winter, 2020-21	<ul style="list-style-type: none"> <li>School Principal with 1-2 teachers create pacing guides for 6th grade, and collects assessment pool for ELA, Math, Science, and Social Studies.</li> </ul>

The Table below is a sample content scope and sequence for our Lower and Upper Academy that was created from curricular materials used and recommended by high-performing Building Excellent Schools including Nashville Classical and Great Lakes Academy. We will align Indiana Academic Standards to the academic needs of students in and around the 46218 zip code area. We will evaluate the success of our curriculum and instructional materials on an annual basis and make necessary adjustments to ensure the needs of our students are being met.

### Proposed K-8 Core Academic Curriculum

Grades	Literacy	Mathematics	Science	Social Studies
K-4	<b>Reading:</b> Core Knowledge, Literacy Centers, Guided Reading/Reading Comprehension (internally developed) <b>Phonemic Awareness:</b> Reading Mastery <b>Writing:</b> Lucy Calkins <b>Online Learning:</b> Lexia	<i>Every Day Counts Math</i> (Calendar Math K-2), <i>EngageNY</i> (Number sense, computation, algebraic thinking, geometry, measurement), <b>CGI</b> (problem solving)	Core Knowledge	Core Knowledge

5-8	<b>Every Day Counts Math</b> (Calendar Math K-2), <b>EngageNY</b> (Number sense, computation, algebraic thinking, geometry, measurement), <b>CGI</b> (problem solving)	<b>Procedures</b> (computation) and <b>Problem Solving</b> , both internally created	Internally created	Internally created
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### Core Knowledge Language Arts: Scope and Sequence-Skills Strand-Kindergarten

The Skills strand of the Core Knowledge Language Arts program teaches students the decoding skills needed for (future) independent reading. Each Skills lesson begins with a warm-up, reviewing previously taught content in reading, writing, and/or grammar. All reading times—denoted below as demonstration stories or whole group, small group, or partner reading—consist of a story preview, presentation, and discussion.

#### Unit 1 (10–13 days)

	Phonics & Reading	Grammar	Spelling	Writing
<b>Lesson 1</b>	Awareness of Noises Left/Right Discrimination			Prewriting Skills: Drawing on a Vertical Surface
<b>Lesson 2</b>	Awareness of Noises Left/Right Discrimination			Prewriting Skills: Vertical Line*
<b>Lesson 3</b>	Awareness of Noises Left/Right Discrimination *			Prewriting Skills: Vertical Line
<b>Lesson 4</b>	Awareness of Noises Left/Right Discrimination Blending Pretest			Prewriting Skills: Horizontal Line*
<b>Lesson 5</b>	Awareness of Noises and Words* Left/Right Discrimination		Prewriting Skills: Circle*	
<b>Lesson 6</b>	Awareness of Noises, Words, and Phrases*			Writing Strokes Pretest Prewriting Skills: Circle
<b>Lesson 7</b>	Awareness of Noises and Words Tracking Practice			Prewriting Skills: Diagonal Line*
<b>Lesson 8</b>	Awareness of Words			Prewriting Skills: Square; Vertical and Horizontal Lines—Review
<b>Lesson 9</b>	Awareness of Words *			Prewriting Skills: Triangle; Circle and Diagonal Line—Review
<b>Lesson 10</b>	Awareness of Words and Phrases Tracking Assessment*			Prewriting Skills Assessment
<b>Pausing Point</b>	Review: Awareness of Noises, Words, and Phrases Review: Directionality and Tracking		Review: Prewriting Skills	

\*Additional practice offered with Take-Home Material. Occasionally, Take-Home Material consists of a review of prior content not practiced during the lesson it is correlated with. In such cases, the marker (\*) appears on a blank line.

## Unit 2 (10–13 days)

	Phonics & Reading	Grammar	Spelling	Writing
<b>Lesson 1</b>	Tracking Practice			Prewriting Skills: Cup*
<b>Lesson 2</b>	Blending Syllables and Sounds			Prewriting Skills: Hump*
<b>Lesson 3</b>	Blending Sounds into Words Differentiating Shapes		*	Prewriting Skills: Zigzag *
<b>Lesson 4</b>	Blending Sounds into Words Beginning/End Recognition		*	Prewriting Skills: Wavy Line*
<b>Lesson 5</b>	Blending Sounds into Words		*	Prewriting Skills: Spiral Handwriting: Own Name*
<b>Lesson 6</b>	Blending Sounds into Words			Prewriting Skills: X, +* Handwriting: Own Name
<b>Lesson 7</b>	Blending Sounds into Words		*	Prewriting Skills: Loop Handwriting: Own Name*
<b>Lesson 8</b>	Blending Sounds into Words			Prewriting Skills: Cane* Handwriting: Own Name
<b>Lesson 9</b>	Blending Sounds into Words			Prewriting Skills: Hook* Handwriting: Own Name
<b>Lesson 10</b>	Blending Sounds into Words Sound Blending Assessment *			Handwriting: Own Name Prewriting Skills Assessment
<b>Pausing Point</b>	Review: Syllable and Sound Blending, Blending Sounds into Words Review: Tracking			Review: Prewriting Skills Review: Handwriting— Own Name

\*Additional practice offered with Take-Home Material. Occasionally, Take-Home Material consists of a review of prior content not practiced during the lesson it is correlated with. In such cases, the marker (\*) appears on a blank line.

## Unit 3 (14–17 days)

	Phonics & Reading	Grammar	Spelling	Writing
<b>Lesson 1</b>	Sound /m/ Spelled 'm'			Handwriting 'm': Letter
<b>Lesson 2</b>	Sound /a/ Spelled 'a'			Handwriting 'a': Letter
<b>Lesson 3</b>	Sound /t/ Spelled 't' Chaining: One-Syllable Short Vowel Sounds			Handwriting 't': Letter

<b>Lesson 4</b>	Sound /d/ Spelled 'd' Chaining: One-Syllable Short Vowel Sounds *		Handwriting 'd': Letter
<b>Lesson 5</b>	Review: Oral Blending and Sound Spelling Chaining: One-Syllable Short Vowel Sounds†	Chaining: One-Syllable Short Vowel Sounds†	Review: Handwriting 'm', 'a', 't', 'd'—Letter
<b>Lesson 6</b>	Sound /o/ Spelled 'o' Chaining: One-Syllable Short Vowel Sounds *		Handwriting 'o': Letter Handwriting 'm', 'a', 't', 'd': Words*
<b>Lesson 7</b>	Sound /k/ Spelled 'c' Chaining: One-Syllable Short Vowel Sounds *		Handwriting 'c': Letter
<b>Lesson 8</b>	Sound /g/ Spelled 'g' Chaining: One-Syllable Short Vowel Sounds		Handwriting 'g': Letter
<b>Lesson 9</b>	Sound /i/ Spelled 'i' Chaining: One-Syllable Short Vowel Sounds*		Handwriting 'i': Letter and Word*
<b>Lesson 10</b>	Review: Oral Blending and Sound Spelling Chaining: One-Syllable Short Vowel Sounds† *	Chaining: One-Syllable Short Vowel Sounds†	Review: Handwriting 'm', 'a', 't', 'd', 'o', 'c', 'g', 'i'— Letters and Words*
<b>Lesson 11</b>	Chaining: One-Syllable Short Vowel Sounds† Reading Assessment *	Chaining: One-Syllable Short Vowel Sounds†	Word Writing: One- Syllable Short Vowel CVC Words (with Cues)
<b>Lesson 12</b>	Chaining: One-Syllable Short Vowel Sounds† Reading Assessment	Chaining: One-Syllable Short Vowel Sounds†	Word Writing: One- Syllable Short Vowel CVC Words (with Cues)
<b>Lesson 13</b>	* Reading Assessment *	Stomp and Spell: One- Syllable Short Vowel VC and CVC Words	Word Writing: One- Syllable Short Vowel CVC Words (with Cues)

	<b>Phonics &amp; Reading</b>	<b>Grammar</b>	<b>Spelling</b>	<b>Writing</b>
<b>Lesson 14</b>	Reading Assessment *		Stomp and Spell: One- Syllable Short Vowel CVC Words	Word Writing: One- Syllable Short Vowel CVC Words (with Cues)

<b>Pausing Point</b>	Review: Oral Blending and Sound Spelling	Chaining: One-Syllable Short Vowel Sounds	Review: Handwriting—Letters and Words Word Writing: One-Syllable Short Vowel CVC Words (with Cues)
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\*Additional practice offered with Take-Home Material. Occasionally, Take-Home Material consists of a review of prior content not practiced during the lesson it is correlated with. In such cases, the marker (\*) appears on a blank line.

†Chaining appears in both columns as both Chaining for Reading and Chaining for Spelling are practiced in this lesson.

## Unit 4 (15–18 days)

	Phonics & Reading	Grammar	Spelling	Writing
<b>Lesson 1</b>	Sound /n/ Spelled 'n' Chaining: One-Syllable Short Vowel Words			Handwriting 'n': Letter and Words
<b>Lesson 2</b>	Sound /h/ Spelled 'h'* Chaining: One-Syllable Short Vowel Words			Handwriting 'h': Letter and Words
<b>Lesson 3</b>	Sound /s/ Spelled 's' Chaining: One-Syllable Short Vowel Words			Handwriting 's': Letter and Words
<b>Lesson 4</b>	Sound /f/ Spelled 'f' Chaining: One-Syllable Short Vowel Words			Handwriting 'f': Letter and Words*
<b>Lesson 5</b>	Practice Reading Words		Chaining: One-Syllable Short Vowel Words	
<b>Lesson 6</b>	Sound /v/ Spelled 'v'* Chaining: One-Syllable Short Vowel Words			Handwriting 'v': Letter and Words*
<b>Lesson 7</b>	Sound /z/ Spelled 'z'* Chaining: One-Syllable Short Vowel Words		Dictation: Sounds	Handwriting 'z', 'c', 'a', 'd', 'g': Letters
<b>Lesson 8</b>	Sound /p/ Spelled 'p'* Chaining: One-Syllable Short Vowel Words			Handwriting 'p': Letter and Words
<b>Lesson 9</b>	Sound /e/ Spelled 'e' Chaining: One-Syllable Short Vowel Words			Handwriting 'e': Letter and Words
<b>Lesson 10</b>	*	Introduction to Phrases	Chaining: One-Syllable Short Vowel Words Dictation: Sounds	
<b>Lesson 11</b>	Practice Reading Phrases Reading Assessment *		Chaining: One-Syllable Short Vowel Words Dictation: Sounds	Review: Handwriting 'm', 'n', 'h', 's', 'f', 'v', 'z', 'p', 'e'—Letters
<b>Lesson 12</b>	Demonstration Story Practice Reading Words Reading Assessment		Dictation: Sounds	Word Writing: One-Syllable Short Vowel CVC Words (with Cues)

<b>Lesson 13</b>	Demonstration Story Practice Reading Words* Reading Assessment	Dictation: Sounds and Words	Word Writing: One-Syllable Short Vowel CVC Words (with Cues)
<b>Lesson 14</b>	Reading: Wiggle Cards Practice Reading Words Reading Assessment	Dictation: Words	Word Writing: One-Syllable Short Vowel CVC Words (with Cues)

	<b>Phonics &amp; Reading</b>	<b>Grammar</b>	<b>Spelling</b>	<b>Writing</b>
<b>Lesson 15</b>	Practice Reading Words* Reading Assessment			Word Writing: One-Syllable Short Vowel CVC Words (with Cues)*
<b>Pausing Point</b>	Review: Segmenting and Sound Spelling Practice Reading Words and Phrases Demonstration Story		Dictation: Sounds and One-Syllable Short Vowel CVC Words	Review: Handwriting—Letters and Words Word Writing: One-Syllable Short Vowel CVC Words (with Cues)

\*Additional practice offered with Take-Home Material. Occasionally, Take-Home Material consists of a review of prior content not practiced during the lesson it is correlated with. In such cases, the marker (\*) appears on a blank line.

### Unit 5 (16–19 days)

	<b>Phonics &amp; Reading</b>	<b>Grammar</b>	<b>Spelling</b>	<b>Writing</b>
<b>Lesson 1</b>	Sound /b/ Spelled 'b'* Sound /d/ Spelled 'd'*		Chaining: One-Syllable Short Vowel Words	Handwriting 'b': Letter and Words Word Writing: One-Syllable Short Vowel CVC Words (with Cues)*
<b>Lesson 2</b>	Sound // Spelled 'l'*			Handwriting 'l': Letter and Words Word Writing: One-Syllable Short Vowel CVC Words (with Cues)*
<b>Lesson 3</b>	Sound /r/ Spelled 'r'			Handwriting 'r': Letter and Words Word Writing: One-Syllable Short Vowel CVC Words (with Cues)
<b>Lesson 4</b>	Sound /u/ Spelled 'u'* Reading: Wiggle Cards			Handwriting 'u': Letter and Words* Word Writing: One-Syllable Short Vowel CVC Words (with Cues)
<b>Lesson 5</b>	*		Chaining: One-Syllable Short Vowel Words	Word Writing: One-Syllable Short Vowel CVC Words (with Cues)

<b>Lesson 6</b>	Sound /w/ Spelled 'w'	Chaining: One-Syllable Short Vowel Words	Handwriting 'w': Letter and Words Word Writing: One-Syllable Short Vowel CVC Words (with Cues)*
<b>Lesson 7</b>	Sound /j/ Spelled 'j'		Handwriting 'j': Letter and Words Word Writing: One-Syllable Short Vowel CVC Words (with Cues)*
<b>Lesson 8</b>	Sound /y/ Spelled 'y'*		Handwriting 'y': Letter and Words Word Writing: One-Syllable Short Vowel CVC Words (with Cues)*
<b>Lesson 9</b>	Sound /x/ Spelled 'x' *	Chaining: One-Syllable Short Vowel Words	Handwriting 'x': Letter and Words Phrase Writing: One-Syllable Short Vowel CVC Words (with Cues)

	<b>Phonics &amp; Reading</b>	<b>Grammar</b>	<b>Spelling</b>	<b>Writing</b>
<b>Lesson 10</b>	Spelling Alternative for /k/ Spelled 'k' Practice Reading Words		Chaining: One-Syllable Short Vowel Words	Handwriting 'k': Letter and Words Phrase Writing: One-Syllable Short Vowel VC and CVC Words (with Cues) Word Writing: One-Syllable Short Vowel CVC Words (with Cues)
<b>Lesson 11</b>	*		Dictation: Sounds Practice Spelling Words: Stomp and Spell	Word Writing: One-Syllable Short Vowel CVC Words (with Cues)
<b>Lesson 12</b>	Reading Assessment *		Chaining: One-Syllable Short Vowel Words	Review: Handwriting 'b', 'l', 'r', 'u', 'w', 'k', 'y', 'x', 'j'—Letters
<b>Lesson 13</b>	Demonstration Story Practice Reading Words Reading Assessment		Chaining: One-Syllable Short Vowel Words	Word Writing: One-Syllable Short Vowel CVC Words (with Cues)
<b>Lesson 14</b>	Demonstration Story Practice Reading Phrases Reading Assessment		Chaining: One-Syllable Short Vowel Words	Word Writing: One-Syllable Short Vowel CVC Words (with Cues)*
<b>Lesson 15</b>	Demonstration Story Reading Assessment			Word Writing: One-Syllable Short Vowel CVC Words (with Cues)

<b>Lesson 16</b>	Demonstration Story Practice Reading Phrases* Reading Assessment	Dictation: Sounds Practice Spelling Words: Spelling Hopscotch	
<b>Pausing Point</b>	Review: Sound Spelling	Chaining: One-Syllable Short Vowel Words Review: Dictation— Sounds	Word Writing: One-Syllable Short Vowel CVC Words (with Cues) Review: Handwriting— Letters and Words

\*Additional practice offered with Take-Home Material. Occasionally, Take-Home Material consists of a review of prior content not practiced during the lesson it is correlated with. In such cases, the marker (\*) appears on a blank line.

### Unit 6 (15–18 days)

	Phonics & Reading	Grammar	Spelling	Writing
<b>Lesson 1</b>	Alphabet/Letter Names Demonstration Story *		Chaining: One-Syllable Short Vowel Words with Consonant Blends, Clusters, and/or Digraphs	
<b>Lesson 2</b>	Alphabet/Letter Names Demonstration Story		Chaining Dictation: One-Syllable Short Vowel Words with Consonant Blends, Clusters, and/or Digraphs	Word Writing: One-Syllable Short Vowel Words with Consonant Blends, Clusters, and/or Digraphs (with Cues)
<b>Lesson 3</b>	Alphabet/Letter Names* Sound /z/ spelled 's' Demonstration Story*		Chaining: One-Syllable Short Vowel Words with Consonant Blends, Clusters, and/or Digraphs	Word Writing: One-Syllable Short Vowel VC and CVC Words (with Cues)
<b>Lesson 4</b>	Sounds /s/ and /z/ Partner Reading			Word Writing: One-Syllable Short Vowel Words in which 's' > /s/ or /z/ (with Cues)*
<b>Lesson 5</b>	Alphabet/Letter Names Demonstration Story Small Group Reading *			
<b>Lesson 6</b>	Reading: Wiggle Cards Small Group Reading* *		Chaining: One-Syllable Short Vowel CVC Words	
<b>Lesson 7</b>	Demonstration Story Small Group Reading* *		Dictation: One-Syllable Short Vowel CVC, CCVC, and CVCC Words	
<b>Lesson 8</b>	Rhyming Words Small Group Reading *		Chaining: One-Syllable Short Vowel Words with Consonant Blends, Clusters, and/or Digraphs	

<b>Lesson 9</b>	Demonstration Story Partner Reading* *	Dictation: One-Syllable Short Vowel CVC, CVCC, CCVC, and CCVCC Words
<b>Lesson 10</b>	Demonstration Story Small Group Reading* *	Practice: Tap and Spell
<b>Lesson 11</b>	Review: Rhyming Words Small Group Reading	Chaining: One-Syllable Short Vowel Words with Consonant Blends, Clusters, and/or Digraphs

	<b>Phonics &amp; Reading</b>	<b>Grammar</b>	<b>Spelling</b>	<b>Writing</b>
<b>Lesson 12</b>	Review: Letter Names, Rhyming Words* Demonstration Story Whole Group Reading*			
<b>Lesson 13</b>	Review: Letter Names* *		Chaining: One-Syllable Short Vowel Words with Consonant Blends, Clusters, and/or Digraphs	Word Writing: One- Syllable Short Vowel CVCC and CCVCC Words (with Cues)
<b>Lesson 14</b>	Demonstration Story Small Group Reading *		Dictation: One-Syllable Short Vowel CVC, CCVC, CVCC, and CCVCC Words	
<b>Lesson 15</b>	Assessment: Letter Names, Rhyming Words Small Group Reading Reading Assessment Analysis and Interpretation Assessment			Word Writing: One- Syllable Short Vowel CVCC, CCVC, and CCVCC Words (with Cues)
<b>Pausing Point</b>	Review: Sound Spelling, Letter Names, Rhyming Words* Demonstration Stories Partner Reading*		Chaining: One-Syllable Short Vowel Words with Digraphs Dictation: Words and Phrases	Word Writing: One- Syllable Short Vowel CVCC, CVCCC, and CCVCC Words (with Cues) Review: Handwriting— Letters and Words

\*Additional practice offered with Take-Home Material. Occasionally, Take-Home Material consists of a review of prior content not practiced during the lesson it is correlated with. In such cases, the marker (\*) appears on a blank line. Further, in all cases of reading practice, the story is one previously read which parents are encouraged to have their children read aloud to them.

## EngageNY Mathematics Curriculum

	Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	
20 days				M1: Sums and Differences to 20 (10 days) M2: Addition and Subtraction of Length Units (12 days)	M1: Preparation of Multiplication and Division and Solving Problems with Units of 2, 3, and 10 (25 days)	M1: Place Value, Rounding, and Algorithms for Addition and Subtraction (25 days)	M2: Place Value and Decimal Fractions (20 days)	20 days
20 days	M1: Numbers to 5 (45 days)	M1: Numbers to 20 (40 days)	M1: Sums and Differences to 10 (45 days)	M3: Place Value, Counting, and Comparison of Numbers to 2000 (25 days)	M2: Place Value and Problem Solving with Units of Measure (25 days)	M2: Unit Conversions (7 days)	M3: Multi-Digit Whole Number and Decimal Fraction Operations (35 days)	20 days
20 days	M2: Two-Dimensional and Three-Dimensional Shapes (25 days)	M2: 2D and 3D Shapes (12 days)	M2: Models for to Place Value Through Addition and Subtraction Within 20 (35 days)	M4: Addition and Subtraction Within 200 with Word Problems to 100 (35 days)	M3: Multiplication and Division with Units of 10, 100, and Multiples of 10 (35 days)	M3: Multi-Digit Multiplication and Division (48 days)	M4: Addition and Subtraction of Fractions (22 days)	20 days
20 days	M3: Counting to Answer Questions of How Many (50 days)	M3: Comparison of Length, Weight, Capacity, and Numbers to 10 (28 days)	M3: Ordering and Comparing Length Measurements in Numbers (25 days)	M5: Addition and Subtraction Within 200 with Word Problems to 100 (24 days)	M4: Multiplication and Area (20 days)	M4: Angle Measure and Plane Figures (20 days)	M4: Multiplication and Division of Fractions and Decimal Fractions (28 days)	20 days
20 days	M4: Comparison of Length, Weight, and Capacity (25 days)	M4: Number Name, Addition and Subtraction to 10 (47 days)	M4: Race Value, Comparison, Addition and Subtraction to 40 (25 days)	M6: Foundations of Multiplication and Division (24 days)	M5: Fractions as Numbers on the Number Line (25 days)	M5: Fraction Equivalence, Ordering, and Operations (20 days)	M5: Addition and Multiplication with Volume and Area (25 days)	20 days
20 days	M5: Numbers to 5, Addition and Subtraction Stories, Counting to 20 (35 days)	M5: Numbers 20-20 and Counting to 100 (30 days)	M5: Identifying, Composing, and Partitioning Shapes (25 days)	M7: Problem Solving with Length, Money, and Data (20 days)	M6: Collecting and Displaying Data (20 days)	M6: Decimal Fractions (20 days)	M6: Problem Solving with the Coordinate Plane (40 days)	20 days
20 days		M6: Identifying, Composing, and Composing Shapes (10 days)		M8: Three Shapes and Fractions of Equal Parts of Shapes (20 days)	M7: Geometry and Measurement Word Problems (40 days)	M7: Exploring Multiplication (20 days)		20 days



Assess. Test date for grades 3-5

\*Please refer to grade-level descriptions to identify partially labeled modules and the standards corresponding to all modules.

Key	Geometry	Number	Number and Geometry, Measurement	Fractions
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## Science Curriculum

<b>Figure 4.3: Proposed K-8 Science Curriculum</b>		
<b>Grades</b>	<b>Curriculum</b>	<b>Description</b>
K-4	Core Knowledge	In grades K-4 we use the Indiana Academic Standards and Core Knowledge Science resources to plan our science curriculum. Teachers will lead instruction with students through reading aloud, observation, and activities. In our early grades students focus on observation and description and as they matriculate to the next grades they will focus on developing technical explanations of scientific phenomenon's.
5-8	Internally Created	Teachers will work to create lesson and unit plans aligned to Indiana Academic Standards .Students in grades 5-8 will engage in hands on experiences and observations within 4 domains: Physical Science, Earth and Space Science, Life Science, and Engineering

## Social Studies Curriculum

<b>Figure 4.4: Proposed K-8 Social Studies Curriculum</b>		
<b>Grades</b>	<b>Curriculum</b>	<b>Description</b>
K-4	Core Knowledge	In grades K-4 we use the Indiana Academic Standards and Core Knowledge Social Studies resources to plan our Social Studies curriculum. Teachers will lead instruction with students through a study of major events and figures, from the earliest days to recent times. Students will also learn about different elements of geography including spatial sense of the world, awareness of physical processes that shape life, a sense of the interactions between humans and their environment, an understanding of the relations between place and culture, and an awareness of the characteristics of specific regions and cultures.
5-8	Internally Created	Teachers will work to create lesson and unit plans aligned to Indiana Academic State standards. Students in grades 5-8 will compare the history, geography, government, economic systems, current issues, and cultures of the Western World.



# ATTACHMENT 5

## ACADEMIC AND EXIT STANDARDS

## **ATTACHMENT 5**

### **ACADEMIC AND EXIT STANDARDS**

All 8th graders will have to master/pass the exit Indiana State Standards, which are listed on the following pages.

## **Attachment 5: Exit Standards**

Please provide the school's exit standards for graduating students for each division of the school as applicable (elementary, middle and/or high school). Exit standards should clearly set forth what students in the last grade in each division will know and be able to do.

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### **GRADE 8**

#### **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 structure of two or more related works of literature (e.g., similar topic/ theme), and analyze and evaluate how 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.
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## 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.

## **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.
- Write **informative** compositions in a variety of forms that –
- 8.W.3.2**
- 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.
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## 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 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>i</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.
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## 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, 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>ii</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> Ibid.

<sup>ii</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>.

## Mathematics Exit Standards

### **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**

<b>GRADE 8</b>
<b>8.NS.1:</b> 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.
<b>8.NS.2:</b> 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.
<b>8.NS.3:</b> Given a numeric expression with common rational number bases and integer exponents, apply the properties of exponents to generate equivalent expressions.
<b>8.NS.4:</b> Use square root symbols to represent solutions to equations of the form $x^2 = p$ , where $p$ is a positive rational number.

#### **COMPUTATION**

<b>GRADE 8</b>
<b>8.C.1:</b> Solve real-world problems with rational numbers by using multiple operations.
<b>8.C.2:</b> 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.

#### **DATA ANALYSIS, STATISTICS, AND PROBABILITY**

<b>GRADE 8</b>
<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.

## ALGEBRA AND FUNCTIONS

GRADE 8
<b>8.AF.1:</b> 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.
<b>8.AF.2:</b> 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).
<b>8.AF.3:</b> 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 $(x,y)$ .
<b>8.AF.4:</b> 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.
<b>8.AF.5:</b> 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.
<b>8.AF.6:</b> 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.
<b>8.AF.7:</b> 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).
<b>8.AF.8:</b> 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
<b>8.GM.1:</b> 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.
<b>8.GM.2:</b> Solve real-world and other mathematical problems involving volume of cones, spheres, and pyramids and surface area of spheres.
<b>8.GM.3:</b> 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.
<b>8.GM.4:</b> 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.
<b>8.GM.5:</b> 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.
<b>8.GM.6:</b> Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.
<b>8.GM.7:</b> Use inductive reasoning to explain the Pythagorean relationship.
<b>8.GM.8:</b> Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and other mathematical problems in two dimensions.
<b>8.GM.9:</b> Apply the Pythagorean Theorem to find the distance between two points in a coordinate plane.

Science Exit Standards

<b>LEARNING OUTCOMES</b>	<b>LST.1: LEARNING OUTCOME FOR LITERACY IN SCIENCE/TECHNICAL SUBJECTS</b> <b>Read and comprehend science and technical texts independently and proficiently and write effectively for a variety of discipline-specific tasks, purposes, and audiences</b>
	<b>6-8.LST.1.1:</b> Read and comprehend science and technical texts within a range of complexity appropriate for grades 6-8 independently and proficiently by end of grade 8.
	<b>6-8.LST.1.2:</b> Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.
<b>KEY IDEAS AND TEXTUAL SUPPORT</b>	<b>LST.2: KEY IDEAS AND TEXTUAL SUPPORT (READING)</b> <b>Extract and construct meaning from science and technical texts using a comprehension skills</b>
	<b>6-8.LST.2.1:</b> Cite specific textual evidence to support analysis of science and technical texts.
	<b>6-8.LST.2.2:</b> Determine the central ideas or conclusions of a text; provide an accurate, objective summary of the text.
	<b>6-8.LST.2.3:</b> Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
<b>STRUCTURAL ELEMENTS AND ORGANIZATION</b>	<b>LST.3: STRUCTURAL ELEMENTS AND ORGANIZATION (READING)</b> <b>Build understanding of science and technical texts, using knowledge of structural organization and author's purpose and message</b>
	<b>6-8.LST.3.1:</b> Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
	<b>6-8.LST.3.2:</b> 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.
	<b>6-8.LST.3.3:</b> Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.
<b>SYNTHESIS AND CONNECTION OF IDEAS</b>	<b>LST.4: SYNTHESIS AND CONNECTION OF IDEAS (READING)</b> <b>Build understanding of science and technical texts by synthesizing and connecting ideas and evaluating specific claims</b>
	<b>6-8.LST.4.1:</b> Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., <i>in a flowchart, diagram, model, graph, or table</i> ).
	<b>6-8.LST.4.2:</b> Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
	<b>6-8.LST.4.3:</b> Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
<b>WRITING GENRES</b>	<b>LST.5: WRITING GENRES (WRITING)</b> <b>Write for different purposes and to specific audiences or people</b>
	<b>6-8.LST.5.1:</b> Write arguments focused on discipline-specific content.
	<b>6-8.LST.5.2:</b> Write informative texts, including scientific procedures/experiments or technical processes that include precise descriptions and conclusions from data/research.

<b>THE WRITING PROCESS</b>	<b>LST.6: THE WRITING PROCESS (WRITING)</b> <b>Produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others</b>
	<b>6-8.LST.6.1:</b> 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.
	<b>6-8.LST.6.2:</b> Use technology to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
<b>THE RESEARCH PROCESS</b>	<b>LST.7: THE RESEARCH PROCESS (WRITING)</b> <b>Build knowledge about the research process and the topic under study by conducting short or more sustained research</b>
	<b>6-8.LST.7.1:</b> Conduct short research assignments and tasks to answer a question (including a self-generated question), or test a hypothesis, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
	<b>6-8.LST.7.2:</b> Gather relevant information from multiple sources, using search terms effectively; annotate sources; 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 (e.g., <i>APA</i> or <i>CSE</i> ).
	<b>6-8.LST.7.3:</b> Draw evidence from informational texts to support analysis, reflection, and research.
<b>Physical Science (PS)</b>	
<b>8.PS.1</b> Create models to represent the arrangement and charges of subatomic particles in an atom (protons, neutrons and electrons). Understand the significance that the currently 118 known chemical elements combine to form all the matter in the universe.	
<b>8.PS.2</b> Illustrate with diagrams (drawings) how atoms are arranged in simple molecules. Distinguish between atoms, elements, molecules, and compounds.	
<b>8.PS.3</b> Use basic information provided for an element (atomic mass, atomic number, symbol, and name) to determine its place on the Periodic Table. Use this information to find the number of protons, neutrons, and electrons in an atom.	
<b>8.PS.4</b> Identify organizational patterns (radius, atomic number, atomic mass, properties and radioactivity) on the Periodic Table.	
<b>8.PS.5</b> Investigate the property of density and provide evidence that properties, such as density, do not change for a pure substance.	
<b>8.PS.6</b> Compare and contrast physical change vs. chemical change. Analyze the properties of substances before and after substances interact to determine if a chemical reaction has occurred.	
<b>8.PS.7</b> Balance chemical equations to show how the total number of atoms for each element does not change in chemical reactions and as a result, mass is always conserved in a closed system. (Law of Conservation of Mass.)	
<b>Life Science (LS)</b>	
<b>8.LS.1</b> Compare and contrast the transmission of genetic information in sexual and asexual reproduction. Research organisms that undergo these two types of reproduction.	

<b>8.LS.2</b> Demonstrate how genetic information is transmitted from parent to offspring through chromosomes via the process of meiosis. Explain how living things grow and develop.
<b>8.LS.3</b> Create and analyze Punnett squares to calculate the probability of specific traits being passed from parents to offspring using different patterns of inheritance.
<b>8.LS.4</b> Differentiate between and provide examples of acquired and genetically inherited traits.
<b>8.LS.5</b> Explain how factors affecting natural selection (competition, genetic variations, environmental changes, and overproduction) increase or decrease a species' ability to survive and reproduce.
<b>8.LS.6</b> Create models to show how the structures of chromatin, chromosomes, chromatids, genes, alleles and deoxyribonucleic acid (DNA) molecules are related and differ.
<b>8.LS.7</b> Recognize organisms are classified into taxonomic levels according to shared characteristics. Explain how an organism's scientific name correlates to these shared characteristics.
<b>8.LS.8</b> Explore and predict the evolutionary relationships between species looking at the anatomical differences among modern organisms and fossil organisms.
<b>8.LS.9</b> Examine traits of individuals within a species that may give them an advantage or disadvantage to survive and reproduce in stable or changing environment.
<b>8.LS.10</b> Gather and synthesize information about how humans alter organisms genetically through a variety of methods.
<b>8.LS.11</b> Investigate how viruses and bacteria affect the human body.
<b>Earth and Space Science (ESS)</b>
<b>8.ESS.1</b> Research global temperatures over the past century. Compare and contrast data in relation to the theory of climate change.
<b>8.ESS.2</b> Create a diagram or carry out a simulation to describe how water is cycled through the earth's crust, atmosphere and oceans. Explain how the water cycle is driven by energy from the sun and the force of gravity.
<b>8.ESS.3</b> Research how human consumption of finite natural resources (i.e. coal, oil, natural gas, and clean water) and human activities have had an impact on the environment (i.e. causes of air, water, soil, light, and noise pollution).
<b>Engineering (E)</b>
<b>6-8.E.1</b> Identify the criteria and constraints of a design to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.
<b>6-8.E.2</b> Evaluate competing design solutions using a systematic process to identify how well they meet the criteria and constraints of the problem.
<b>6-8.E.3</b> Analyze data from investigations to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.
<b>6-8.E.4</b> Develop a prototype to generate data for repeated investigations and modify a proposed object, tool, or process such that an optimal design can be achieved.

**CONTENT STANDARDS**

**Standard 1 History**

**The American Revolution and Founding of the United States: 1754 to 1801**

- 8.1.1** Identify the major Native American Indian groups of eastern North America and describe early conflict and cooperation between European settlers and these Native American groups.
- 8.1.2** Compare and contrast reasons for British, French, Spanish and Dutch colonization in the New World.
- 8.1.3** Explain the conditions, causes, consequences and significance of Britain’s struggle to maintain control of colonies during the French and Indian War (1754–1763).
- 8.1.4** Identify and explain the reasons and actions for the resistance and rebellion against British imperial rule by the thirteen colonies in North America (1761–1775).
- 8.1.5** Analyze the causes and effects of the Revolutionary War (1775–1783), including the ideas from the Declaration of Independence, the enactment of the Articles of Confederation and the Treaty of Paris (1783).
- 8.1.6** Identify and give the significance of major events in the creation of the Constitution such as: the enactment of state constitutions, the Constitutional conventions, the willingness to compromise, and the Federalist-anti Federalist debates regarding the vote to ratify the Constitution.
- 8.1.7** Identify and explain the steps taken during the Washington Administration and the First and Second Congresses of the United States to establish a stable and lasting national government.
- 8.1.8** Compare and contrast the views of Thomas Jefferson and Alexander Hamilton and explain how their differences gave rise to the development of political parties.
- 8.1.9** Identify the events leading up to the presidential and congressional election of 1800 and the transfer of political authority and power to the Democratic-Republican Party led by Thomas Jefferson (1801); Evaluate the significance of these events.
- 8.1.10** Analyze the influence of important individuals on social and political developments of the time (1775 – 1800) such as the Independence movement and the framing of the Constitution.
- 8.1.11** Compare and contrast the ways of life in the northern and southern states, including the growth of towns and cities and the growth of industry in the North and the growing dependence on slavery and the production of cotton in the South.

**National Expansion and Reform: 1801 to 1861**

- 8.1.12** Interpret how the events surrounding the Louisiana Purchase (1803) and Lewis and Clark expedition (1803-1806) allowed for America’s initial push towards westward expansion.
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- 8.1.13** Explain the main issues, consequences, and landmark decisions of the Marshall Court.
- 8.1.14** Analyze the causes and consequences of the War of 1812.
- 8.1.15** Define nationalism and understand the direction nationalism gave to domestic and foreign policy and to the development of an industrial economy during this period.
- 8.1.16** Identify the key ideas of Jacksonian democracy and explain their influence on political participation, political parties and constitutional government; analyze Jackson's actions as President such as the destruction of the National Bank, the nullification crisis, and Jackson's Indian policy.
- 8.1.17** Explain relationships and conflict between settlers and Native Americans on the frontier.
- 8.1.18** Describe the causes, courses, challenges, compromises, and consequences associated with westward expansion, including the concept of Manifest Destiny.
- 8.1.19** Analyze the causes and effects of the Mexican War (1846-1848).
- 8.1.20** Give examples of how immigration affected American culture in the decades before and the Civil War, including growth of industrial sites in the North; religious differences; tensions between middle-class and working-class people, particularly in the Northeast; and intensification of cultural differences between the North and the South.
- 8.1.21** Give examples of the changing role of women, minorities, and immigrants in the northern, southern and western parts of the United States in the mid-nineteenth century, and examine possible causes for these changes.
- 8.1.22** Describe the abolitionist movement and identify figures and organizations involved in the debate over slavery, including leaders of the Underground Railroad
- 8.1.23** Analyze the influence of early individual social reformers and movements such as the abolitionist, feminist and social reform movements.

### **The Civil War and Reconstruction Period: 1850 to 1877**

- 8.1.24** Analyze the causes and effects of events leading to the Civil War, and evaluate the impact issues such as states' rights and slavery had in developing America's sectional conflict.
- 8.1.25** Identify factors and individuals which influenced the outcome of Civil War and explain the significance of each.
- 8.1.26** Compare and contrast the three plans for Reconstruction and evaluate the merits of each.
- 8.1.27** Describe causes and lasting effects of the Civil War and Reconstruction as well as the political controversies surrounding this time such as Andrew Johnson's impeachment, the Black Codes, and the Compromise of 1877.

### **Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research, and Issues-Analysis and Decision-Making**

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- 8.1.28** Recognize historical perspective and evaluate alternative courses of action by describing the historical context in which events unfolded.
- 8.1.29** Differentiate between facts and historical interpretations of events, recognizing that the historian’s narrative reflects his or her judgment about the significance of particular facts.
- 8.1.30** Using primary and secondary sources, analyze an issue confronting the United States from colonial times through the Reconstruction period.
- 8.1.31** Compare and contrast examples of art, music, literature, and other forms of expression; explain how these reflect American culture during this time period.

## **Standard 2 Civics and Government**

### **Foundations of Government**

- 8.2.1** Identify and explain essential ideas of constitutional government, which include limited government; rule of law; due process of law; separated and shared powers; checks and balances; federalism; popular sovereignty; republicanism; representative government; and individual rights to life, liberty and property; and freedom of conscience.
- 8.2.2** Explain the concept of a separation of powers and how and why these powers are distributed, shared and limited in the constitutional government of the United States.
- 8.2.3** Examine ways that the national government affects the everyday lives of people of the United States.

### **Functions of Government**

- 8.2.4** Compare and contrast the delegated, reserved, and concurrent powers (division of power or federal system) contained in the United States Constitution.
- 8.2.5** Compare and contrast the different functions of national and state government within the federal system by analyzing the United States Constitution and the Indiana Constitution.

### **Roles of Citizens**

- 8.2.6** Recognize and explain the relationship between the rights and responsibilities of citizenship in the United States.
- 8.2.7** Explain the importance of responsible participation by citizens in voluntary civil organizations to bring about social reform.
- 8.2.8** Explain ways that citizens can participate in the election process (political parties, campaigns and elections) at the national, state, and local levels.
- 8.2.9** Explain how citizens can monitor and influence the development and implementation of public policies at local, state and national levels of government.
- 8.2.10** Research and defend positions on issues in which fundamental values and principles related to the United States Constitution are in conflict such as: 1<sup>st</sup> and 2<sup>nd</sup> Amendment rights, the right to privacy, and the rights of the individual.

## **Standard 3 Geography**

### **The World in Spatial Terms**

- 8.3.1** Read maps to interpret symbols and determine the land forms and human features that represent physical and cultural characteristics of regions in the United States.

### **Places and Regions**

- 8.3.2** Read and interpret maps that portray the physical growth and development of the United States from colonization through Reconstruction (1877).

### **Physical Systems**

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**8.3.3** Identify and locate the major climate regions in the United States and describe characteristics of regions.

**8.3.4** Identify the major mountain ranges and river systems of the United States and explain the importance of these physical features in the development of America.

### **Human Systems**

**8.3.5** Identify the agricultural regions of the United States and be able to give explanations for how the land was used and developed during the growth of the United States.

**8.3.6** Using maps identify changes influenced by growth, economic development and human migration in the United States.

**8.3.7** Using primary and secondary sources, identify ways people modified the physical environment as the United States developed and describe the impacts that resulted.

**8.3.8** Analyze human and physical factors that have influenced migration and settlement patterns and relate them to the economic development of the United States.

**8.3.9** Identify and interpret maps, graphs and charts showing the distribution of natural resources such as forests, water sources and wildlife in the US at the beginning of the nineteenth century and give examples of how people exploited resources as the country became industrialized and people moved westward.

## **Standard 4 Economics**

**8.4.1** Identify economic factors contributing to European exploration and colonization in North America, the American Revolution and the drafting of the Constitution of the United States.

**8.4.2** Identify and explain the four types of economic systems (traditional, command, market, and mixed); evaluate how the characteristics of a market economy have affected the economic and labor development of the United States.

\* **traditional economy:** an economy in which resources are allocated based on custom and tradition

\* **command economy:** an economy in which resources are allocated by the government or other central authority

\* **market economy:** an economy in which resources are allocated by decisions of individuals and businesses

\* **mixed economy:** an economic system combining private and public enterprise

**8.4.3** Explain how federal, state, and local governments are involved in the economy of the United States.

**8.4.4** Analyze contributions of entrepreneurs and inventors in the development of the United States economy to 1877.

**8.4.5** Relate how new technology and inventions brought about changes in labor productivity in the United States in the eighteenth and nineteenth centuries.

**8.4.6** Trace the development of different kinds of money used in the United States.

**8.4.7** Trace the development of the banking system in the United States.

**8.4.8** Explain and evaluate examples of domestic and international interdependence in United States history.

**8.4.9** Examine the importance of borrowing and lending (the use of credit) in the United States economy and list the advantages and disadvantages of using credit.

**8.4.10** Compare and contrast job skills needed in different time periods in United States history.

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# ATTACHMENT 6

## SCHOOL CALENDAR AND SCHEDULE

**ATTACHMENT 6****SCHOOL CALENDAR AND SCHEDULE****HIM BY HER COLLEGIATE SCHOOL FOR THE ARTS CALENDAR 2020**

<b>DATE</b>	<b>DAY</b>	<b>EVENT</b>	<b>ATTENDANCE INFORMATION</b>
August 3-5	Monday-Wednesday	Professional Development	No School for Students
August 6	Thursday	First Day of School (Full Day, First Semester)	Late Start School day
August 7	Friday	Teacher PLC	Regular School day
August 10-September 2	Monday-Friday	Regular school day	Students and Staff
September 3	Thursday	Late Start- PLC	First period begins later time
September 4	Friday	Regular School Day	
September 7	Monday	Labor Day	No School
September 25	Friday	Welcome back to School Night	
September 28- October 1	Friday-Friday	Regular School Day	Regular School Day
October 2	Friday	Parents in Touch	8 am—p.m.
October 5-October 15	Monday-Friday	Fall Break	No School Students and Staff
October 19	Monday	Professional Development	No Students
October 24	Friday	Parent Teacher Conferences	No School for Students Parent Teacher conferences during the day
October 120-30	Tuesday-Friday	Regular School Days	Students and Staff
November 2-November 24	Monday -Friday & Monday-Tuesday	Regular School	Students and Staff
November 25, 26, 27	Wednesday - Friday	Thanksgiving Break	No School
December 1-18	Tuesday-Friday 3 weeks	Regular School Days	Students and Staff
December 21 – Jan 1	Monday–Friday	Winter Break	No School
January 4-5	Monday-Tuesday	Professional Development	No School for Students
January 6	Wednesday	School Resumes 2 <sup>nd</sup> Semester	Students and Staff
January 18	Monday	M.L. King’s Birthday	No School
February 1-February 26	Monday-Friday	Regular School	Students and Staff
March 1- March 17	Monday-Thursday	Regular School	Students and Staff
March 18	Friday	School Improvement Day and Parent Teacher Conferences	No School for Students Parent Teacher Conferences in the evening
March 22 – April 2	Monday–Friday	Spring Break	No School
April 5	Monday	School Resumes	

April 8 & 9	Thursday, Friday	Professional Development	No School-Students
May 31	Monday	Memorial Day	No School
June 1-11	Monday-Friday	Regular School Day	Students and Staff
June 14-18	5 Snow days	Snow Days = 5	
<b><i>*All 2<sup>nd</sup> semester days of attendance dependent upon snow days. Additional calendar years will be added</i></b>			